

## INNOVATIVE APPROACHES TO NATIVE LANGUAGE AND LITERATURE LESSONS

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**Annotation:** This article discusses the use of innovative pedagogical technologies in native language and literature lessons, focusing on encouraging students to think creatively, actively solve information-based problems, express their thoughts freely, take initiative, work collaboratively, and articulate their ideas in written form.

**Keywords:** native language, literature, lesson, innovative technology, method, game.

### INTRODUCTION

In modern education, fostering critical thinking, problem-solving abilities, and creativity has become essential. Problem-based learning (PBL) is a teaching methodology that places students at the center of their learning process, encouraging them to engage with tasks that require analysis, synthesis, and evaluation. This approach not only helps students develop higher-order thinking skills but also prepares them to face real-world challenges effectively.

The creation of problematic situations in lessons allows educators to stimulate students' intellectual curiosity and motivate them to seek solutions to complex questions. These scenarios act as catalysts for deeper learning, pushing students to explore the root causes of issues, consider diverse perspectives, and propose practical resolutions. Importantly, such methods bridge the gap between theoretical knowledge and its practical application, making the learning experience both meaningful and relevant.

By integrating problem-based tasks into the curriculum, educators can help students move beyond rote learning and passive observation. Instead, they are empowered to actively participate in their education, developing critical skills such as analytical thinking, effective communication, and collaborative problem-solving. This article delves into the principles and methods of creating problem-based scenarios, emphasizing their potential to transform classrooms into spaces of active inquiry and innovation.

The role of native language and literature in general secondary education is unparalleled. The main goal of these subjects is to nurture individuals with logical and independent thinking, a broad worldview, creativity, and artistic reasoning. As our scholars have stated: "All virtues in the world are instilled in the human soul, first and foremost, through the unique charm of the native language." Indeed, instilling love and patriotism for the eternal homeland and fostering humanistic values begin in the process of teaching the native language. This underscores the immense responsibility of language and literature teachers in shaping the younger generation. Teaching is sacred, and the goal is clear: to improve the quality of education and upbringing, develop communicative competencies in students, and cultivate young individuals capable of confidently advancing our nation into the future.

### RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS

The goal of pedagogical technologies is to ensure that teachers and students achieve set objectives collaboratively. If students think independently, work creatively, research, analyze, and draw their conclusions during the learning process, the intended purpose is achieved. The

teacher's ability to create opportunities and conditions for student activity is fundamental to the teaching process. Every lesson, topic, and subject has its unique technology.

Today, widely known and applied methods such as "Brainstorming," "Cluster," "Venn Diagram," "BBB," and "FSMU" have proven their effectiveness in lessons. Similarly, methods like "Comparative Method," "Round Table Method," and "6x6x6" play a significant role in enhancing lesson efficiency. For instance, using the "Comparative Method" in literature lessons to consolidate the topic after studying the lives and works of Odil Yoqubov and Pirimqul Qodirov proves effective. In this method, students are divided into three groups. The first group explores the similarities in the lives of Odil Yoqubov and Pirimqul Qodirov, the second group examines their creative heritage and the characters they created, and the third group summarizes the ideas presented in their works.

In native language lessons, after covering the topic "Secondary parts of a sentence," students can be given a creative task titled "I am the Complement!" based on the "Group Work Method." This assignment, which can be completed individually or in small or large groups, requires students to create a creative text related to the topic. The text is then presented by the students. This method develops students' teamwork skills, strengthens their memory, improves their written and oral literacy, and enhances their ability to create original texts.

To improve students' written language and spelling skills in native language lessons, teachers can assign creative tasks, such as composing grammatical tales for each part of speech while studying the "Morphology" section. This not only improves grammatical literacy but also develops students' logical reasoning and creativity.

Innovative technologies enhance the quality and efficiency of education, placing the students' educational and cognitive activities at the center of the learning process, thereby ensuring the holistic nature of education.

The high level of student activity is characterized by the organization of educational and cognitive activities, willpower, and the transformation of activity into the object of the student's consciousness. To achieve this goal, it is essential for educators to select methods that lead to the desired outcomes and ensure the integrity of the educational and training process. The integration of innovative technologies into the educational process and the continuous search for ways to enhance educational effectiveness have become pressing needs of today's era. The application of new methods in the educational process is one of the key challenges faced by educators.

If a teacher supplements classroom material with additional information from the internet, multimedia programs, charts, and similar resources related to the topic, it not only increases students' interest in the lesson but also contributes to the development of their independent learning skills and aids in comprehensively mastering the topic.

“Brainstorming” Method:

This method can be applied at the beginning of a language and literature lesson or at any point during the lesson. In this approach, a problem is presented to the students through brainstorming, allowing their ideas to explore the solution. The "brainstorming" method is widely used to solve problems related to a specific topic. It facilitates finding several solutions to a given problem.

The use of interactive methods and educational games in language and literature lessons not only enhances the effectiveness of educational activities but also encourages students to think independently, engage in creative exploration, and expand their logical thinking skills.

Additionally, these methods increase students' interest in the subject. Below, we provide insights into such methods with some examples.

#### Procedure for Conducting Activities

The session begins with the question, "What is the problem?" which serves as the foundation for exploring the topic. A problem bridges the gap between knowing and not knowing, with its relevance and specificity taken into account. A series of issues related to the topic are presented, and the most significant ones are selected. During the session, the teacher divides participants into groups and explains the rules and requirements for conducting the lesson. The implementation of this technology is carried out in a step-by-step sequence.

#### Key Features of Problem-Based Learning:

One of the distinguishing features of problem-based learning is that it requires the student to employ scientific and creative thinking, engage in rapid and logical reasoning, compare words, terms, and ideas within a literary work, and choose the most appropriate solutions for themselves. This technology improves students' ability to use their potential in coherence and continuity, enhancing their level of logical reasoning. It boosts the learner's self-confidence and directs them toward discovering their unique intellectual talents.

#### Advantages of the Technology

- Students collaborate effectively.
- Problem-identification skills are developed.
- Attention and perception are enhanced, fostering logical thinking.
- Students learn to identify and prioritize the most relevant issues among multiple problems.

#### Disadvantages of the Technology

- It can be time-consuming.
- Not all participants' opinions may be fully considered.
- Additional discussions may arise, leading to a delay in reaching a consensus.
- Problematic Situations and Problem Statements.

Thinking is a perception-driven activity that enables individuals to solve issues and problems. It emerges from problematic situations and is directed at solving them. This highlights the importance of fostering logical thinking in students to address and resolve real-world challenges effectively. Through the method of creating problematic situations, students are guided to explore solutions for various challenges and, when necessary, find ways to resolve these problems. For example, based on G'.G'ulom's story "Mening o'g'rigina bolam" ("My Little Thief"), students can identify the problem from the story's text, analyze the causes of the problem, and express opinions on ways to solve it. For instance, if the question of whether the thief in the story is truly a thief is posed, the causes of the problem—such as the difficult living conditions of the people, the harsh local environment, improper state governance, unemployment, exploitation of public wealth, and the damage caused by war—can be discussed. Similarly, solutions can be proposed, such as improving the literacy of the population, liberating the nation from the oppressors' tyranny, appointing educated representatives instead of illiterate leaders like mingboshi and ellikboshi, addressing unemployment, and contributing to the further development of society.

#### Methods for Creating Problematic Situations:

The teacher explains a conflicting situation related to the lesson topic and suggests finding a way to resolve it.

Various perspectives on a single issue are presented.

Students are tasked with solving problems that may have insufficient, excessive, or misleading information, or where the question is posed incorrectly.

A lesson is not confined within the boundaries of content, method, or form. Education, upbringing, and development in schools are carried out through the collaborative and coordinated activities of teachers and students. In light of the above, it is worth emphasizing that the quality and effectiveness of a lesson depend on the teacher's thorough preparation. In this regard, the design of the lesson plan in line with modern advanced technologies holds particular importance.

### CONCLUSION AND DISCUSSION

In conclusion, guiding students to think independently and creatively, research issues, approach each task innovatively, take responsibility, analyze, and—most importantly—be inspired, enhances the teacher's interest in their chosen profession.

The use of advanced pedagogical technologies in native language and literature lessons is a pressing requirement of modern education. These technologies enable the development of students' independent thinking abilities, enhance their creative potential, and improve the effectiveness of learning. Utilizing advanced methods not only enhances the quality of education but also plays a significant role in bringing students closer to the wealth of national and world literature.

These approaches make lessons more engaging and meaningful, fostering effective communication between teachers and students. Moreover, advanced pedagogical technologies ensure an individual approach, allowing each student to realize their potential. Therefore, it is crucial to emphasize that the integration of modern technologies into the teaching of native language and literature is a demand of the times.

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