

## The Problem of Teaching Berdaq Epic With Interactive Methods

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**Abstract:** This article talks about the unique features of the use of innovative technologies and interactive methods for reading Berdak's works in subjects taught in the field of literary studies of higher education institutions.

**Keywords:** innovative technology, interactive method, educational process, pedagogical technology, epic work, "Muyeshlar" strategy, young thinking, analytical thinking, psychological microclimate, software education.

One of the modern achievements in the field of education is the interactive teaching method, which is one of the innovations in the education system.

Nowadays, the interest in using innovative technologies and interactive methods in the educational process is becoming more and more widespread. The main reason for such interest is that, until now, in software education, students have only learned to acquire ready-made knowledge, but in modern technologies, they need to acquire knowledge by searching for it, independently study and analyze, and even complete assignments themselves. teaches to perform [1]. A necessary condition for the development of students' creativity with the help of interactive teaching methods and technologies is based on the creation of a free-writing space in the educational process, the joint relationship of professors, teachers, and students and their mutual partnership. is to establish the teaching process [6].

Pedagogical technology is a systematic method of fully identifying, creating and applying the process of teaching and learning in order to optimize education, taking into account the absence and technical resources and their interaction. in which pedagogical processes are carried out in interactive teaching methods.

The word "interactive" is in English and means "mutual action", interactivity is used in the sense of acting together, working together, talking, learning together [ 7].

Interactive teaching is primarily a type of pedagogical service dedicated to the acquisition of knowledge by students talking to each other, exchanging ideas, and teaching each other. Interactive teaching methods develop students' ability to learn.

In education, innovative pedagogy is based on technologies and the pursuit of innovation, the use of various interactive methods aimed at activating students helps to achieve the goal of education effectively [2].

Currently, among the most common interactive methods, there are such types as "Reading discussion", "Together search", "Brainstorming", "Interchange of ideas", "Muishlar" strategy. Such forms of teaching in various interactive methods can be widely used in higher education in "XIX century Karakalpak literature" and "Berdak studies". In the process of the lesson, if the students interpret some issue that they have a simple understanding of before, this form is effective, and we can learn this in the collection of epics of the poet Berdak. The themes interpreted according to Berdak's epic works should not be closed and narrow, they should be studied extensively. For example, when studying the language of the poet's works, students can consider the historical aspects, learning situations, or the idea of artistry of any work of the poet as the subject of analysis. In this case, everyone can jointly interpret the historical sides of the poet's epic "Shajara", the issues of study, and the side of art from a

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scientific-theoretical point of view, using comparative-historical methods. Students should have enough theoretical knowledge to analyze in this form.

It is better for students to start learning the language of the poet's works with simple forms. In this case, students will be able to listen to the arguments of other students in accordance with the rules without giving their opinions, views and evaluations on the epic works of the poet, and they will be able to adjust or change their views according to their opinions.

The teaching of Berdak's epic works using such methods is the most urgent issue, and every student needs not only to develop logical thinking, but also to respect other people's opinions.

"XIX century Karakalpak literature" is also embodied in the interactive activity of "Berdakshunos" lessons with the following five elements:

1. The positivity of the lesson is interconnected
2. Answer alone during the lesson
3. The act of helping each other during the lesson
4. The ability of the teacher and the student
5. The result of the work in the lesson

Passing the lesson in an interactive method limits the dominance and monopoly of the opinion of each speaker. In literature classes, everyone should be able to express their own opinion, to solve problems based on the analysis of specific data, to compare erroneous opinions, to accept well-thought-out solutions, to participate in scientific discussions, and to have cultural interaction with other people. Learns to participate.

In the course of the lesson, teaching in an interactive method creates a state of partnership in the group. Using the technology based on the interactive method, the teacher teaches how to draw students' attention to himself, to the main changes, and to solve the responsibility issues by the lesson theory.

The teaching of "XIX century Karakalpak literature" in the lessons of "Berdakshunoslik" in the interactive method leads to the following results:

- students' interest in lessons and science increases;
- learns the study material well;
- analytical thinking develops;
- a culture of cooperation is formed;
- students participate in study activities with dexterity;
- a psychological microclimate favorable for studying is created h. t. b.

In order to learn interactive technologies in the classroom, it is most important to participate in training classes or to gain experience.

Interactive teaching in the lesson has a deep meaning, which increases the effectiveness of the lesson. If you use the interactive method of teaching the language of Berdaq poet's works during the lesson, you should obey a number of rules:

First of all, all students must attend the lesson in full. All materials are collected according to the language of the poet's works, and students are divided into several groups. The student should not become a permanent member of any group, but should alternate between them.

Secondly, it is necessary to know the technological readiness of the students for the lesson. In this case, it is necessary to take into account that all the students who participated in the lesson are not interested in any one topic of Berdaq's epic works, to support the students who actively participated in the related lesson, and to create an opportunity for students to analyze themselves.



Thirdly, the number of students should not be large when organizing the lesson using interactive technology. This discussion suggests that increasing the number of students in groups may limit the time for individual participation in debating the poet's epic works. Only then the lesson will be fruitful.

Fourthly, it is necessary to pay attention to the arrangement of the classroom when organizing the lesson. It is necessary for students to sit in large and small groups, and it should be convenient for them to study. For that reason, it is necessary to create an opportunity for each student to participate in a small group by placing the people sitting in small circles.

Fifth, regular attention should be paid to the issues of order and regulation during the lesson. It is necessary to prepare it beforehand and try not to break it. For example, during the lesson, students raise red, green, yellow circles of paper or mark them with conditional symbols for any opinions about the epic works of the poet, in order to maintain harmony about respecting everyone's freedom of speech. Necessary Sixth, in the division of students into groups, it is useful to divide them based on the five self-wills, and then apply the principle of random selection.

So, we create opportunities to put most of the interactive teaching methods into practice in lessons on the language of the poet's works.

We use one of the interactive methods used during the lesson to teach the language of the poet's works. For example, in the interactive method of the "Corners" strategy, we teach the epic "Ernazar Bey" to students. The "Corners" strategy is used as a method of organizing debates and discussions on various topics. If we use the language of "Ernazar Bey" in the past tense in this method, then it will be applied after reading the text of "Ernazar Bey". This method is applied during the lesson on a clean topic as follows:

1. Students should think carefully about the language of Berdak's work "Ernazar biy" and come to a single decision.
2. Students express their opinions based on the language of the work and express different views.
3. Students will be given a short essay on the language of "Ernazar biy" within ten minutes.
4. After writing down their opinions on the language of the epic "Ernazar Bey", it is necessary to put those who have conflicting opinions in different corners. Neutral students stand in the middle.
5. Within five minutes, students exchange ideas, choose the language of the work, and choose the best plot events. In addition, one or two captains are chosen from among the students to express the opinion of the small group.
6. In small groups, it is possible to take turns to express their opinions, to mention the features of the language of the artistic work.
7. After such thoughts, other students can join in getting opinions about the epic.
8. After speaking about the language of the "Ernazar Bey" epic, the students changed their minds. In this case, they can change their group at any time, go and join groups whose opinions on the work of art match. The teacher can reinforce such agreements.
9. After the discussion in the class, each small group will discuss their views and opinions on the language of the "Ernazar Bey" epic and make a conclusion. After that, each student should prepare his thoughts on the epic in a written work.

The "Corners" strategy of the interactive teaching method in "XIX century Karakalpak literature" creates opportunities to achieve good results. When the language of Berdaq's work "Ernazar Bey" mentioned and analyzed above is passed by the method of "Corners" strategy, the results expected from the interactive method can be obtained. Among the interactive methods of teaching the language of Berdak's epic works in the lesson are the "Cubes" strategy, the "Round Table" technique, the "Zigzag" method, the "Argumentative Essay" method, etc. b. methods can be passed.



We achieve the following results in the teaching of Berdaq's epic works of art using interactive methods:

- We must admit that the teaching of Berdaq's epic works by interactive methods is the most important issue today, and it is the principles of educating young generations in our republic;
- the optimal use of interactive methods of innovative educational technologies in the educational process of higher education is an important factor in increasing educational efficiency;
- the use of interactive methods educates a person's free and creative thinking;
- the application of interactive methods will create a system that serves the student's self-expression, constant pursuit of science, assimilation of new knowledge, and the formation of an innovative culture.

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