

Methodological Aspects of Organizing the Study of Children's Literature Using Interactive Methods

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Abstract: The advantages of utilising modern methods in teaching children's literature are outlined in this article. The use of interactive methods during the lesson, fostering pupils' interest and enhancing their comprehension in the educational processes coordinated by these methods, are discussed. The role and significance of innovative technologies in the study of children's literature is crucial. Employing interactive methods in elucidating works of children's literature ensures the efficacy of this lesson. The lesson is organised as an innovation in their activities, fostering freedom and independence of thought between the teacher and the pupil. By using these methods, the teacher aids the students in thinking clearly and comprehending the works freely during the lesson.

1. INTRODUCTION

In the contemporary educational process, there is growing interest in employing interactive methods, innovative technologies, and pedagogical information systems. One of the reasons for this trend is the historic emphasis on equipping students with only theoretical and predetermined knowledge in practical training. It's important to highlight that modern pedagogical technologies encourage students to seek their own knowledge, study autonomously, analyse, and even form their own conclusions.

Today, in this modern era, to cultivate a thriving, harmonious generation, we must teach our children to think independently, step boldly into life, be mature, and for this, we need to create all the necessary conditions. Thus, I believe that the role of interactive methods is far from insignificant. Consequently, during the lesson, the teacher must establish conditions for the child's development, formation, training, and preparation, executing the function of management and guidance. In the learning process,

the child should be the central figure, as the focus lies on how much the child has grasped from the lesson.

2. LITERATURE REVIEW

In this day and age, often referred to as the "age of technology", the organisation of classes employing contemporary methodologies for studying literature, which include the use of interactive methods and innovative technologies, tends to spark an early interest in literature among children.

The teacher of today should conduct each lesson in their own way, rooted in technology. Let's now delve into the concepts of "technology" and "innovation". "Technology" refers to "art", and "innovation" signifies "novelty". These two notions, however, demand mutual harmony from the teacher. The teacher, or rather, the instructor, endeavours to inject a unique innovation into every aspect of the lesson with their abilities. Only then will the child's

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interest in the lesson grow, necessitating the deployment of interactive methods.

As noted above, the singularity of these methods is that they are only put into effect through the collective actions and cooperation of the teacher and students. The following features characterise this process:

- Pupils must not overlook the lesson's process, but instead be encouraged to think, create, and investigate independently;
- The students' interest in the lesson, particularly in literature, must be constantly nurtured;
- The independent development of pupils' interest in science and the cultivation of creative thinking in every task;
- The fostering of mutual cooperation between the teacher and the pupil.

The principal objective of pedagogical technologies is the collective accomplishment of set objectives and guaranteed outcomes achieved by the pupil. I believe this hinges on the selected technologies. The pupil's interest in each lesson necessitates the teacher's profound ability to understand them within the confines of the topic. When explaining a piece of children's literature to younger pupils, we utilise the "Symbols on the Picture" method to determine the extent of the child's understanding. When reading the poem "Oygul and Bakhtiyor" by Hamid Olimjon to a Year 5 pupil, we place each child before the blackboard to assess their comprehension of the work. Every child depicts a fish in their own way, some starting with the wings, others from the head, others still focusing on the large scales, while some begin by drawing a large mouth. Based on their illustrations, the teacher sketches the fish on the board. Upon completing their drawing, the child looks at the picture and recognises the development of their imagination. In the event of an error, the teacher rectifies it in conjunction with the children. Therefore, with the aid of such techniques, children can visualise the read work in their imaginations. At this point, I think it apt to emphasise Albert Einstein's words: "Imagination is more important than knowledge". Thus, I deem the role of literature teachers in enriching children's imaginations to be invaluable.

Broadly speaking, interactive methods of education are an international concept. Presently, the interactive method is a strategy for nurturing an ideal child from an educational standpoint, taking into

account the spiritual and divine qualities of each individual. This is based on the educational and developmental innovations at the international level and the abilities of our intellectual potential mirrored in our spiritual sources.

In the West, the section of pedagogy that deals with interactive methods is referred to as interactive pedagogy [M. Yusupov, A. Abdullayev, U. Sobirov. (2021)]. The exploration of children's literature through interactive pedagogy promotes new activities and creativity in children, based on cooperation and appreciation of the variety in children's activities.

Another significant aspect of children's potential is that every child possesses a unique talent. The teacher's role is to guide this talent in a specific direction. Consequently, every talented child can utilise 4-5% of their intellectual potential when harnessing their cognitive and practical capabilities. Therefore, when the interests and skill directions of children vary, and when they unite to form a group, the efficiency coefficient of their cognitive capabilities increases.

Interactive pedagogy, in practice, demonstrates the immense benefit of creative cooperation among learners to every child. Children are not intimidated by differing opinions; on the contrary, they show mutual interest in them. Interactive pedagogy differs from paternalistic (advice and teaching-based) pedagogy in its organisational form, methodologies, interactions among children, and teacher-student relationships.

For instance, interactive pedagogy, such as discussion training, can be facilitated in two different ways. If a class comprises 30 students, they are split into smaller groups of four or five, meaning they sit in a circle at each table. In this manner, four or five circles are formed within the class. The problem highlighted during the lesson is broken down into four or five issues, and the teacher notes down each problem for the groups [G. Eshjonova. 2012].

Each group is assigned different questions. If the problem is more intricate, it will be explained. This often transpires when we expound upon a work of art to children. Works of art frequently utilise numerous words that are characteristic of the dialect. The teacher should jot down the explanation of these words to make them comprehensible to the pupil. For instance, when we use this method to read Gofur

Ghulam's work "Shum bola", found in the Year 6 literature textbook.

Each group is allotted time based on the complexity of the questions they receive. Following that, the next stage of the debate commences. Concurrently, pupils in the classroom are divided into subgroups. One child from each group must substantiate their viewpoint by explaining to the other children the problem they have solved. The remaining pupils should bring this problem up for discussion, reaching a collective conclusion with the teacher. During this process, the teacher can encourage each child to attentively listen to their opinion, and if permissible, respond to it. Consequently, the child will feel more comfortable expressing their thoughts and opinions without hesitation.

To ensure timely success in teaching the interactive method, the pragmatic aspect of learning here is the conditionality of problem-solving, thanks to this method; both the student and the child collaboratively organise the lesson process. The selection of interactive methods that align with the main content of training should be noted here. It is essential to employ more methods that stimulate children to think independently for children. We will consider the following methods among them.

The "Think and Continue" method. When using this method, the educator recites words or sentences related to the topic, and the children are expected to continue it. For example, in the Year 2 textbook, Pulat Mumin's poem "The Parable of the Treatment of Ibn Sina's Shares" is provided. We distribute this poem to children in parts:

- 1) Easy morning.....
Always remember....
- 2) Eat apples.....

Thus, children are given excerpts from the poem where they have to read them, contemplate, and choose the appropriate words to fill in the blanks.

The essence of teaching with interactive techniques can be summarised as follows:

- Active engagement of both the learner and the educator with the data;
- Encouraging and teaching learners to think independently;

- It facilitates the teacher's task of teaching learners to think, while it serves the pupils to "learn to think".

Forms of using interactive methods include:

1. Individualisation;
2. Division into small groups;
3. Stratification;
4. Creating a democratic, friendly atmosphere in the process of teaching and learning;
5. Organisation of interaction and cooperation.

The purpose and objectives of interactive methods are:

1. To teach learners, that is, a child to think independently, creatively, critically, logically;
2. Encouraging teachers to organise and guide;
3. Activation;
4. Resolution of the situation based on practical and life tasks;
5. Encouraging independent thinking;
6. Fostering friendly relations.

The essential aspects of utilising modern interactive techniques are significant, contributing substantially to the attainment of educational effectiveness [Yo. Madraimova. 2012].

In particular, if we speak more precisely about literature, the study of children's literature could consider one of the most modern interactive methods. Because, today, the role of teachers in nurturing children as mature individuals in all aspects is second to none. At the same time, it is pertinent to quote the following words of the first president of our country, Islam Karimov: "It is important to create a healthy social environment, radically reform our education, restore and honour the national and universal values in the education of young people who are the foundation of our future".

It wouldn't be an exaggeration to say that modern pedagogical technologies, which are gradually being integrated into our educational process, will inspire our growing children to become exceptional individuals in the future. This is more readily understandable and relatable for our young readers interested in literature, so the role of utilising innovative technologies in children's literature is indeed unparalleled. Several types of interactive methods are recognised in the educational process. They are as follows:

1. Mental Attack
2. Brainstorming
3. Network Method
4. "3X4" Method
5. Blitz Game
6. Interview Method
7. Hierarchy Method
8. Boomerang
9. "Reader" Method
10. Communication Method
11. Management Method

It seems suitable to comment on a few of these.

I. Brainstorming Method. With this method, students strive to be active during the lesson, to think freely and imaginatively, and to validate their opinions through discussion. This, in turn, enhances the interest in the lesson process. Simultaneously, it is a method that fosters mental activity among students and ensures the opportunity for all, including every student in the class, to express their thoughts, views, and attitudes. According to psychologists, "brainstorming" can be considered a form of discussion [T. Omonov, M. Khattaboyev. 2016].

This method could be aptly described as a brain attack, mental assault, a clash of thoughts, or a battlefield of ideas. Moreover, when employing this method, each child in the class is granted the opportunity to voice their opinion on the question or topic, as well as to resolve, explore, and discuss tasks or issues. The teacher, acting as the process organiser, manages the pupils' activities. There won't be any modifications or corrections made in response to feedback either. This method's essence lies in the fact that, unlike other methods such as discussion and opinion expression, participants in debates - debaters, focus mainly on a delimited topic or question and aim to express as many differing views as possible within its scope [Yo. Madraimova. 2012].

When using the brainstorming method, learners (children in this case) are given maximum freedom in thinking, arguing, and being creative. They are provided with a conducive environment that offers unlimited opportunities for free thinking. The participants of the debate are given the chance to express their thoughts and ideas about a given topic or question in a free brainstorming session. Opinions are orderly voiced without any hesitations, concealment, or doubts, resulting in a bank of thoughts on the topic or questions. To select

advanced, appropriate, and correct ideas, critics and leading children in the class will be pre-appointed, and their tasks will be precisely defined [M. Yusupov, A. Abdullayev, U. Sobirov. (2021)].

The brainstorming method is particularly useful when the topics and questions are extensive, rich in content, unfamiliar, complex, and ambiguous. This is because it offers abundant opportunities for thinking based on free emotions. From this perspective, this method is especially crucial in teaching children's literature. In addition to independent thinking, a child can express their thoughts freely without hesitation. As long as the child can think independently and freely express their opinions, they will likely become a good individual in the future. Free thinking is essential in literature. Moreover, the child should be capable of expressing their views and opinions on each piece of work. Considering these aspects, the use of the brainstorming method simplifies understanding of all aspects of a subject and motivates the child to work independently.

3 DISCUSSIONS

When this method is used, the information gathered from the flurry of thoughts within the answer bank is assessed by the class, the leading pupils, and the critics, along with the teacher's assistance. They select necessary ideas from the myriad responses to the questions, distinguishing self-reflection, the idea, and the truth. Another characteristic of the Brainstorming method is that a person who hasn't addressed the topic, hasn't expressed their attitude, or hasn't been able to voice their opinion, can contribute with a simple word, or even just a phrase, such as "yes" or "no". Therefore, this method necessitates that the learner - the child who didn't participate in the discussion - fully utilise the opportunity to speak and express their opinion, and that all participants should be nearly one hundred percent engaged in the discussion.

However, as mentioned earlier, this method isn't applicable to all topics or questions. The Brainstorming method is recommended when studying and analysing questions, or a topic with a specific idea or solution. The successful organisation and application of this method could potentially yield a singular theoretical and practical advantage. This is because it enables learners to form sentences that are short, simple, and concise through their free thinking. The ideas put forward don't need to be fully validated

or substantiated. The learner should be free from hesitations such as, "What will happen if I express an incorrect opinion?", "Won't I be embarrassed?", "Won't my friends laugh at me if I say something wrong?".

Fantastical (imaginary) thoughts are encouraged. Additionally, it might be more effective for each learner participating in the discussion to consider imaginative, even random, reasoning as more important than logical reasoning. This is because any thoughts that occur to the learner might sometimes be useful without inducing fear, and every child will certainly have an answer to the question about the topic and their own opinion on various questions. At the same time, it is necessary to stimulate their thinking and create a conducive environment for motivation.

Logical, random, and imaginary thoughts and opinions should be heard, listened to, and recorded. This is a distinctive feature of this method. Even if the thought is very brief, it must be considered. Regardless of the size, level, and idea, the teacher should acknowledge it with phrases such as "thank you for your interest", "well done", "good job", "excellent", "not bad". Consequently, the brainstorming method fosters unique free-thinking skills in debaters, listeners, and pupils, making them feel responsible for their thoughts. Additionally, employing this method encourages debate participants to be responsive, think on their feet, be courageous, and take the initiative, thus not only improving their thinking abilities but also developing their oral communication skills to a certain extent. Furthermore, this method also assists very shy students, inviting even those with low assimilation to engage in conversation, thinking, and debate. One advantage of this method is that it rouses both "sleeping" and "dozing" pupils, as well as learners who are indifferent to the lesson, inviting them to join the group of thinkers [Z. Nishonova, G. Alimova. 2006].

4 CONCLUSIONS

In conclusion, I would like to emphasise that the methods mentioned above are extremely beneficial for studying children's literature, and for understanding a child's mindset and their perspectives. This is because these methods enable the child to act independently and think freely.

The use of interactive methods such as these in the educational process, particularly in the study of children's literature, necessitates every teacher to continuously strive for self-improvement, innovation, and creativity. Overall, these methods are instrumental in shaping and organising a teacher's pedagogical potential on an innovative basis. I believe that this will aid us in achieving our objective of teaching the rare works of our literature to our young learners. I would like to conclude my thoughts with the following words from our first President, Islam Karimov: "If children do not learn to think freely, the effectiveness of the education provided is inevitably going to be limited".

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