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## DEVELOPING TECHNOLOGY IN LITERATURE CLASSES: FOREIGN EXPERIENCE

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**Abstract.** This article is significant in that it sheds light on ways to enrich Uzbek literature teaching methods based on foreign experience. The article describes the introduction of French Methodists' "developmental tour" technology in the study of the literature of the national renaissance.

**Keywords:** social environment, activity-oriented approach, developmental technology, developmental excursion (travel), emotional response, intensive method.

### INTRODUCTION

The appearance of the XXI century is explained by the changing social environment, information environment, future generations and their interests, attitudes to the past and history. Consistent with this view, it differs from the modern educational tradition by a radical renewal of educational standards; the main goal is defined as the results of activities aimed at the development of the individual, rather than the collection of theoretical information on the subject. The focus in education is not on a set of data that is mandatory for learning, but on developing a child's personality to achieve successful socialization in a rapidly changing living environment. The potential of modern literature lessons is enriched with new approaches, modernity. One of these innovations is development technology based on an activity-oriented approach.

In pedagogy, developmental education has been used as a technology with a history of almost a century. Developmental education is a learning process aimed at developing students' potential and influencing their learning process. This form of teaching is aimed at helping students to independently acquire knowledge, to understand existence, as well as to adapt independently to social life. More precisely, this form of teaching serves to shape thinking activities, not memorization. At the same time, students are focused on the acquisition of knowledge, the acquisition of various forms of thinking activities that promote practical application. Developmental education consists of the content, methods and forms of teaching based on the general laws of child development.

## **MATERIALS AND METHODS**

The theory of developmental education was first reflected in the research of I.G. Pestalotsti, A.Disterveg, K.D.Ushinsky, L.S.Vygotsky, L.V.Zankov, V.V.Davydov and other Methodist scholars. Research highlights a number of features of this learning technology:

- two-way interaction of teachers and students, ie joint activities of teachers and students;
- harmonious use of methods and techniques;
- organization of the educational process on the basis of design;
- to identify, employ and create favorable conditions for the development of students as individuals.

It is known that any technology includes a specific goal-orientation, approach to scientific ideas, the system of activities of teachers and students, the criteria for evaluating the results, effectiveness, limitations in application. Thus, modern educational technology is described in the following views.

- The technology is developed on the basis of the author's clear pedagogical idea, which has methodological, philosophical views;
- The technological chain of activities, interactions is formed on the basis of the intended purpose of a particular result;

- The task of technology involves the interaction between teacher and student, taking into account the principles of differentiation and individuality, the capabilities of human understanding and technical means, dialogue and interaction;
- planning, step-by-step implementation of pedagogical technology, on the one hand, should be used by teachers with different training, on the other hand, should guarantee the planned results of all students;
- Diagnostic processes, including criteria, criteria and tools for measuring performance, are an integral part of pedagogical technology.

Developmental excursion (travel) in the literature class is one of the forms of implementation of an activity-oriented approach in the pedagogical process, which not only activates each student, but also serves as a means to show him his subjectivity. Students are not just visitors, they become participants involved in relevant activities.

Developmental excursion technology includes creative lessons that involve interacting with historically unique objects, such as school museum exhibit materials. Students are more interested in creating a historical and cultural environment and “entering it into roles” than in visually and emotionally perceiving history, national and cultural traditions, and the way of life of a society.

The goal of a developmental tour is to develop skills that enable full comprehension of artistic images. This training technology involves the following tasks:

- formation of emotional attitude to the literary image;
- treat the museum object with care as part of the material and spiritual culture;
- to develop the ability to think, analyze, observe, generalize observations, impressions, comments on their observations;
- development of creative thinking, aesthetic abilities;
- to develop the ability to verbally express their thoughts, feelings and impressions.

## **RESULTS AND DISCUSSION**

The developmental tour is based on direct observations, visual and emotional associations. The most effective form of organizing a developmental tour of the school museum is the French workshops. The workshop is a modern form of organization of the educational process, developed by teachers of the French Modern Education Group JFEN.

In general, the purpose of technology is to develop and introduce into the educational practice of intensive methods of teaching and development of the child. At the same time, the role of the guide changes: it does not provide ready-made knowledge and skills, but allows you to create a creative process aimed at shaping visitors' personal perceptions of the world through an algorithm of continuous actions. French workshops are a development-oriented environment (life situations with all the necessary conditions for development) that allow students to come to knowledge, understanding, reasoning (discovery) in the collective research, specially organized by the teacher-master.

As an example, let us consider an example of the organization of developmental excursions in literature classes aimed at awakening a certain idea about the literature of the national renaissance.

At the beginning of the lesson, the teacher explains that the tour is organized in an unconventional way, the trip can be done in a comfortable position, and announces the following sequence of activities:

1. Watching a one-minute short video, as well as the associations that arise under its influence, the stage of verbal description of emotions (video depicting the social life in Turkestan in the early XXI century, photos of representatives of the Jadid movement, historical documents related to repression).

This stage, called "Induction" ("guidance"), is aimed at creating an emotional mood of each student, activating the sense of consciousness, creating a personal approach to the topic of discussion. Inductor function: word, image, phrase, object, sound, tone, text, drawing, etc. - all the factors that trigger the flow of images, memories, emotions, questions that serve to evoke emotions. Students

orally describe their impressions of the images. (The Jadid movement united the progressive thinkers of the time in a common goal. The Jadids made great changes in the course of the country's independence and development. However, this activity was defeated under the Soviet dictatorship. True children like Cholpon were persecuted.)

2. The stage of finding and writing a single word that combines personal feelings and the images presented. The teacher identifies first impressions on the topic of travel:

- What do you think our trip will be about? (about Jadidism)

This stage is called the "Independent Research" stage by the Methodists, and is a stage of individual creation of a hypothesis, solution, text, drawing, project. Students form their own personal opinions. (The literature created during the Jadid movement was called the literature of the national awakening period. During this period, the genre of Darma appeared in literature. At the same time, theatrical works were staged. The creation of novels also enriched the treasury of our literature.)

3. Demonstration of photographs or objects of museum exhibits. The teacher asks students to do creative work using the exhibits displayed in groups, to reflect the results in a general group presentation:

- In front of you is a picture of the time, which is reflected in the exhibits. I ask each of you to place your personal creativity reflected in the objects in the overall presentation of the group.

This stage is called "Social Construction" and a presentation is created by a group of creative work elements. (

4. The stage of forming a common understanding of the group, combining the ideas created individually.

- Carefully read the opinions of the members of each of your groups and form a common understanding: WHAT IS THE JADIDISM MOVEMENT? Try to describe it with a picture.

This process, called the "socialization" stage, requires that all work done individually, in pairs, in groups, be announced to the public, discussed, "presented" to everyone, all opinions are heard, all assumptions are considered.

5. Combine the creative work done in all groups under one collage. The teacher asks to combine the creative work of the groups under one theme:

- Now we present all our creativity to each other, thereby strengthening and expanding our feelings, concepts and ideas. Let's collect our works under one collage. (At this stage, music based on Cholpon's poem "Beautiful Turkestan" can be played in order to stimulate the emotions of students.)

“Demonstration” stage - a demonstration of “created works” - acquaintance of the master (teacher) and students' creative work (texts, drawings, diagrams, projects, solutions): works are hung, everyone gets acquainted with them - everyone walks, reads, discusses or reads aloud (both author, master, and other students).

6. Writing essays, letters, poems and similar creative works. The teacher asks you to write a creative work, such as an essay, a letter, a poem, based on the exhibits:

- Today you have the opportunity to get acquainted with unique exhibits: photos, documents, personal belongings of representatives of the Jadid movement. Let's try to imagine what these exhibits can tell us and create a creative story on the topic of “Exhibits Tell History” or “When Things Speak”. It is important that the written creative works: fairy tales, essays, letters, events reflected in the poems should be described in the language of the exhibit. (Among such items may be A. Qodiri's robe, doppi, Cholpon's spectacles, M. Behbudi's turban, and the pen of the interrogator.) , would have envied me if others had known that I had witnessed their labors. One day I even saw Silver sobbing after the image of Silver's death.

The "separation" stage is a stage when the tour participants feel that the existing knowledge is incomplete or inconsistent with the newly acquired information, understand the emotional conflict in their hearts, look for answers,

encourage them to get deeper into the problem by adapting new knowledge to a literary or scientific source.

7. The last stage of the tour is important for the teacher, because this stage demonstrates the student's ability to follow the instructions with a certain meaning. At this stage, called “reflection”, students are given questions and assignments that reinforce the skills and competencies they have developed.

## **CONCLUSION**

It is known that the requirements of the state educational standard for student mastering are changing. Now, instead of the traditional skills of mastering, learning, remembering, knowing, creating, thinking, feeling, understanding, helping, choosing, approaching or doing, thinking, observing, reviewing, observing, analyzing, the task is to form skills.

The feelings, the expression of feelings that arise in the students during this excursion are a very rich methodological material for improving the activities of the teacher-master in the organization of subsequent similar trips.

French workshops differ from other modern technologies in that they allow for the avoidance of stereotypes of perception. Technology is important in helping students develop skills such as communication, creativity, tolerance, critical thinking, and social adjustment.

Teamwork by students in a group helps each student emotionally, which in turn prevents the onset of school anxiety syndrome, which occurs in shy and slow learners. The student has a great experience of the teacher, the opportunity to test their knowledge in small research, to strengthen their personal abilities in an environment where the attention of the whole class is not noticeable. In the process of working in a group, students do not experience fear. In this way, the mental health of children is protected.

The leading method of the described technology is the observation method, which forms the skills and abilities of students to directly perceive facts, events. Tracking can be recorded in a variety of ways. The teacher-master-guide should



keep in mind that the main object of activity is the student, the importance of his ideas, feelings, excitement. Otherwise, the participants of the tour will not feel the "inside" - the pleasure of discovering new things, the free understanding of the unknown phenomenon, which is firmly established in science, a sense of creativity.

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