

INNOVATIVE METHODS IN TEACHING MOTHER LANGUAGE AND LITERATURE

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ANNOTATION: In this article, new teaching methods for the development of students' creative thinking, oral and written speech, and artistic and scientific thinking in the native language and literature classes were given as a definition. In this direction, special emphasis was placed on developing students' speech through expressions.

Key words: Modern student, demand of the time, "Mother language bank", "Speaker debate", "Or", "We created" "Mystery word" methods.

"Mother language bank" method

Our "mother tongue"! In this bank, it is encouraged in competition classes accumulated points can be calculated in the form of money. From this method use in combination with any other method or separately possible. The picture of the bank in the photo is hung on the board and the funds collected by the teams are recorded in the table.

At the end of the lesson, the collected funds (points) will be transferred to "Mother Language BankCards". For this, one more condition must be fulfilled. Cards are distributed to competing groups. These card numbers (it is necessary to find which letters correspond to the card number in alphabetical order and find the key word by sorting these letters. The group that found the special word on the card will be given extra bonus points. (The word Alisher Navoi is hidden in this card). The questions can be as follows from the covered topics (based on the 9th grade mother tongue textbook)

1. By what means are connected clauses connected.
2. Give examples of conjunctions without conjunctions...





Time of use: Repetition of the subject, reinforcement of the lesson part, can be used in repetition and competition classes. Class of application: in grades 5-11

The development of students' oral speech, which is one of the main goals of mother tongue education, has always been considered an important task for teachers. In this way, the following "Speaker's Debate" method is effective.

In order to organize such lessons, it is appropriate to announce topics for students to prepare a speech in advance.

We recommend the following topics for 10th graders:

1. Do you want to get a higher education or start your own business?
1. Is it better to be rich or not to indulge in worldly goods?
2. 35 yoshda o'zingizni qanday tasavvur qilasiz?
3. Forgiveness and forgetting is the revenge of a good person. Your reaction to this idea.
4. How does popular culture affect young people?
5. The value of youth is known in old age. Describe this proverb.
6. Is it appropriate to preserve old buildings or build new ones?
7. What is your ultimate goal?
8. How do you feel about gender equality

Students who have prepared for such questions will be given questions in the form of handouts and 2 minutes will be allocated for preparation.

You can also ask guiding questions for him to start speaking.

The following guiding questions can be asked for students to answer this ticket.

1. What is popular culture?
2. What signs can we see today?
3. What advice would you give to young people to avoid being influenced by popular culture?

The criterion for evaluating students' oral speech is recommended in methodological sets as follows:

1. The content and integrity of the oral speech (the speech should consist of an introduction, the main part and a conclusion);
2. Fluency (No pauses and meaningless units)
3. Use of artistic image means (proverb, phrase, pictorial expression);
4. Management of breath and excitement; Using non-verbal means (hand, face, body movements);
6. Follow pronunciation and intonation;
7. Not to deviate from the standards of literary language;
8. Evidence of opinion.

It is necessary to set a certain time for each student to compose a speech and speak. This time can be at least 2 minutes

Our next interesting method is called "Or".

. Through this method, it is possible to increase the level of comparative thinking of students in the process of strengthening the previous or new topic. We use this method in the following way. We divide the students into two or three equal groups and tell each group 2 comparative information.

This method can also be used in literature classes. Including,

1. "Gorogli" saga was told by Fazil poet or Ergash Jumanbulbul's son?
2. Is "Illiad" an epic or a poetic novel?
3. Is it Navoi or Babur who wrote the most rubai in Uzbek literature?
4. Is the term meaning "four" rubai or tuyuq?
5. Did we read the epic "Korogly" or "Korogly"?
6. Is it Navoi or Jomi who wrote "Khamsa" in a short period of time?

Creating a sentence and creating a connected text is a very effective activity for the development of students' written and oral communication skills.

We can use the "**We created**" method in the parts of strengthening a new topic in every native language and literature lesson.

For example, in the "Introduction words" topics of the 8th grade mother tongue lessons, after having information about introductions and introductory words, students should create new sentences using the introductions found in the exercises in the textbook. Each sentence should be checked by the teacher based on 3 criteria. These are: spelling, punctuation and stylistic correctness of sentences

For example, I can definitely pass the exam with excellent marks. Although this sentence is correct in terms of spelling and punctuation, it does not conform to the standards of style. That is, since the word "undoubtedly" expresses the attitude of trust, this part of the sentence should not indicate the meaning of assumption. In addition, if the teacher aims to enrich the students' speech through phrases, figurative expressions and paremiological units, he can give the task of presenting sentences with such units and creating a new sentence keeping these units in the sentence.

This method is also very effective for use in literature classes. Because it helps to improve students' artistic thinking and creativity. To use the method, you can assign the task of creating another story with the participation of the characters or details of the work. For example, in the 9th grade there is a topic of Khoja stories. We can give the above assignment by preparing handouts as follows

Students create a new story using the names of these characters.

In the "**Mystery word**" method, students can be encouraged to create a text. That is, two words are written on the board, but only one of these words is shown to the students. In order to find the 2nd word, the task of creating a text is given. Students should include word 2 in the texts they create. In this way, texts rich in various plots are created, and the teacher finds a hidden word in the text, and those whose text contains this word are given incentive potatoes.

2 pairs of words can be: red snow, sun and sun, future and me, life and dream, time and opportunity. This method can be used in both mother tongue and literature classes.

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