

ISSUES OF TEACHING KARAKALPAK FOLKLORE IN UPPER GRADES

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Abstract: To study the scientific and methodological issues of extracurricular activities in the performance of Karakalpak literature at schools and improve methods of literary studies, literary evenings and conferences, as well as develop students independent thinking skills through extracurricular activities. To acquaint the lyceuan students with the essence of the ideas highlighted in the works of President on the cultural heritage, literature, art, independence and holidays of the republic they must know the works of art that arouse a sense of love for the Motherland, delving into their contents: must know the plots, images, folklore and fiction.

Keywords: Karakalpak folklore, teaching folklore, upper grades education, folklore pedagogy, oral traditions, cultural heritage, didactic principles

In the process of globalization of the peoples of the world, educational problems are of particular importance. "Education is the main driving force of progress and an important activity leading to the achievement of the goals of sustainable development this definition is given by the new concept of education until 2030, adopted by international organizations and developed countries of the world. Virtual education technologies, open educational resources, educational technologies, education management systems are effectively used to provide quality education, improve education methods for assessing learning outcomes. Based on the tasks set the technology of teaching Karakalpak literature at school is being improved, the information of students in literature lessons based on innovative approaches is analyzed.

In the 21st century, when information on pedagogical science is rapidly updated in the world, it is an important task to improve the knowledge on the Karakalpak folklore, skills and spiritual and moral qualities of pupils studying in the schools of the Republic of Karakalpakstan with the help of the pedagogical system. At the present time, the technologies of teaching Karakalpak folk language in senior classes of general, secondary schools are of the pedagogical problems that have not been specially studied.

At school basic concepts are studied according to the methodology of teaching Karakalpak literature, the relationship of programs with subjects, the principles of teaching: the organization and planning of classes, interactive methods, the analysis of works of art, the study of the writer's work, the conduct of extracurricular activities. It is important to study in a comparative way the point of view of scientists on current problems of teaching literature to outline the development of the direction of methodological and theoretical opinions. The methodological studies indicate the opinions of S. Akhmetov, A. Pakliratdinov, G. Yuldoshev, B. Tokhliev, A. Abdurazzokov, Z. Aizhangy, K. Palynibetov, K. Yasupov and others on the problems of teaching literature at schools.

When learning the program, the teacher should pay attention to three issues: 1. The quality and artistry of the program. 2. Procedure for learning the program. 3. In the literature handbook, the sequence of the folklore, its content, should be fully explained in the literature program prepared for the senior classes. It is necessary that the folklore works selected in the Karakalpak literature program should be suitable for the educational activities of the school. The materials should be

interesting to the pupils, taking into account the age characteristics of the school pupils. The selected works from the ideological and artistic point of view must be included in the program.

In this section, the some shortcomings in the textbooks were identified. First, the materials included in the textbook fully meet the methodological requirements.

One of the most important issues is the teaching of Karakalpak folklore presented in the Karakalpak literature program for the senior classes with the types of lesson. It is necessary to note the tasks of the teaching problems as a main type of organizing the teaching process. In order to have a high-quality and effective lesson in the teaching of such Karakalpak folklore, it is necessary to observe the following methodological requirements:

Karakalpak literature textbook for pupils is in accordance with the state educational standard and curriculum, and is equipped with a system of knowledge and skills of pupils. The purpose and tasks of the lesson according to the state educational standard and study program, its primary and secondary issues are clearly defined.

Educational, training and motivational goals and their utility should be preserved in the teaching of Karakalpak folklore. In the course of teaching literature, it is necessary to educate pupils in the spirit of general humanness and national values to inculcate in their minds the national idea and the ideology of impartiality,

It is necessary to explain the history of our people through the teaching of Karakalpak folklore, and inculcate in the minds of pupils a sense of pride for their homeland and people. Also during the lesson, it is necessary to have a personal relationship with each student, to ensure working individually with attentive, talented and passive pupils, to accustom young people to search for knowledge on their own, to acquire knowledge on their own, and to encourage free thinking, to develop their thinking and sensitivity in the course of the lesson.

In the senior classes, what are the types of lessons in the teaching of Karakalpak folklore, their structure is structured accordingly. The structure of each lesson is determined in accordance with the aim of the lesson, didactic tasks, applied methods with Visual, technical tools, age and personal characteristics of pupils, the type of the pedagogical technology used in the lessons, the place where it will be held and the skills of the literature teacher. Some of them may expand or narrow and the use of teaching methods, tools, and methods may change in places and services,

That is why the development of modern lesson types and their structures are among the main tasks of national pedagogy.

In the senior classes, the differences in the lessons of the teaching of Karakalpak folklore are clearly visible during the lesson. For example, the content of the mixed lesson consists of the sections such as the subject, type, and methods of the lesson, the purpose of the lesson: educational, educative and development; equipment of the lesson, textbook, methodical works, scientific works, demonstration tools. The course of the mixed lesson consists of 5 steps: 1 organizing, 2 asking for homework, 3 explaining the new theme, 4 reinforce the new theme, 5. Giving homework. The content of the joint lesson consists of the subject, type, and methods of the lesson, the purpose of the lesson, educational, educative and development, equipment of the lesson: textbook, methodical works, scientific works, demonstration tools. The course of the joint lesson consists of 4 steps. 1 organizing, 2 explaining the new theme, 3. asking for homework and reinforcing the topic, 4 Giving homework. The content of the lesson of acquainting the pupils with new knowledge mainly consists of such sections as the subject, type,

and methods of the lesson, the purpose of the lesson, educational, educative and developing, equipment of the lesson textbook, methodical works scientific works, and demonstration tools. The course of this lesson consists of 4 steps, 1. organizing, 2. explaining a new topic, 3. reinforcing the new topic, 4. Giving homework. The differences between these types of classes are visible only in their steps. The mixed lesson consists of five steps

The joint lesson consists of four steps. Here, the homework and reinforcing the new topic will be combined. The lesson of introducing pupils to new knowledge consists of four steps. Here, no homework will be asked The new topic will be confirmed. The conference lesson will consist of three questions Here, the homework will be asked in the form of presentation method. The new topic will not be confirmed. The feedback (discussion) lesson will consist of three questions Here the homework will be asked in the form of a question-and-answer method or using the OQMA method. The new topic isn't confirmed

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