



About the Methodology of Students' Development of Some Theoretical Knowledge and Practical Skills in Folklore

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Annotation: this article is devoted to the existing problems and tasks that need to be implemented in the development of theoretical knowledge and practical skills related to folklore in the system of secondary special education, as well as the use of systemic effective methods of solving them, the development of proposals and recommendations.

Keywords: folklore, theoretical knowledge, practical skills samples of folk oral creativity, new pedagogical technologies, reading literacy, independent thinking.

Technological progress, changes in the world have an impact on education, spirituality, literature, as well as on the methodology of its teaching. In the world's experience, literature training is conducted on the basis of various modern methods. The importance of folklore, including proverbs, epics, fairy tales and riddles, is extremely important in the formation of national mentality. In the countries of the world, folklore examples are effectively used to achieve progress and develop the thinking skills of young people.

The main task of the methodology of teaching literature is to develop the artistic and aesthetic taste of students, and the issues of developing reading literacy in classes are becoming urgent. To date, various new approaches to teaching literature are being applied to the educational process, in particular, interactive methods for teaching genres of folklore and related theoretical information are widely used in practice. In English, French, German and other developed countries, scientific literature on teaching literature pays special attention to the development of logical thinking, independent thinking skills, and various educational tasks are effectively used in the educational process. Along with the development of reading literacy in the world experience, there are also learning tasks that encourage the student to explore and do not end with one section or one topic. The new methods used in the classes lead to the easy formation of the student's ability to read and understand artistic texts of various genres.

In literary education in the world, developing the skills of reading and understanding the text, teaching folklore materials, working with theoretical information in the course of the lesson leads to the formation of competencies. At this point, it should be noted that, in addition to providing theoretical knowledge, independent work and solving existing problems differ from traditional education in a certain sense, and they cannot be imagined in one line. Nevertheless, there is an increasing need to apply the established levels of competence in the study of folklore materials to the teaching process. In contrast to the mother tongue, the basic speech skills of students are formed from literary education, and existing skills are developed. In particular, students in the secondary special education system should have listening comprehension, reading, speaking and writing skills. In literary education, on the basis of these requirements for the study of folk art, in addition to the skills of reading and understanding the text, the ability to solve a problem situation is formed.

In our republic, the teaching of literary science is based on the competence approach, on the basis of



basic competences, separate competences for each subject have been developed and put into practice. Literary education also pays great attention to the development of reading literacy. After all, "We will mobilize all the strength and capabilities of our state and society so that our young people can become independent thinkers, have high intellectual and spiritual potential, become people who are not inferior to their peers in any field on a global scale, and be happy" [1], it is literary to emphasize. Education sets the urgent task of educating the youth of our country to become independent thinkers who can freely and literately express their opinion orally and in writing. through the teaching of literature in secondary special education, the ability to apply theoretical knowledge in practice to teach students to think independently, to fully form the skills of working with texts, in particular, the skills of literary communication, to develop the skills of solving problem situations, to improve the methodological supply of educational materials for the development of competence there is a need. In scientific works on the problems of improving the quality of literary education by using innovative technologies in institutions for the development of literary education at the republic level, among others, the specific aspects of literature education were substantiated by K. Husanboeva, R. Niyozmetova, as well as by K. Mavlonova and others. the issues of practical application of acquired knowledge, skills and abilities in pedagogical technologies were studied, foreign scientists such as J.Hammond[3], M.J.Frigols[5] used advanced pedagogical technologies, problematic education issues were thoroughly studied.

However, the content, structure, components, criteria, indicators, pedagogical process model and didactic basis of working with theoretical information, applying them in practice, developing competence and improving it in the secondary special education system have not been specially researched. This necessitated the creation of a methodology for the formation of independent problem solving skills in secondary special education classes.

Their type and genre characteristics are of particular importance in the analysis of literary works. The type and genre of the work is the basis for determining the methods and methods of its analysis. Well-known methodist M.A. Rybnikova: "Methodical methods are determined by the nature of the work...[6]

Prof. Q. According to Yoldoshev, "when working with different literary works, the methods of analysis do not change at all, but the reader's approach to the work, the way of attitude changes." It has great theoretical and practical significance. After all, "studying works according to type and genre characteristics implies the development of the ability to enjoy art, to feel the work in its artistic integrity and unrepeatable essence"[4].

In this regard, our research has the following tasks:

- analysis of the current state of improving the methods of formation of theoretical knowledge and practical skills related to folklore in the secondary special education system;
- trying to identify the causes and find solutions to the problems related to the improvement of the methods of formation of theoretical knowledge and practical skills related to folklore in the secondary special education system;
- in the secondary special education system, along with improving the methods of formation of theoretical knowledge and practical skills related to folklore, teaching independent thinking, offering one's own solution to a problem situation;
- to improve the content, methods, and means of improving the methods of formation of theoretical knowledge and practical skills related to folklore in the secondary special education system;
- analysis of the current state of improving the methods of formation of theoretical knowledge and practical skills related to folklore in the secondary special education system;



- to determine the importance of using methods, methods and technologies by improving the methods of formation of theoretical knowledge and practical skills related to folklore in the secondary special education system;
- such as experimental testing of the developed methodological support and recommendations and statistical analysis of the obtained results.

Based on the analysis and observations, it can be said that in the secondary special education system, it is necessary to determine the causes and find solutions to the problems related to the development of methods of formation of theoretical knowledge and practical skills related to folklore; along with improving the methods of formation of theoretical knowledge and practical skills of folklore in the secondary special education system, to determine the guidelines for increasing the effectiveness of training, teaching independent thinking, offering one's own solution to a problem situation; When the content, method, and means of developing the methods of developing theoretical knowledge and practical skills related to folklore are developed and tested, the selection of methods of improving the skills of applying theoretical knowledge related to folklore in practice, as well as various methods in the process of improving the methods of forming theoretical knowledge and practical skills related to folklore in the secondary special education system, the main task is to prove that the principle of theory is preferable to practice in the use of methods and technologies.

The initial experimental work conducted in academic lyceums and vocational colleges of the secondary-special education system through interesting, non-traditional, creative research-based educational tasks used in the 1st stage of literature classes, first of all, the student's thorough acquisition of theoretical information, expressive prose and poetic texts about folklore. It was proved that it is possible to achieve the ability to read, to be able to meaningfully express his personal opinion about the problem presented in oral and written forms, and it was revealed that this is of great importance in the educational process.

It was found that the effective use of new pedagogical technologies, which are useful for students of the 1st stage of academic lyceums and vocational colleges of the secondary-special education system, to be able to recite folklore materials by heart, perform them, work independently, and regularly increase vocabulary, improves folklore education. The students' knowledge gained from the folklore training and the level of its transformation into skills, the process of assimilation of the used educational materials were specially studied, and after identifying the deficiencies and their causes, ways and factors to eliminate these deficiencies were developed. It was also implemented methodically correctly, realizing the didactic possibilities.

The experiment showed that the evaluation criterion of teaching efficiency is greater than one and the evaluation criterion of knowledge level is greater than zero. So, the mastery in the experimental group is higher than the mastery in the control group. It was proved that the recommendations used in the teaching of folklore materials during the lesson of academic lyceums and vocational colleges of the secondary special education system were effective. It is based on the fact that in literary education, exercises create skills and competences, questions and assignments serve to direct an action, encourage thinking, and most importantly, to test and evaluate acquired knowledge, skills and competences.

It is not only theoretical knowledge, but the transition to working with the text in literary education, creating a system of questions and tasks that lead to the understanding of the meanings of words in the text, pronunciation and writing, what the author of the text actually wants to say, ensures the student's love for literature, shows the charm of folklore genres. Folklore is not a collection of theories, but rather the ability to tell stories, read expressively, and perform examples of terms and



epics. Memorizing proverbs and proverbs, which are useful for the speech and thinking of a high school or college student, and retelling narrations also increases thinking. also makes speech fluent, develops necessary speech skills.

Applying the principle of going from theory to practice in teaching folklore works well. Because if the student does not have a certain idea about the structure and composition of folklore genres, it will be difficult for him to understand the essence of the work. In addition, he does not understand the difference between a proverb and a story, a parable and a story, a legend and a myth, as a result, he may be in an awkward position in the presence of interlocutors, and he may not be able to behave freely in any communication situation.

A proverb is sometimes called a parable, proverb, saying, proverb, saying of wisdom, admonition, saying of elders, wise proverb, saying of sages, saying of fathers. The socio-political and educational importance of proverbs is very great. An image of a material thing, its characteristics are given, and a full-fledged conclusion is expressed in a proverb.[7]

In this regard, it should be noted that epics also have a great educational value. In epics, along with courage, value, friendship and bravery, special attention is paid to the issue of ariat. For example, when Alpomish was fighting Kokaldosh, the strongest of the 90 Alps, Barchin said:

If you don't fall, wait for your turn,

Put on the men's clothes myself.

Gather all my strength in my wrist,

He says, "I'm going to tear this guy to pieces." [2]

In the teaching of folklore, it is necessary to use visual aids in general, especially pictures, books, posters, tables, which help the student to master the subject well. If multimedia media, including audio, video clips, multi-pic and animated films with folklore examples are shown through a video projector, it is possible to increase the attitude and interest of high school and college students to national values.

To this day, questions and assignments are used in literature classes. These educational tasks mainly created knowledge in the students. The same questions and assignments are used in the secondary special education system. That is, educational tasks are not pragmatic in nature, they do not prepare the student for life. Practical skills are not developed. For the formation of practical skills, training should include exercises. Then the student will be able to read a fairy tale expressively, tell it impressively, recite folklore texts by heart, and perform epics.

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