

ORGANIZING EXTRA-CURRICULAR ACTIVITIES IN A NON-TRADITIONAL STYLE

(EXAMPLE OF ISAJAN SULTAN'S CREATIVITY)

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ABSTRACT:

From this article, recommendations are made about the organization of non-traditional teaching methods, the analysis of the activities of literary artists, teaching technology and methodology. The article takes into account the establishment of an individual evaluation system and a collective evaluation system in the organization of uncertain teaching methods for students. At the same time, thoughts and opinions about the role and place of literary elements in the development of professional competence and competence were discussed. The article also provides information about the tasks assigned to the members of the collective group and the introduction of evaluation systems in relation to them. In order to develop professional competence and competence in education, it is determined to express the minimum requirements in the case of using pedagogical information, information and programs. It is important that this article consists of information and skills on organizing non-traditional teaching methods and teaching creative activities.

Keywords: Traditional lesson, non-traditional lesson, evaluation system, problem of idea in artistic analysis, literary information.

It is important to use such and non-traditional teaching methods in the organization of extracurricular activities. In this regard, students' interests are selected according to the actual level of the subject being studied, one of the traditional or one of the teaching methods. In most cases, unusual methods of teaching literature lessons, free thinking of students and young people in non-traditional teaching methods within the framework of studying the works of Isajon Sultan, without hesitation in expressing the forms of reaction to the event, can provide a solution to the perceived idea or problem. In this regard, interdisciplinary integration and information can use modern technologies. "Interactive learning technologies. The main task of today's pedagogues is to create in the student the skills of free thinking, independent activity, initiative, activity, independent flow and development. It is known that in order to learn the material well, it is not enough to simply listen and write it down, but it is necessary to actively work on this material, think, discuss, repeat, and perform auxiliary tasks. The peculiarity of passive methods in learning training is that they are implemented only through the joint activity of the pedagogue and students, thinking and working as a team. In the opinion of teachers,

researchers, and practitioners who deal with issues and problems of pedagogical technologies, pedagogic technology is defined as the use of TSO, computer, distance learning or various techniques that are necessary to be used in the teaching process. In our opinion, the main basis of pedagogical technology depends on the technologies chosen for the cooperation of the teacher and the student to achieve a guaranteed result from the set goal.[1] In this case, the determination of scientific and practical knowledge within the framework of the general topic plays a major role in the generalization of the given information and the analysis of the thought understood by the students.

Shows its effect. Literary education, science and school integration in higher educational institutions implies the use of educational, scientific and practical potential for common interests. The process of integration of information activities ensures efficiency and economy, accelerates the scientific process, and at the same time allows to make effective use of the intellectual potential of science and higher education in the world community. Summarizing, analyzing and using the existing experience in literary education can be of great benefit to all participants of this process. The integration of literary education, science and school is important in training a future teacher".[3] We should not deviate from the procedures and rules established within the framework of the use of information technologies in lessons. In this case, the implementation of the method specified by the teacher in connection with the technology and development activities are also taken into account. This also leads to a better assessment of the forms of organic relationship between the teacher and the student.

As a conclusion, we can say that in stories like "Friend", "Mother", "Bowl of water", we should not forget that it is appropriate to ask them individual questions and exercises regarding the development of individual duty. It is distinguished by the fact that students and young people do not get bored during the duration of their performance, and the difference between negative and positive concepts when reacting to characters and characters is a great reality and important. The educational process is distinguished by such peculiarities.

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