

APPLICATION OF INTERACTIVE TECHNOLOGY "DEBATES" IN LITERATURE LESSONS IN HIGHER EDUCATION

Marupova D.D.

Teacher Of The International University Of Tourism And Cultural Heritage "Silk Road",
Uzbekistan

ABSTRACT: The article is devoted to the problem of using interactive (creative) teaching technology "debates" at the lessons of literature in higher school. The study substantiates the didactic potential of this pedagogical technology, identifies the target system and advantages of its use in literature lessons in the modern education system. In the work among creative ideas by means of theoretical analysis and selection the most effective methods that can be used in the framework of modern literature lessons are indicated.

KEYWORDS: Technology "debate", interactive skill, creative abilities and technologies, creative thinking.

INTRODUCTION

The modern trend of humanism and humanitarianism is reflected in the development of sociocultural competence through education, which in turn leads to the acquisition of culture and improvement of the general level of knowledge. Creative thinking allows a person to manage his/her communicative activity and personal behavior [1]. In the technological twenty-first century it is necessary to introduce new methods and pedagogical technologies in order to develop the educational process and thinking of students, for which various kinds of interactive methods are developed. For example, methods of objectivity, logic, analysis and synthesis of scientific knowledge have been developed. But development alone is not enough, in order to effectively implement this in the scientific environment the teacher needs to have pedagogical skills. The teacher has to refine his/her skills to a high level. Interactive learning is a special form of organizing cognitive activity, which implies specific and predictable goals, such as creating a comfortable learning environment in which the student makes his/her own learning process.

Traditional methods of education are no longer so effective, because of which higher education institutions today have moved from the method of "transferring the maximum amount of knowledge" to the "formation of a creative personality". The essence of these changes is that the twenty-first century puts new requirements to the participants of the labor market, today they must be able to optimally dispose of knowledge, to be effectively implemented, to be in demand by society. Formation of individuality is one of the main strategic goals of education, which maximally expresses the spiritual, moral and professional essence of man. At the same time, knowledge as the basis of human education remains the basis for its formation.

Education is a social institution that ensures the acquisition of cultural and moral values, it is important to note that education is carried out by the transfer of knowledge, but through the acquisition of values.

The Debate technique is aimed at creative thinking and the ability to digest information quickly. With its help it is possible to increase students' interest in current problems of the world, and in the process of debates to hear a lot of new ideas and solutions.

The whole beauty of debates lies in the lack of precision, in debates you can always evaluate a situation or a fact from different angles, revise obvious, at first glance, truths and question their fairness. They form the ability to develop a life position and develop the evaluative thinking of the individual. Debates are based on a controversial thesis, which is the topic and determines the positions of two competing teams (two teams of three people, traditionally called speakers). traditionally called speakers). One team defends the thesis, presenting it as correct, and the other team denies it, proving it wrong, while the second team must present the antithesis. Debates work according to the scheme "criticize - propose". This technology can be applied in the educational process at classes, lessons of knowledge control, generalization or when consolidating the educational material.

What does debate provide for students?

First, during the debate preparatory phase, each student conducts his/her own research on the topic, which allows him/her to familiarize himself/herself with all relevant information about the debate topic. At this stage, students study documentary materials (letters, diary entries), literary and selected philosophical works, learn more about the historical setting, and so on.

Secondly, by studying the materials, students acquire the necessary stylistics, vocabulary and way of presenting information about the chosen topic. They learn to build their position in the dispute, supporting their arguments with facts and accurate references to sources. Third, the essence of debate (listening to and responding to the arguments of the other side) makes students accept another point of view and tolerate opinions that differ from their own. Fourth, debate is teamwork; in the process, students learn to work as a team and realize the importance of "one for all, all for one." Fifth, there is always an opening for a team leader in debate, which gives students a chance to feel the competitive spirit and prove themselves as a leader and responsible for the whole team. Sixth, debates require quick reaction and the ability to find counterarguments to the other team's arguments, this develops students' critical thinking.

In debate, the key to success is structure and planning. This implies that debate is a system of formalized discussions on various topics. When preparing and conducting a literature lesson in the format of a debate, two groups are emphasized: the substantive side and the procedural side. The content side is determined by the nature and content of the work, while the procedural side is related to the students' mastering of the role functions of debaters and practicing the appropriate systems of actions prescribed by this technology.

- Does the student agree with the author's position?
- What problems does the author raise in the work?
- What are the theme and idea of the work?
- What are the main problems the theme contains and what examples can be cited?

The next stage in the debate is summarizing. At this stage, participants need to answer the following questions:

- How does this opinion differ from the author's position?
- Did participating in the debate help everyone answer the question?

The excitement and competitive spirit forces participants to delve deeper into the topic. The most important goal in debate is to get students interested in the subject matter of the argument and try to interpret everything in their favor. Debate allows students to argue and discuss about a topic on a safe floor and in argument, as Socrates said, truth is born.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, twenty-first century students are hard to please with traditional teaching methods, they demand more and that is why more and more teachers are applying non-traditional (creative) ideas in their work. Due to what the critical thinking of students is developed. These methods are able to organize active and open discussion of educational material, modify it and supplement it in the process of discussion in real time. They are a means of activating readership and perception of the world, as they contain components that provide interest in the tasks performed, interactive techniques and creative assignments. These elements help the teacher in conducting lessons based on various forms of collective and group work. The technology "Debates" gives an opportunity to develop logical thinking, to argue their point of view, activating speech skills.

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