TECHNOLOGICAL APPROACH IN TEACHING CLASSICAL WORKS
(in the example of the work "Boburnoma")
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Abstract
The article talks about the essence of design technology, the ways to use this technology in literature classes, as well as the teaching of Babur's work "Boburnoma" in higher education based on technological approaches, creating an innovative educational environment, adapting it to international standards . It is stated that ensuring compatibility is one of the most urgent problems of today.

The experience of the development of world education shows that the development of any society is closely related to the improvement of education. Reforms in the economic, political, spiritual, ideological and cultural spheres implemented in the republic in recent years require the implementation of serious changes in the education system.

When using modern methods in the educational process, the ability of students to match the goals and tasks of these methods, the teacher's ability to influence groups of students is of particular importance in increasing the effectiveness of education, therefore this process effective organization based on modern approaches have enormous value.

The teaching process It has been scientifically researched that research should be carried out in the sequence of the "goal ÿ task ÿ result" system, and the methods and approaches that have been effective in the national methodology should be further improved based on the requirements of the time.

Key words: Spirituality, classic literature, "Boburnoma", education and upbringing, project method, modern approach, method, cooperation, national methodology.

INTRODUCTION. Today, in the process of renewal in our country, great attention is paid to the fundamental reform of science and education issues. Other components of the educational process require modernization by introducing innovations in teaching methods, tools and forms.

As President Sh.M. Mirziyoyev noted, "Issues of education and training, science, health care, culture and art, sports development, our youth's in-depth knowledge, foreign languages and ensuring thorough acquisition of modern information and communication technologies remains our constant priority" [1, 16].

The state of development of modern technologies is, first of all, intellectual society
depends on the potential, that is, the development of the educational sector.

It is known that bringing non-traditional lessons to the "Literature" classes and integrating them into the educational content, finding new ways of teaching, creates a basis for meeting the

requirements of state educational standards. The place of "Literature" classes is incomparable in the development of the human personality in all aspects, in awakening the sense of respect for universal and national values in the growing young generation, in developing a sense of pride in the national language and the traditions of one's people. Therefore, we organize our lessons with these goals in mind.

In the world, scientific researches are being carried out on a large scale in order to improve the model of developing the professional competence of pedagogical staff of educational institutions, to form young people who will be the future owners of the country as members of a highly enlightened society through the means of spiritual heritage, including classical literature. At the moment, it is necessary to determine the artistic-aesthetic, scientific-pedagogical foundations of the teaching of classical literature, based on specific scientific conclusions, to determine the form and stages of the development of knowledge, skills and abilities of students, the age characteristics of the students, the type and genre requirements of the recommended works. It is important to develop the methods and methods of improving the competences of analyzing the artistic text and applying advanced innovative educational technologies to this process.

The lessons organized in non-traditional form in literature classes help students to develop the skills of team and group participation, as well as to listen to the opinion of others, to put forward their own independent views, to prove them, to summarize the opinions expressed on the topic, among them the most it is possible to select the important ones, as well as to come to a final conclusion, as a result of which students' interest and need for mastering educational materials arises and develops.

The changed social thinking, the way of perceiving the world cannot but affect the attitude to literature and its interpretation. Therefore, the goal of teaching literature, which is the highest form of human activity, has been renewed.

If the methods in education are chosen correctly, the intended result can be achieved in a short way. The continuous improvement of the field of education and the emergence of new opportunities require the continuous updating of teaching methods in order to successfully implement the tasks facing the educational institutions.

The difference between educational technology and the traditional educational system is that the educational result and its standard level are always in the focus of the attention of the teacher and the student: the teacher frequently checks the educational result. keeps learners informed of their achievements; and students, realizing their achievements and shortcomings, strive to increase the former and eliminate

the latter.

Improving the education system, modernizing the youth who are the future of our country it is related to education and education of a well-rounded person.

So, educational methods and their place in increasing pedagogical efficiency determination is considered a defining, even decisive step in the development of our country.

In particular, the methodology of teaching classic literature samples needs a special approach, a serious revision. Indeed, their importance in instilling positive qualities and moral values in the minds of students during the educational process is unparalleled.

The first President IAKarimov very aptly stated this at the time: "Great

The national, universal ideas put forward by our ancestors are a force that unites the people, the nation, and mobilizes them towards development" [2, 79].

Literature is always spiritual in terms of its influence on the human psyche has been superior to the fields. Therefore, he has a heavier responsibility.

It is not enough for a literature teacher as a manager to be fully aware of the essence of interactive methods that are planned to be used in the process of organizing a small research and innovative activity, at the same time, he must properly organize the lesson from an organizational and methodological point of view, control the students' activities. it is important to be able to quickly notice situations where an unexpected accident has occurred or a mistake has been made, to organize problem situations correctly, and to make certain corrections during the lesson.

Let's pay attention to the following points from deep observations. Innovations in education should be used in teaching practice, not because they are foreign, but because they are effective. Currently, the fact of application is more important than the effectiveness of innovative approaches [4].

So, not just reading, but encouraging students to read, learn, teach, learn, and put that information into practice.

Pedagogical process based on modern methods is the practice of goal-oriented systematic approaches.

LITERATURE AND METHODS ON THE SUBJECT

Modern pedagogy is the knowledge, skills and abilities of the students themselves believes that the educational process is effective only when it is mastered independently.

Today, it is natural that scientific research on the teaching methodology is extremely important in order to inculcate the issue of technological approach and its design in the minds of the young generation in organizing literature lessons. In this sense, technological approaches to the organization of training

VPBespalko, VSBezrukova, V. Guzeyev, V. Slastenin, MVKlarin, B. Likhachev, VMMonakhov, NFTalizina, LMFridman, I.Ya. Lerner, TV Kudryavtsev, AM Matyushkin, T. Sakomoto, N.Yu. It applies to most psychologists and didactic scientists, such as Pakhomova, MI Makhmutov. Initially, the concept of "educational technology" was used by the American psychologist B. Skinner.

VMMonakhov believes that "technological approach is a model of joint pedagogical activity in which every detail is thought out for the design, organization and conduct of providing unconditionally comfortable conditions for students and teachers" puts forward [10].

According to the Russian scientist GEMuraveva, the degree of formation of the skills of forecasting, planning, organizing and modeling determines the high mastery of designing activities by the pedagogue.

Project activity, according to VSBezrukova, "consists of firstly developing the main parts of the future activities of learners and pedagogues". The main part of any design object, whether it is a pedagogical system, a pedagogical process, or a pedagogical situation, is the activity of its participants. Therefore, first of all, the activities of the teacher and the learner are designed. Designing is the task of any pedagogue (in addition to organization, knowledge and ability to deal), it makes it possible to technologize the educational process in the educational system. The author also emphasizes the interrelationship between the project activity of the pedagogue and the pedagogical technology: "pedagogical technology is developed during the design process and through it, which ensures the development of the participants of the pedagogical process."

We agree that technology is a product of design. Structural bases of project activities are as follows:

problem analysis; 2) goal setting; 3) choosing a means to achieve it; 4) information search and processing, analysis and generalization; 6) evaluation of the obtained results and conclusions. Japanese scientist T. Sakomoto explains that "Educational technology is a field of knowledge related to the system of guidelines that ensures the acceptability of education." According to the Russian scientist NFTalizina, it is explained that "Educational technologies are the determination of reasonable methods of achieving the specified educational goals." According to I. Ya. Lerner, educational technologies require the expression of a goal that can be reliably understood and determined through the results of teaching reflected in the actions of students [11].

By the time of independence, the education system of our country began to take a healthy and impartial approach to the problems of teaching classical literature. Examples of classic literature have a special place in the formation of theoretical knowledge about literature in educational subjects, as well as in the formation of noble spiritual qualities and human qualities. Methodist scientist V. Kadirov in his monograph "Classical literature: teaching problems and solutions" [8, 244] achieved a new solution to the artistic and aesthetic problems of learning classic literature. In particular, studying the epics included in "Khamsa".

gives a new view and recommendations. The scientist does not artificially divide the epic works into parts, but shows ways to study them as a whole, in logical harmony, and to analyze the works on the artistic and symbolic ground, to connect the issues raised in them to the times, to make the reader a classic. dwells on ways of getting used to following the heroes of epic works. Today, the study of classical literature in artistic-aesthetic terms based on technological approaches is becoming more and more relevant. Because today's literature classes are aimed at educating the student not as a ready consumer, but as a creative thinker, an individual with an independent view and conclusions.

The activity of a teacher who enables students to discover scientific truths is effective. It will be known how true the words of the great German pedagogue A. Disterweg are: **"A bad teacher delivers the truth, and a good teacher discovers the truth together with the students" .**

In the analysis of epic works, it is important to take into account the age characteristics of students and their literary preparation. In the 5th and 6th grades of general education schools, sub-genres of the epic type are mainly studied: fairy tales, stories, short stories, some epics. A great classic

it is planned to study the works in upper classes, academic lyceums, vocational schools and higher education.

A literature teacher can use the "project" method to teach examples of classic literature. Because analyzing classic works is a difficult task.

These include the abundance of outdated Persian and Arabic words, the artistic requirements of that time, and the writer's style. Moreover, the time required to study the great epic works is also extremely limited. In a short time, teachers will have to find additional opportunities [5, 72].

A. Tajiyev's article entitled "Study of the art work in upper classes by conversational method" [13] puts forward a one-sided opinion that only studying all the characters in Navoi's "Farhod and Shirin" saga based on the conversational method will bring success.

Candidate of Pedagogical Sciences G. Rahimova [14] recommended to teach classical works based on the following plan:

1. Brief introduction of the teacher.
2. Reading the story (Teacher reads).
3. Explaining words and expressions that are difficult for students to understand.
4. Teaching the story to students.
5. Retelling a story closer to the language of the text.

When we look at the methodology of studying works of art in literature classes, we see that there are only two or three patterns of training as above. Before the study of the work of art, the subject is repeated, that is, the homework is checked, the life and work of the writer are described in detail, if a piece of the work is given to be memorized, the students stand up one by one and say it to those who have not memorized it. will be reprimanded. Half of the 45-minute session is spent analyzing an average poem.

Then the teacher talks about the life and work of the writer.

Then, first the teacher, then several students try to read the studied work expressively from the textbook.

When studying classical works, the teacher tells the plot when homework is asked, as in the form mentioned above. Then he reads himself or teaches students.

Focusing on the characters in the work, their good or bad deeds are discussed. It seems that these lessons are monotonous and boring.

One of the necessary conditions of the modern methods is that the teacher's role in the educational process changes to some extent, and he becomes a guide, consultant, providing independent learning of students.

Since modern methods of education are based on the activation of students and their use, they also acquire a serious educational essence. Therefore, each student has a) the ability to work with a team; b) politeness; c) kindness; g) knowing skills; d) respect the opinions of others; e)

activity; or) responsibility; j) creative approach to work; z) interest in the effectiveness of one's activity; k) forms qualities such as being able to evaluate oneself objectively [22,14].

The well-known scientist Z. Mirzayeva [9, 34] divided the work with the text of the artistic work into three stages

recommends studying: -

pre-study assignments;

- tasks during study; - post-study assignments.

The scientist uses the effective methods and approaches in the national methodology based on the requirements of the time emphasizes the need for further improvement.

Teaching "Project Method" in teaching interactive methods, especially classical works

A teacher who has achieved positive results using his practice starts looking for methodical innovations.

The driving force of educational development is the pedagogical system that incorporates didactic issues and educational technologies. The successful design of educational technology and the guarantee of the final result depend on the level of the teacher's understanding of the essence of didactic issues, their correct definition, selection and effective application.

Educational technology covers many operations consisting of the following three stages: design, implementation, control and evaluation.

Design is a set of intended goals, methods and means of its implementation

is to determine. Within this block, operations are carried out in the following sequence: - determination of the time of implementation of educational technology: - analysis of educational materials; - distinguishing goals and didactic tasks; - bringing educational materials to a certain structure and distribution by time; - determining the stages of acquiring knowledge, skills and abilities, as well as the development of qualities and qualities of a person;

- to determine the methods and means of interest of learners.

The "Project" method is an individual or group work of students to gather information, conduct research, and implement work on a specific topic over a specified period of time. In this method, learners participate in the processes of planning, decision-making, implementation, inspection and conclusion, and evaluation of results.

Objectives of the study of the project :

- Development of research skills in students.

- Providing a mechanism for developing critical thinking in a child, solving problems search for ways.

- To develop students' creative ability in presenting material.

- Development of "community spirit" and "fellowship feeling" among students; develop communication skills and cooperation skills.

- Increasing the personal confidence and responsibility of each participant in project training.

In the exercises carried out by the project method**, "research - hypothesis - solution - application - new research"** style educational system is created.

When working in small groups, it is recommended to pay attention to the following:

- give clear instructions to groups;
- participants have sufficient knowledge and skills to complete tasks make sure that;
- ensuring that the groups work without breaking the rules;
- to evaluate every process taking place in the group.

Repetition of educational materials, introduction, giving current instructions, creating problem situations in order to draw students' attention to important aspects of educational materials, predetermining interesting tasks-assignments and the like. They should be considered as a means leading to a predetermined goal. Such an approach allows the learner to imagine the structure and content of learning activities.

The activity of planning is closely related to the activity of forecasting, so forecasting will be considered in more detail. Initial concept – predict. Prophecy is to predict the outcome of any event in the future. Didactic forecasting also appears as a basis for planning the teaching activities of the pedagogue. Forecasting is the process of obtaining previous information about an object, scientifically based cases and methods (BSGershunsky). Prediction assumes that a situation or process exists or that conditions exist for its occurrence.

And the design process consists in preparing a project of a future, that is, an object that does not yet exist. Design includes a prediction component or relies on an existing prediction. The second concept is planning. Planning is a comparison of a plan or project of something, and a plan is "an intention, a project, a task that requires the implementation of a number of pre-planned actions, activities, for the implementation of which is united to a common goal." Planning and design are often used as synonyms. From the point of view of the plan and the purpose of drafting, there is really no difference. Both the plan and the project illuminate the future concrete reality and are structured to implement it. According to the author, planning is planning work. A plan is a specific system of work, and the design of such systems should form the basis of planning. In this case, the design of systems is to search for an intensive, productive psychological-pedagogical solution to educational issues.

IPRachenko includes the following in the planning of pedagogical activity: a) evaluation of the pedagogical situation in terms of the main goal facing the educator; b) to be able to reasonably predict, foresee the progress and results of the work, determine its goals and tasks accordingly; c) developing a program of necessary measures, sequence of actions, choosing the most efficient methods, methods and equipment for their implementation; g) calculate the time of the work, determine its beginning and end; e) determining the forms and methods of accounting and control.

IPRachenko explains the planning process in his further works as follows: a) formation of goals and objectives; b) development of a program of sequential actions; c) control the time calculation of the activity process and results. However, there are conflicting opinions about these processes in the pedagogical literature. For example, VIZagvyazinsky distinguishes the following periods in any person, including pedagogical activity: - the initial situation achieved, the analysis of initial situations; - determination of diagnostic directions; - predicting and foretelling; - goal orientation, which includes determining the goal and main tasks; - planning that includes specific issues and the main stages of solving them

The third concept is modeling. Modeling - "a method of researching objects of knowledge in their models; to define or improve descriptions of clearly existing objects, events, and constructable objects, to facilitate their creation methods, to create and study for management, etc." A model is a simile (drawing, structure, system of symbols) of a natural or social entity, a product of human culture, ideological and theoretical education, a certain form. This analogy is original and serves to preserve and expand knowledge (information) about its properties and structure, its modification or management. A model is a "representative", "substitute" in knowing and managing the original. Under certain conditions, the results of the preparation and research of the copy are transferred to the original copy. As an explanatory, predictive, discovery tool, the model always plays a cognitive role. The first difference between a model and a project is the purpose of its creation. A model is used to study a thing, a phenomenon, to obtain information (information), to study its aspects, as well as to change

and control it. And the project is used in structuring things, embodying them into being, and, as shown above, performs the task of knowing. Another peculiarity of the model is that, according to the definition given above, it "represents", "replaces" a clearly existing original, while the project describes something that does not yet exist. A model is a simile of a part of an entity; it is excluded from cases that are not important in its composition, only the main main parts and descriptions is recorded. A model is an imaginary structure. The project, on the other hand, reflects a clear vision of things and processes in the future, taking into account the conditions.

The main idea of the project method is to complete tasks together with the teacher rather, it is to accustom all students to work in conditions of mutual cooperation, mutual support and exchange of ideas.

In the educational process, the possibilities of pupils-students in the use of design technology match the goals and tasks of these methods, and the teacher's ability to influence groups of students is of particular importance in increasing the effectiveness of education.

goals and tasks are defined in the application of design technology. One of the main tasks of a literature teacher is the existing theory of students guiding students, taking into account their knowledge and practical skills is to give advice. A teacher of literature as a consultant in the educational process the following principles should be followed when using design technologies:

- students to effectively use their theoretical knowledge and practical skills orientation;
- satisfaction with students' activities and behavior in necessary places state or encourage them to do so;
- to himself in students who face certain difficulties in the course of the lesson elimination of negative situations such as insecurity, loss of self;
- always be ready to use alternative forms of education.

All that the literature teacher needs before the lesson on the topic to be covered preparation of didactic and technical tools ensures effective organization of the lesson.

Also from electronic display materials in the study of classical works in the educational process its use gives its positive result. Among them, Zahiruddin Muhammad Babur

During the reading of the work "Boburnoma", the following files are opened on the computer: *"Text of the work", "Questions and tasks" and "Problem situation"*.

A brief text of the main content of the work "Boburnoma" is included in the text file of the work.

Initially, students are tasked with familiarizing themselves with this file. After the students have completed this task, they are told to access the "Questions" file and complete the questions contained in it. This file mainly includes questions and tasks that reveal the essence of the work, and the capabilities of all students are taken into account when completing them.

After completing the questions, students will be asked to access the "Problem Situation" file. Through this file, problematic situations related to the work are brought to the students' attention, and students' activities aimed at finding a solution to these situations are monitored. The best solution will be determined and final conclusions will be drawn at the end of the exercise.

The role of the teacher as an organizer is manifested at all stages before the lesson, during the lesson and after the lesson. As an organizer, the literature teacher is directly involved in setting the purpose of the lesson, making decisions, planning, organizing the lesson process, monitoring its progress and results, and, if necessary, changing the content of the lesson.

The course of the lesson requires the teacher of literature to direct the activities of all small groups, manage intergroup debates, provide them with help and moral support in necessary situations, and monitor the analysis of the content of the work. In addition, the teacher of literature should prepare the training room and other necessary educational materials for the educational process, and at the same time, ensure that there are enough workplaces.

RESULTS

Implementation of educational tasks using a labor-intensive design method and when choosing one of the two types of projects, we consider the student's needs, personal it is necessary to take into account the characteristics and capabilities, position in the group, status and similar characteristics. The advantages and disadvantages of group projects are shown in the table below.

Table 1

Advantages and disadvantages of design technology

Project type	Advantages	Disadvantages
With a group	- In order to achieve a common goal, the ability to accept others' points of view, compromise skills, and cooperation skills are formed; the project will be covered in depth and comprehensively; -tasks among students working in groups helps to correctly distribute, reveal their strengths when doing work; mental and positive atmosphere created in the group during the implementation of the work, personal of some insecure participants in the group position is higher through mutual cooperation at work raises to a level; -cooperative works to study the work experience of other participants, a long-term goal allows to monitor the educational activities and behavior carried out with a view to; - the project helps the group to stick together.	Creates an opportunity for weak participation of some students; - does not give every participant of the group the opportunity to gain comprehensive experience in the stages of project implementation; does not form a responsible approach to work performance and results in some participants; - there are difficulties in coordinating and organizing work; - makes it difficult to assess the performance of each group member separately.

In higher education, orientation to scientific research has a special place. In the sample subject program "Methodology of teaching Uzbek language and literature" to students of the 4th level, "Comparison of the methods of teaching literature practiced in educational institutions of Uzbekistan with advanced methods in educational institutions of developed countries" topic is given. During the passage of this topic,

it is possible to organize an exercise using the design technology of the work of the encyclopedist Zahiriddin Muhammad Babur, in particular, "Boburnoma".

The work "Boburnoma" can be an important source of interest for students to conduct research from the point of view of reviving the lifestyle, aspirations, beliefs and deeds of our ancestors in the student's imagination, covering various fields of science.

The issue of studying Babur's work is approached as follows:

"Babur is a great prose writer."

"Boburnoma" is a rare example of Uzbek classical literature, which is a source of history, natural science, geography, ethnology, literature and art history.

"Boburnoma" is a memoir. Scientific-educational and artistic value of "Boburnoma".

The image of Babur in classical literature.

Due to the comprehensiveness of the items to be studied, it is appropriate to choose a specific direction from among them, which implies a deeper approach to the issue of what, for what purpose and how to study. It is noteworthy that the author's careful study of the geographical location, borders, flora and fauna of India, consistent statement of the purpose, direction and nature of the research in accordance with the plan, new ideas, evidence proving with is an important factor in drawing reasonable conclusions.

The design of the research is carried out on the basis of collecting information about Babur's activities as a natural scientist, conducting research and presenting the results.

The research topic can be recommended by the teacher or chosen by the students. The task is presented to the whole audience, students are determined to complete it as a team or individually. This includes subjects on literary studies, natural sciences, history, aesthetic or moral issues.

Learning the facts about Babur's work as a botanist from the work forms the purpose of the research work. In order to achieve this goal, students will be given the task of in-depth study of the work "Boburnoma". These tasks are carried out in the form of identifying and reacting to the scenes from "Boburnoma" that reveal the hidden secrets of the world of Nabotat.

Research activities are based on research (heuristic) and research methods of education and the methods of their composition. In connection with the given problem, the students collect materials related to Babur's work as a naturalist from textbooks and other educational manuals, while working with the text, they work with dictionaries related to the study of classic works, and excerpts from "Boburnoma"

are used to justify their opinions. are obtained, conclusions are drawn based on comparative study.

The teacher introduces the students to the literature on the topic.

Scientific articles on the work "Boburnoma", the life and work of the creator can be a necessary source of information for the topic [7,8]. Also, the book "Baburnoma Miniatures" published by the International Babur Foundation and the Babur encyclopedia serve as a tool to illuminate his skill as a natural scientist.

What should be the work plan for project implementation? In this case, a certain time is determined according to the simplicity or complexity of the task. Students are assigned tasks within their capabilities. Duties include:

- "The events of nine hundred and thirty-second (1525)" in the work, that is, Babur's Familiarize yourself with the text that shows the events of their march to India;
- to define different aspects of the Indian flora from the text;
- To study and analyze the comparative views of Babur about the world of Nabotat;
- approach the issue in a critical spirit, justify, systematize and summarize one's thoughts.
- comparing the image of time and space, etc

After that, the necessary information related to the topic is collected, studied, analyzed, systematized and conclusions are drawn.

After carrying out all the organizational work, it is appropriate for the literature teacher to determine the effective organization of the lesson and analyze the results, as well as study the impressions of students through short questions and answers, and this action will also help to determine the direction of further pedagogical activity. .

Questions before reading the work:
1. How did reading this work make you feel?
2. What do you think motivated the author to create this work?

Guiding questions can be structured as follows:

1.   In "Boburnoma" there is also a large place for Indian plants. All trees, fruits, herbs and flowers are described in great detail. How was the name of the tropical plants mentioned in the work determined from the point of view of terminology? Make your opinion scientific.

2.   Babur divided the animal world into four types in his work. Try to classify the animal world together with the group.

3.   Names of places and natural objects mentioned in "Boburnoma" live there What is the reason for it being in the vernacular?

Students formalize the results of the research in the form of an abstract of the specified size and prepare for the presentation of the project and defend it with their small groups.

Instructions for preparing a report on the work of an educational project or

it is better to prepare assignments.

Assignments during study (project):

1.   From the work, try to prove the facts about Babur's work as a botanist.

2.   From the text, try to interpret the comparative information about India's geographical location, mountains, waters, deserts, pastures and gardens, corresponding to their current state.

3.   From the text, identify the different aspects of the Indian flora.

The research activity requires not to forget even a small detail related to the topic, to study and compare the sources, to pay attention to every sentence in the object under analysis, to find specific news from unknown aspects and to conduct thorough research.

Post-study assignments

1.   Pay attention to the history of the origin of many words. Language study of the work "Boburnoma" react to the scientific works of linguists [21].

2.   Note and explain the historical and archaic words used in the work.

Therefore, it is imperative that any project, regardless of the topic, be structured in a uniform manner and clearly show the result at all stages. The advantages of designing the process of preparation of the abstract are seen in the fact that the student begins to reveal the essence of the problem during the study of the topic, organizes and organizes the ideas. The student examines, compares, and tries to develop the necessary criteria within his aspect.

DISCUSSION

It can be very difficult to embody the fulfillment of these conditions in a group of students, but if regular work is carried out in the field of design from the 1st year, after a few years, that is, by the 4th year, they will be able to effectively carry out group project work.

Why is it necessary to create a theoretical basis of educational technologies and put them into practice today? First, the traditional teaching system can be said to be characterized as "informed teaching" due to its reliance on written and oral methods, since the teacher's activity

is not only as an organizer of the learning process, but also as a source of authoritative knowledge. underlining is evaluated. Secondly, at the developing stage of scientific and technical development, the rapid increase of information and the limitation of time for using it in the teaching process, as well as the system of requirements such as the perfect preparation of young people for life, the cultivation of qualified specialists, require the introduction of a technological approach.

Project activity is one of the developmental educational methods and is aimed at forming independent research skills (posing a problem, collecting information and processing it, conducting experiments, analyzing the obtained results) and it leads to the development of creative abilities and logical thinking, combines the knowledge gained in the educational process, helps to understand the essence of important life problems. The expected goal of the project activity is to understand and apply the knowledge, skills and abilities embodied by students during the study of various academic subjects. The observed goal of the teacher's design activity:

-        teaching planning (the teacher can determine the goal, express the main stages of achieving the goal during the work); - formation of the ability to collect and process information

-        materials (the pedagogue must be able to select the necessary information and use it correctly);

-        ability to analyze (creative and critical thinking); - the ability

to make a written report (to be able to make a work plan, to present information clearly, to make comments, to have an understanding of necessary literature (bibliography)); - formation of a positive attitude to work (the pedagogue shows initiative, work should try to complete on time according to the established work plan and procedure).

Currently, literature teachers struggle to understand examples of classic literature or, in most cases, we witness their inability to make sense of it.

It is known from the interviews and observations held in different districts and cities of our republic it happened that most of the teachers read or tell the reviews of the works given in the textbooks, and they ask the students to repeat the same. The teacher himself is an opinion The teacher was a passive consumer and demanded the same from his students

the level of literature lessons in classes is bound to be low. As bitter as it may be, most literature classes have to admit that this is the case.

If the teacher does not have pedagogical skills, high-level professional qualities and sufficient level of pedagogical and psychological knowledge, the tools used in the educational process, no matter how modern and diverse, will not produce the expected results.

The education of today's young people in accordance with the moral standards that must be followed in life, and therefore the acquisition of classic works by students is of great importance in the formation of the society's spirituality. Therefore, effective organization of this process based on technological approaches is of great value.

CONCLUSION

Educational technology is a field of such knowledge, with the help of which great changes took place in the field of education in the 21st century, the teacher's activity was renewed, independent and creative thinking in students and young people, the pursuit of knowledge, work on oneself, research, self self-development was systematically formed. A technological process always involves the execution of actions in a certain sequence using the necessary means and conditions.

In designing literature classes, interactive methods such as "Working in small groups", "Heuristic method", "Presentation", "Project" are the most convenient and interesting methods to achieve thorough and effective mastering of the work "Boburnoma" by students. has a positive effect. Design technology encourages the teacher and student to refer to additional sources such as textbooks, books, newspapers and magazines, the Internet, to independently search, collect, analyze, generalize and apply information on the subject.

It is known that students in secondary schools are taught by examples of classic literature consistent introduction is carried out from the 5th grade. But these are examples of literature of the period familiarization with both for students and for literature teachers who teach them It is very difficult. The language is close to the modern literary language, and the expression is the same teaching examples of very simple folklore and literature of the new era

does not cause complications.

In general, the effective use of the project method in the course of the lesson and the management of the whole, general educational process require the literature teacher to have organizational skills, to show special activity, to be resourceful, and persistent. At the same time, he should have sufficient movement speed, be able to stand in a certain position and be able to have an equal effect on students.

So, design of classical works in education process

The use of technology serves to teach every student to daily intensive mental work, creative and independent thinking, to educate them as individuals, to create a sense of human value, and to form feelings of confidence in their own strength and abilities.

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