

## **The Use of Interactive Methods Based on the Personal Factor in Literature Lessons**

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**Abstract.** *This article discusses the technologies of an anthropocentric approach based on the activity of the teacher and the student using interactive methods in literature lessons and their significance in the modern educational process.*

**Key words:** *Interactive, method, technology, anthropocentric approach, human factor, modern education.*

### **Introduction**

It is known that in today's developed century, our country is paying special attention to many areas. In particular, the reforms in the education system are a great impetus for Uzbek youth to demonstrate their intellectual potential not only in sports competitions but also on a global scale. For example, if we pay attention to literature lessons, lessons organized through various modern methods are showing their effectiveness.

It is clear to everyone that a love for works of art, a close friendship with books, and hearts familiar with poetry are formed precisely in literature lessons. Moreover, it is appropriate to use new and modern technologies for the student to take a step into the world of creativity and directly engage in the analysis of literary works. Through our research, we have found that methods such as "Hidden Word", "Book Lover", "Eloquence Competition", "Stars Shine" and similar methods not only make the lesson process interesting for students but also allow them to express themselves, demonstrating that the human factor is key in the educational process. In particular, the high demand for an anthropocentric approach during the lesson is the basis of the modern education system.

### **Relevance and current status of the topic**

Indeed, if we instill in every student the rich scientific and artistic legacy of our Jadid forefathers, a sense of patriotism, the preservation of every inch of our homeland, and the desire to build a bright future for our country will take root in the hearts of our young people.

Education is undergoing a transformation, embracing diverse approaches and leveraging modern methods to achieve innovation. In the past, our mother tongue and literature classes were somewhat dull, confined to teaching dry rules and grammar. Literature classes, in turn, were limited to teaching the lives and works of writers and poets. Now, we are addressing these shortcomings, placing great emphasis on providing students with modern methods of learning through advanced technologies. As we encounter various approaches in the educational process, it would be beneficial to delve into them in detail."

Specifically, researchers like X.Yulbarsova[1] have conducted studies on the *integrative approach*, G. Ibragimova[2] on the *creative approach*, D. Qosimova[3] on the *value-based approach* to shaping the need for moral values in students, O. Qo'ysinov[4] on the technology of developing professional

pedagogical creativity based on *the competency approach*, M. Sobirova[5] on the principles and technologies of the *anthropocentric approach* to mother tongue education, Y. Umarova[6] on the *pragmatic approach* through text analysis, U. Mingboiyev[7] on the *communicative approach*, Sh. Xasanov on the *analytic approach*, J. Qurbanov on the *innovative approach*, J. Yuldashev[8] on the *axiologic approach*, and S. Sulaymonova[9] on the *animation approach*[1:3].

## Conduct research

We have mentioned the latest approaches above, and now we will focus on the anthropocentric approach, which is the subject of our article.

The anthropocentric approach is a pedagogical approach that focuses on the human factor in education, prioritizing individuality, utility, and effective communication between teachers and students. This approach takes into account the unique characteristics, needs, and interests of each student, emphasizing the importance of interaction and exchange of ideas between teachers and students[2:152]. It is particularly relevant in literature classes, where it aims to create opportunities for students to express themselves and freely articulate their thoughts.

Even in our constantly updated mother tongue and literature textbooks, we witness a particular emphasis on teaching based on the anthropocentric approach. This is evident in assignments that encourage students to express their independent thoughts about a literary work in front of others, which is a hallmark of this approach, allowing for self-expression. We did not mention the actions of our President in vain, as it is crucial to teach the great works left behind by the Jadids in literature classes. Our great figures, such as Abdurauf Fitrat, Cho'lpion, Mahmudxo'ja Behbudiy, Hamza Hakimzoda Niyoziy, and Abdulla Qodiriy, continue to enrich our students with their literary legacy. It is particularly gratifying that the works of Abdulla Qodiriy, the founder of Uzbek novel writing, are included in every grade's literature textbook. In advanced pedagogical technologies, teachers and students are considered the primary subjects of the educational process. This approach is particularly important for subjects related to didactics and literature, as these subjects focus on developing students' active participation, self-expression, and unique thinking abilities.

## Analysis of the obtained results

With the teacher and student at the heart of the educational process, both being the subject and object of this process, the use of diverse methods and approaches in literature classes is crucial. Every student stepping into the garden of literature has the opportunity to enjoy Qodiriy's works. The true love in "Anvar va Ra'no," Anvar's thirst for knowledge, and his unwavering pursuit of education despite obstacles in his environment and lifestyle, serve as a true example for today's generation. Anvar's courage and bravery in standing up to the Khan and his entourage, instead of flattering them, will always be admired by people. From the perspective of "O'tkan Kunlar," we witness Qodiriy's call to love our homeland, to be ready for anything for its freedom and independence. With heroes like Anvar and Otabek, brave, fearless, and ready to do anything for the peace of their homeland and the freedom of their people, taking shape in the minds of students, it seems that Abdulla Qodiriy has achieved his goal.[3:5]. As a teacher in today's world, "Brainstorming" and "Blitz Survey" methods are very effective in ensuring the active participation of students in literature classes, allowing them to think freely during lessons and get involved in literary analysis. To encourage logical thinking, to observe the characters' situations from different perspectives, and to reach a unanimous decision in the end, it is necessary to place "The Individual" at the center and conclude that everything created is for the sake of humanity. Human dignity, a heart filled with goodness and kindness, develops through literature, art, and self-awareness. Moreover, every student - young people - develops noble ideas in their hearts such as love for the Motherland, preserving every inch of its land, and building a bright future for our country.

## Conclusion

In conclusion, the anthropocentric approach in the process of teaching literary education is a humanistic approach that connects education with the human factor, allowing for self-expression and individuality, playing a significant role in the development of education. In applying such important

and modern approaches, the spiritual legacy of great forefathers like Abdulla Qodiriy will be our invaluable aid. Because education shapes young people who are capable of fulfilling new and modern tasks in the future. It is important to emphasize that we should shape methods such as being able to communicate effectively with students during the lesson, resolving any disagreements among them, creating a productive and creative environment in literature classes, not only reading the author's works and their works, but also evaluating them correctly, based on an anthropocentric approach.

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