

USING INTERACTIVE METHODS IN TEACHING “SERGEY YESENIN’S WORKS” IN 8TH GRADE

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Abstract: This article provides information about promoting innovative approaches and practical methods for teaching the works of the prominent world literature figure Sergey Yesenin within the classroom context.

Keywords: Poetry, Western and Eastern traditions, methodology, method and style, traditional and non-traditional education. Utilizing various methods to cover the topic based on state educational standards (SES).

ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ МЕТОДОВ В ПРЕПОДАВАНИИ «ПРОИЗВЕДЕНИЯ СЕРГЕЯ ЕСЕНИНА» В 8 КЛАССЕ

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Аннотация: В статье представлена информация о продвижении инновационных подходов и практических методов преподавания произведений выдающегося деятеля мировой литературы Сергея Есенина в условиях классной комнаты.

Ключевые слова: Поэзия, западные и восточные традиции, методология, метод и стиль, традиционное и нетрадиционное образование. Использование различных методов раскрытия темы на основе государственных образовательных стандартов (ГОС).

8-SINFDA “SERGEY YESENIN ASARLARI”NI O‘QITISHDA INTERFAOL USULLARDAN FOYDALANISH

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Annotatsiya: Ushbu maqolada taniqli jahon adabiyoti arbobi Sergey Yesenin asarlarini sinf sharoitida o‘qitishning innovatsion yondashuvlari va amaliy usullarini targ‘ib qilish haqida ma‘lumot berilgan.

Kalit so‘zlar: She‘riyat, G‘arb va Sharq an‘analari, uslubiyati, uslub va uslubi, an‘anaviy va noan‘anaviy ta‘lim. Davlat ta‘lim standartlari (DTS) asosida mavzuni yoritishda turli usullardan foydalanish.

President Shavkat Mirziyoyev stated in one of his speeches: “Literature is the heart of a nation; it reflects the spirituality of the people. In today's complex world, we must use the influential power of literature to reach people’s hearts and inspire them toward noble goals. We will create all the necessary conditions to study the legacy of our ancestors and develop great literature worthy of our rich culture.”¹

We have an understanding and perception of things and phenomena that are based on natural laws. In fact, at times, even our lifestyle seems to follow a kind of natural law. If we reflect on it, books, literary works, and

¹ <https://yuz.uz/uz/news/ezgu--goyalardan--bunyod-bolgan-muazzam--xiyobon>

written sources have also managed to become gifts of this natural order, since each holds its unique place and has its own devoted audience. Literature, too, is an integral and meaningful part of our lives. The world of literature is rich with contributors—from timeless masterpieces to simple heartfelt lines, all of which form the foundation and soul of literature and are deeply valued.

When discussing the realm of literature, one could speak endlessly. Moreover, literature is recognized as a trainer of the human soul and holds significant social and practical importance in shaping the spiritual wealth of individuals.

Especially in today's age of technological advancement, it is no exaggeration to say that our need for literature and artistic reading has doubled. Due to the rise of certain destabilizing influences, many aspects of human society, interpersonal relationships, and cultural development are affected, making the rise of spirituality and enlightenment increasingly vital.

Thus, the only effective way to counter these influences is to properly nurture spirituality and emotional development. I believe that society must enhance efforts to inspire love for literature—not only among youth, but across all members of the community—while guiding individuals toward becoming well-rounded human beings. As long as we waste time on trivial matters, the emergence of future great minds like Navoi becomes unlikely.

It is no coincidence that Cho'lpon passionately stated, "If literature lives, the nation lives." In his essay "What is Literature?", he beautifully explains that the education of the soul begins with literature. Literature is a

spiritual weapon of upbringing, and its effectiveness depends on the quality of how it is taught.

In teaching literature, a teacher must not only possess scientific and methodological knowledge but also have a talent for creativity and artistry. In this modern age of rapidly evolving information technologies, this matter requires serious attention. Literature holds great significance not only in our country but globally as well. Teaching world literature through a creative approach helps students develop comprehensive opinions about current realities.

When teaching the works of Sergey Yesenin in 8th grade, the process begins by introducing students to the poet's life and activities. Then, students can explore—through discussion and rapid Q&A sessions—what led him to become a renowned Russian poet despite his short life. This approach proves more effective than simply reading aloud from a textbook, which is now considered outdated. Today's students are not easily engaged by such methods.²

Yesenin's vivid poetry comes to life through in-depth analysis. A student may not be able to recite the poet's biography verbatim, but they can learn to understand his personality, significance as a poet, and the value of his poetry. Visuals such as photographs of the poet or monuments dedicated to him help reinforce memory and interest. As the curriculum allows multiple hours for Yesenin's poetry, the first lesson is usually dedicated to providing a foundational overview. It is crucial to spark interest in the poet's character. Teachers should not neglect to mention the cultural traditions and

² Adabiyot. Umumiy o'rta ta'lim maktab darsliklari. 8-sinf. G'afur G'ulom nomidagi nashriyot-matbaa ijodiy uyi- Toshkent-2019.

values of both Eastern and Western contexts. Sharing information and facts not included in the student textbook can make lectures more engaging. Teachers should also consider students' opinions and questions.

After explaining the lesson, students are encouraged to ask questions they did not understand. The teacher then provides answers, further expanding on the topic. To consolidate the topic, a "gift" method can be used. This technique fosters creative thinking and engagement. If there are many students, they are divided into four groups; if fewer, two. Each group receives pre-prepared colored papers. They are given two minutes to prepare questions. Then, each group asks the other its questions, and depending on the answers, they can decorate their "gifts." A student who cannot answer must eat a lemon as a playful consequence. This method is both fun and inclusive. The process of crafting questions reinforces learning and encourages students to become both learners and teachers. It is also beneficial for memory retention.

In rural areas where technology is limited, such methods can help instill a love for literature in students and earn gratitude from the community.

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