

Methods of Teaching the Concept of Homeland in the Lessons of Native Language and Literature

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Abstract: *The article focuses on the term "concept", its use in the educational process, in particular, the analysis and teaching of the concept of "homeland". Recommendations for the analysis process, modern teaching methods are recommended. Here's a few basic facts about a stomp pad and how it is used.*

Keywords: concept, concept, word, meaning, Homeland, space, country, education, "Homeland" concept.

I. INTRODUCTION

The concept of "Mother country" has a special place in the education system. Concept [lot. conceptio-collect, combine; system; phrase] A system of views, directions of thought; thinking is a way of understanding the world. The cornerstone of the concept of translation is the interpretive position. G. Salomov, Introduction to the Theory of Translation. The concept of "homeland" also unites around it concepts that are directly related to the theme of homeland. In particular, patriotism, nationality, ethnic unity, national values, traditions, nation, people, village, neighborhood, territory, love for the motherland and a number of other concepts are united around the concept of "homeland". This concept can be further expanded, and in turn, the organization of the educational process, especially mother tongue lessons, in connection with this concept is a key factor in the development of students to be knowledgeable, open-minded, spiritually mature 'lib serves. Inculcating love and devotion to the motherland in the hearts of students is primarily through the education system.

II. METHODOLOGY

Boomerang technology should be used to help students develop expressive reading skills as well as text analysis skills. This technology allows students to work in groups and individually, to understand the topic, to analyze it independently. It is divided into technological stages. Its order is as follows: - Divide students into small groups. - Distribute a piece of text to each group. - Each of the given texts is analyzed individually by students. - The analysis of the text is carried out by the two groups with questions given to each other as questions. In this way, ideas are exchanged and the text is mastered more fully. The main part. Erkin Azam's drama "Lonely Boat" will be presented in the Literature textbook for the 11th grade of secondary schools. The main idea of the drama and the concept of "Mother country" in it can be identified, explained to students and used in the "Design" method. This is the course of dramatic events:

- a) problem identification;
- b) identify the cause of the problem;
- d) identification of consequences;
- e) Exploring the problem-solving stages expands the student's thinking.

Erkin Azam's drama "The Lonely Boat" reveals the tragedy of the Aral Sea as an example of human destiny. The image of Aral Bobo, who is loyal to his "Aral", is central in the drama. In difficult and difficult times, a person's will, loyalty to his homeland and ancient values are tested. Note the following passage from the work:

III. ANALYSIS AND RESULTS

Orolbobo (entering the narration).Pir had forty murids. A student like you. Forty years passed, and in the end only one of them remained. The example of Ameting has left one behind the other. Pir asked the other disciple, "Why did you do that?" The disciple muttered, "With your education, they have attained the status of reading the Eternal Book. And in the book ..."" Speak up,

"Pir insisted. "That book says you're hell, Master ..." "I know," said Pir. "That's right." But I wanted something greater than heaven ... They left for heaven, so why did you stay? " "Because I learned to read that book from you, sir," said the murid. See what a consequence it is, student! The passage is about a student who is faithful to what his teacher has taught him. A careful reading of the drama reveals that at the heart of this oral devotion is not only devotion to the master, but also devotion to one's place. As the island dries up and people find it difficult to live, the population grows one unit at a time. Only Grandpa Aral hopes that he will one more day. He doesn't want to go anywhere else. It's a situation that can be truly instructive, exciting, and thought-provoking. We recommend using the Assessment method to teach drama to students. Purpose of the method: this method is aimed at assessing the level of knowledge of students, monitoring, testing performance and practical skills. Through this technique, learners' cognitive activity is diagnosed and evaluated in a variety of areas (tests, practical skills, problem-solving exercises, comparative analysis, symptom identification).

Procedure for implementation of the method:

Assessments are used to assess the level of mastery of a topic or information by students or participants in lectures, the study of existing knowledge, the presentation of new information, and in seminars and workshops. It is recommended to use it individually for the purpose of self-assessment. Depending on the teacher's creative approach and learning objectives, additional assignments may also be included.

For example. The correct answer in each cell can be rated 5 points or 1-5 points

Test. 1. In the drama "Lonely Boat", why did Aral Bobo not want to go with his children? • Dissatisfied with their children; • People had to build boats because they needed a boat; • He could not leave the island • He was ill.	Comparative analysis. What do you think is the difference between people who have lived on the island for a long time and later emigrated, and Grandpa Aral?
Conceptual analysis What do you think the Aral Sea and the Aral Sea have in common?	Practical skills Identify and analyze the factors that led to the drying up of the Aral Sea. Make a plan based on your feedback on restoring the Aral Sea

Outcomes and Conclusions. The knowledge and skills acquired by the student during the school year should become a skill and be effective in life. Students should be able to use it in practice. In Japanese pedagogy, the principle is "The child should not be taught to fish, the child should be taught to fish." Knowledge that doesn't work in practice and doesn't help the student find the right path in life doesn't matter. Even the best quality products become unusable if they stay in the warehouse for a long time. It does no good to anyone. It is like assembling a product that is not used in a warehouse, only to pass the knowledge on to the student in a ready-made way and not teach him the skills to apply it in life.

IV. DISCUSSIONS

The educator is an indirect participant in the process, helping the student to acquire knowledge independently and introducing a system of priority methods in each lesson. It takes a great deal of skill on the part of the educator to combine both, without forgetting one of the most important principles of education. We hope that this research will be one of the first small tools for future research on the concept, the organization of literature classes, as well as for researchers and teachers in the teaching of the concept of "Mother country".

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