



DEVELOPING STUDENTS' COMPETENCIES IN LEARNING LITERATURE THROUGH MODERN TECHNOLOGIES AND DIDACTIC GAMES

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DOI: <https://doi.org/10.5281/zenodo.20232862>

ANNOTATION

In an era of advanced modern technologies, teachers are teaching students not only in foreign language lessons but also in literature lessons using interactive methods and multimedia tools. Because literature is not just reading a literary work from beginning to end, but it is the foundation for forming students' spiritual knowledge, developing their cognitive abilities, and analyzing their life values. This article discusses the use of interactive methods in literature lessons and the development of students' mental competencies.

Keywords: competence, interactive methods, multimedia, literature, cognitive abilities, critical thinking.

Today, students memorize information faster and more easily through modern interactive methods than in the traditional style. Lessons are also being conducted by showing them various videos, short films based on the works they are reading, and animated films for younger students, which is considered a much more effective method. Through didactic games, students develop language competencies such as group work, complete and fluent expression of their thoughts, studying the culture of communication through the analysis of the characters of the work, and critical thinking. They appreciate works of art, feel the beauty of artistic language, and understand the world of images. Multimedia (a combination of text, audio, video, graphics, animation) increases the visibility of the lesson. Students can organize virtual trips to the house-museums of writers and poets. To increase students' comprehension of literary concepts, teachers must give particular attention to teaching literature. Clandfield [2:1-4] contends that literary courses do not pay greater attention to a range of levels at the secondary or tertiary level. Most of the students have never before studied literary works. Literature is taught as a whole work by teachers via instructive reading. Neves [4:8-12] asserts that literary instruction strives to help students realize their full potential to produce balanced, harmonic, and morally upright human beings. Language teachers often get dissatisfied because students do not easily transmit information, according to Neves [4:8-12]. Because readers benefit more from reading in their native language than from reading in a language they are learning; literary language differs from other language domains. To achieve a more profound grasp of literary content and bolster student competencies, research advocates for the implementation of reciprocal teaching. This pedagogical strategy involves students assuming the educator's role during collaborative small-group reading sessions.

By utilizing diverse techniques to foster literary mastery, teachers can significantly sharpen their students' interpretive abilities. Scholars widely recognize the efficacy of this method, emphasizing its power to strengthen the engagement between the reader and the text. According to Dhillon and Mogan [3:63-78], the text's use of language and topic that may be considered above the students' language proficiency is one of the major obstacles to studying literature. Due to the lack of exposure to the adoption of engaging teaching strategies by instructors, literature is sometimes blamed for being unpopular.

In Yemeni universities, literature is studied in several English-related courses. Studying literature is essential because it exposes students to relevant circumstances, engaging language, and intriguing people. Overall, language competency includes the ability to read effectively. According to ALharbi [1:11-46], reading comprehension is the process's primary purpose in academic contexts and other aspects of our everyday lives. R. Zemke points out "competency, competencies, competency models competencies-based training are words that can mean whatever the person uttering them has in mind. The root of this problem is not malice, stupidity or marketing greed, but rather the fundamental procedural and philosophical differences that exist among those attempting to define these terms and develop their concept. These people seek to develop a model that will enable us all to use competency"[5:29]. Literary competence is not merely an academic pursuit but a vital skill for anyone who seeks to engage with literature on a deeper level. Here are some key reasons why literary competence is significant:

Elective Communication

Cultural Insight

Personal Growth [6:4-5].

To conclude, reciprocal teaching is an effective strategy for modern literature education. By shifting from teacher-led instruction to student-led collaboration, this method significantly improves reading comprehension and critical thinking. It encourages students to take an active role in their learning, which builds a deeper connection to the text. Overall, reciprocal teaching is a proven way to help students become more independent and capable readers.

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