

**THE USE OF NEW PEDAGOGICAL TECHNOLOGIES IN TEACHING THE
STYLISTIC FEATURES OF THE VERBAL CATEGORY IN THE WORKS OF
UZBEK CHILDREN'S WRITERS***Faizullaeva Guli Fakhriddinovna**Tashkent International Chemical University**MPRI-1U 2- master of science**gulifayzullayeva0003@gmail.com**+998771140003*

Abstract. This article examines the relevance of applying modern pedagogical technologies in studying the stylistic features of the verb category based on the works of Uzbek children's writers.

It is shown that innovative teaching methods contribute to a deeper understanding of linguistic features, the development of creative abilities, and an increase in student motivation. Recommendations are given for the implementation of multimedia tools, interactive exercises, and game- and project-based forms of work in the educational process.

Keywords: pedagogical technologies, stylistics, verb category, Uzbek children's literature, education, innovation.

**ИСПОЛЬЗОВАНИЕ НОВЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ ПРИ
ОБУЧЕНИИ СТИЛИСТИЧЕСКИМ ОСОБЕННОСТЯМ ГЛАГОЛЬНОЙ
КАТЕГОРИИ В ПРОИЗВЕДЕНИЯХ УЗБЕКСКИХ ДЕТСКИХ ПИСАТЕЛЕЙ**

Аннотация. В статье рассматривается актуальность применения современных педагогических технологий при изучении стилистических особенностей глагольной категории на материале произведений узбекских детских писателей.

Показано, что инновационные методы обучения способствуют более глубокому пониманию языковых особенностей, развитию творческих способностей и повышению мотивации учащихся. Даны рекомендации по внедрению мультимедийных средств, интерактивных упражнений, игровых и проектных форм работы в образовательный процесс.

Ключевые слова: педагогические технологии, стилистика, глагольная категория, узбекская детская литература, обучение, инновации.

Introduction

Modern education places high demands on teaching methods aimed at developing analytical and creative thinking. The use of new pedagogical technologies in the study of language and literature is particularly important. Verbs, as parts of speech, play a key role in the formation of literary texts, conveying actions, states, and processes. In the works of Uzbek children's writers, the verbal vocabulary is distinguished by its diversity and stylistic expressiveness, which contributes to the development of children's speech and imagination.

Verbs not only denote actions but also create an emotional background, narrative dynamics, and help shape the artistic image.

In children's literature, this is especially important for text comprehension and the development of linguistic competence. Stylistic features of verbs, such as the use of the imperative mood, modal forms, and adverbial participles, make speech lively and expressive.

Traditional methods often rely on rote memorization and analysis, which does not always contribute to a deep understanding of stylistics. Students may struggle to understand the role of verbs in literary texts and lose interest in studying literature.

Modern technologies, including multimedia presentations, interactive exercises, game-based and project-based methods, make the learning process more engaging and effective. Visual and audio materials help children better perceive and remember stylistic features, stimulating active participation and creative thinking.

Video and audio materials, cartoons, and animations allow students to see and hear the action, which helps them better understand the emotional connotations of verbs. Viewing and discussing such materials together increases interest and facilitates better learning.

Using interactive tasks on electronic platforms helps reinforce knowledge through play. Role-playing, dramatization, and creative projects develop verbal skills and imagination, making learning lively and rich.

To successfully implement new technologies, it is necessary to combine traditional and innovative methods, pay attention to the emotional and figurative aspects of verbs, use group and paired work, and organize project-based activities to foster independence and creativity. It's important to note that the further development and integration of digital technologies into the educational process opens up vast opportunities for studying linguistic characteristics. For example, the use of artificial intelligence and adaptive learning programs allows for individualized learning, taking into account each student's level of knowledge and adapting to their needs. This is especially relevant when studying complex stylistic nuances, such as the specific verb categories in literary texts.

Furthermore, international experience shows that interdisciplinary learning projects that incorporate literature, language creativity, technology, and art contribute to the comprehensive development of a child's personality. Incorporating such approaches into the study of Uzbek children's literature can significantly broaden students' horizons and increase their motivation.

The role of the teacher as a conductor and organizer of the educational process should also not be forgotten. Professional development for teachers, mastering new methods and technologies, and sharing experiences with colleagues—all this should become an integral part of the modern educational system. Only with such a comprehensive approach can students develop solid knowledge and skills, and the ability to appreciate the beauty and richness of their native language. Overall, the use of new pedagogical technologies in teaching the stylistic features of verb categories in the works of Uzbek children's writers is an important direction in the development of modern teaching methods. This creates conditions for deeper and more creative learning, fosters students' interest in literature and language, and promotes their overall personal development.

Conclusion

The introduction of modern pedagogical technologies in the study of verb category stylistics using Uzbek children's literature significantly improves the quality of instruction. This contributes to the development of students' linguistic knowledge and creativity, fostering a lasting interest in literature and language.

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