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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

THE ROLE OF INTERACTIVE TECHNOLOGY IN ENSURING STUDENT ACTIVITY IN MOTHER LANGUAGE CLASSES

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GENERAL CHARACTERISTICS OF WORK

Actuality of research and degree of its development. Historical experience shows that the level of development in socio-cultural, economic and political fields is measured in relation to education. In this sense, the educational reform program in the country has been implemented since 1999, and with the support of the World Bank, a national education system was created based on the transition to the educational curriculum and the Bologna process based on active learning technologies in order to transform oil capital into human capital[1].

Since 2008, primary education curricula in our country have been working with textbooks written on the basis of educational standards adopted by the state and methodical resources prepared for each textbook. Currently, this sequence has reached the XI grade and is being successfully implemented.

The aspects that distinguish the textbooks prepared on the basis of the curriculum and the methodical materials related to them from traditional programs and textbooks are related to the new methods and technologies applied in the training process.
For fourteen years, the content of Azerbaijani language training, as in traditional rules, does not consist mainly of language rules, that is, information about sounds, words, word combinations and their units, but a working system of communicative speech, reading, writing and language rules. These are also called content line of listening-understanding and speaking, reading, writing and language order in curriculum education.At present, individual and collective tasks and studies based on work with couples and groups that create interactivity in the organization of training; BIBÖ, Venn diagram, cluster, dialogue-discussion, generalization, etc. methods are used[2].

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[1] Concept of general education in the Republic of Azerbaijan (National Curriculum) // − Baku: Curriculum, − 2008. No. 1, − p.5.
[2] Agayev, A.A. Theoretical and practical issues of using new training methods and technologies // − Baku: Scientific works of ARTPI, − 2006. №1, − p.37.

The textbooks written on the basis of the content line have a special structure, and each topic is based on the state standards, inculcating informativeness and communication skills in students through communicative texts.

In each subject curriculum, content is built that allows to ensure its implementation in accordance with the purpose of the respective subject. The content of the subject is formed as a set of content lines. Therefore, the purpose of the subject is specified again as the application of content lines. At the next stage, the purpose of the subject is expressed in the form of standards. Content standards are one of the forms of expression of goals and are the most concrete examples of application defined in subject curricula. The objective of the lesson is directly related to the content standards and serves to achieve them. Determining the purpose of the lesson based on content standards is a matter that requires sufficient preparation from the subject teacher.

The purpose of the subject of the Azerbaijani language in primary classes is for the student to acquire the following skills:

• reading and writing freely, correctly, quickly, as well as consciously and expressively;

• enter into a dialogue, express one's thoughts freely and consistently;

• to express his opinion on the texts he has read and listened to;

• select, group, and build small texts of the main facts from various texts;

• basic knowledge about the language, culture, history, art, traditions and moral values of our people can be expressed in a simple way.

A. Efendizadeh, H. Baliyev, B. Ahmadov, Y. Karimov, N. Abdullayev and others from Azerbaijani linguists. have widely promoted this issue in their works.

Research works on the teaching methodology of the Azerbaijani language were enriched with the methodology of using technical training technologies, and in this field prof. We can specially mention the activity of H. Baliyev. Methodical books of

Prof.H.Baliyev continued to be enriched with technological methodology arsenal.

Prof. the same word. We can also say about the technological didactics of N.Abdullayev. His principles of using technical training tools related to the formation of correct pronunciation norms in students have attracted the attention of Methodist scientists and the examples created by the scientist have become massive.

We can point out Pari Pashayeva [3], Shalala Nabiyeva [4], Gultekin Abdullayeva [5], Sadagat Huseynova [6], Esmira Mammadova [7], Basti Seyidzade [8] and others among the scientists who conducted research in accordance with the requirements of recent years and successfully defended it under the guidance of the researchers we mentioned. The end of the last century and the beginning of the XXI century began to turn into history as a period of breakthroughs and applications in language teaching, which is called the effective use of ICT. However, no matter how many potential didactic possibilities ICT has, it could not reflect all the components of the technological revolution in general. Because technology is a very broad concept. This arsenal is reminiscent of the new teaching methodology, including laboratories that turn the learning process into a research field, turning the student into a subject and scientific knowledge into an object. Intensive training is a vigorous, fast-paced, interactive

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[3] Pashayeva, P.Ş. Scientific-methodical foundations of teaching phonetics in primary classes: / abstract of candidate's dissertation / − Baku, 2004. − 28 p.

[4] Nabiyeva, Sh.Z. Ways of teaching examples of folklore in primary classes: / abstract of candidate's dissertation / − Baku, 2004. – 27 p.

[5] Abdullayeva, G.A. The system of work on expressiveness of students' speech in primary classes: / abstract of the dissertation./ − Baku, 2010, – 21 p.

[6] Huseynova, S.M. The system of work on speech development in the process of teaching syntax elements in primary classes: candidate's dissertation / − Baku, 2008. − 141 p.

[7] Mammadova, E.F. The system of work on speech development in the process of teaching morphology in primary classes: /abstract/ − Baku, 2014. − p.23-26.

[8] Seyidzadeh, B.M. Organization of the work on the teaching of the Azerbaijani language in connection with other subjects in primary classes: / abstract of the candidate's dissertation / − Baku, 1995. − 22 p.

learning process that takes place collaboratively, as well as among groups. It has methods, methods, tools and various forms of work corresponding to the four content lines. Selection and application of methods is conditioned by standards, and standards are determined by content lines. There are also research works covering modern Azerbaijani language teaching and new teaching methods. H.B.Baliyev, A.H.Baliyev's "Methodology of teaching the Azerbaijani language" textbook, classification of methods and methods; issues of active (interactive) training, methods and techniques of active training, content standards, use of information and communication technologies, as well as reference tables in addition to the Azerbaijani language teaching methodology, have been widely reflected in the theoretical and practical levels[9].

Currently, there is a need to analyze the application and methodology of active learning technologies, which is one of the conditions that show the relevance of our research.

The object and subject of the research. The object of the study is the process of teaching the Azerbaijani language in primary classes. The subject of the research is the method of effective use of interactive technology in ensuring the activity of students in the Azerbaijani language classes of I-IV classes.

Research goals and objectives. The purpose of the research is to determine the most efficient technologies and the didactic bases of their application in experimental ways to ensure students' cognition and speech activity in the teaching of the Azerbaijani language in grades I-IV, to prepare innovative proposals for a wide range of practice. The task of the research is to explain the essence of curriculum education, including to make the right choice of technologies that activate students in the Azerbaijani language classes for primary classes, to check the situation in schools in order to bring out the experimental results of their application, to examine the textbooks, methodical guidelines, and to reveal the necessary provisions by analyzing the results.

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[9] Baliyev, H.B. Methodology of teaching the Azerbaijani language / H.B.Baliyev, A.H.Baliyev. − Baku: Kismet, 2014. − p.264-379.

Research methods. Observation, student and teacher feedback, questionnaire surveys, advanced classroom teachers, conversations with members of the method association, comparison of traditional and extensive learning technologies, etc. experimental and theoretical research methods were used.

The main provisions defended:

1) Optimum use of new activating technologies of the Azerbaijani language improves reading, writing skills and habits of I-IV graders;

2) phonetic and lexical works on related texts form students' ability to read, write and speak correctly according to the norms of the literary language;

3) effective use of the dialogue-discussion method on the content of the texts ensures the development of students' dialogic speech;

4) making generalizations in the lesson on each content has a positive effect on learning material, etc.

Scientific novelty of the research. The problem posed in the dissertation is studied independently as research for the first time, and with the correct selection and effective application of activating methods, technologies, students speech develops, their thinking deepens, and their outlook is ensured.

The hypothesis of the study is that if the Azerbaijani language classes are built with interactive technologies, it is possible to ensure that the students master the learning materials more effectively. There are many conditions for the realization of this hypothesis. When testing those conditions, the following requirements were taken into account:

– Correct selection of interactive technologies according to standards;

– Taking into account the maximum use of didactic opportunities of interactive technologies that create more intensity;

– Objective and regular assessment of students' learning activity, including speech and thinking activity, etc.

Theoretical and practical significance of research. Training activity is interpreted at cognitive-cognitive levels in scientific-

didactic and technological-methodological directions. The selection principles of the use of active methods according to the content standards of the training are defined and justified.

The main idea, provisions, recommendations, results and suggestions of the research work can be used in the improvement of methodological tools. From the results of the study, teachers can benefit from the more effective use of learning technologies, such as the creation of interactive learning activities and the realization of standards.

Approval and application. The main provisions of the research were discussed in scientific-theoretical seminars, in class method meetings in schools where the experiment was conducted, and consultations were held. The author has published more than 38 articles on the subject.

Interactivity in training is the need of the hour, it becomes even more necessary in the teaching of the main language of instruction, it consists of creating conditions for students' cognitive and speech activity, studying strategies, textbooks, advanced practice, and giving speeches with generalized suggestions by evaluating the situation in the form of corrections and improvements.

The name of the institution where the dissertation work was performed. Dissertation work was carried out at the Department of Azerbaijani language and its teaching technology of ASPU.

The total volume of the dissertation with a sign indicating the volume of the structural sections of the dissertation separately. The research paper consists of (226333 characters), an introduction (13882 characters), two full chapters (117507 and 81903 characters), consisting of eight subsections, a conclusion (10820 characters) and a list of references.

THE MAIN CONTENT OF THE RESEARCH

In the **introductory** part, the relevance of the topic is justified, the degree of development is determined, the object, subject, goals and tasks, methods of the research are disclosed, the main provisions put forward for defense are listed, the scientific

relevance, theoretical and practical importance of the research is discussed, the approval and application of the work, the name of the organization where the dissertation work is performed. , information is given about the structure and volume of the dissertation work separately. Chapter I consists of 4 paragraphs, paragraph I of the chapter entitled **"General issues of the problem"** is called **"Essence, content of pedagogical technologies and their use in the educational process."**

Pedagogical technology is an integral part of the country's education reform, it is of great importance in the preparation of teachers.

For this, a lot of work has been done in the framework of methodology science along with pedagogy. A large number of fundamental research works have been conducted on pedagogical technology, as well as integrative principles and interactive methods. We can show the source of references in the example of A.Mehrabov, Y.Karimov, F.Sadigov, F.Rustamov, A.Pashayev, A.Abbasov, A.Ahmadov, Z.Veysova, B.Ibadova.

Pedagogical technologies and the means of their development are based on the experience of many developed countries. We must not forget that education is a priority issue in the social and economic development of any country, because the well-being of the country, the people, the level of development and its competitiveness depend on the quality of education. For example, in the education development state program of the Republic of Kazakhstan covering the years 2011-2020, improving the quality of competitive education on the basis of the development of the society was put forward as an urgent problem.

The "National Curriculum of Education" prepared by the Ministry of Education is a conceptual document to bring our education to the development level of European standards. The goal is to educate young people who can meet modern requirements, express their ideas, have free, creative and critical thinking. The teacher's role is the main guiding factor for lessons taught on the basis of new learning technologies: the teacher is a leader, organizer, facilitator and designer.

In grades I-IV, it is necessary to start the teaching of reading texts with correct, expressive, free reading and to ensure exemplary reading, not with work on the content and defining the idea. In primary classes, this work should be systematically based on examples. The retelling of fairy tales with modern technical means creates the basis for the implementation of correct orthoepic norms. To read without expecting an accent is to read without understanding the meaning of the words properly.

Paragraph II of Chapter I is called **"On the essence and relevance of student activation in the learning process."**

Azerbaijani language is the main subject of study at school. If the students do not master the Azerbaijani language well, it will be difficult for them to learn other subjects thoroughly.

Learning activity is historically interpreted from two aspects: first, as intellectual activity, and second, as speech activity. In didactics, the issue is set as follows. Curriculum training has also been selected for this purpose and has become a comprehensive system. In this system, there is a path that connects both aspects, which is called the path of speech and thinking activity. In general, pedagogical activity is considered the main and main aspect in the philosophy of education.

Learning is an active cognitive process, and in contrast to scientific cognition, the learner assimilates the knowledge that humanity has accumulated over the centuries. At this time, students are faced with the questions "why" and "why".

One of the signs of the student's activity in the lesson is his ability to use the book independently, using the teacher's explanation, visual aids, demonstrated experiments, pictures, etc. it consists of trying to draw conclusions [10].

When world educators say "interactive technology", "interactive training", "interactive approach", "interactive approach", they mean dynamic activity that meets international standards at all stages of the pedagogical process. In modern times, interactive methods first of all

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[10] Mehdizadeh, H.M. Some issues of the reconstruction of educational work at school / H.M. Mehdizadeh. − Baku: Azertadrisnashr, − 1962. − p. 65.

require the development of children's mental abilities and thinking and the acquisition of moral qualities.

It is of great theoretical and practical importance to teach students the ability to work independently in primary grades. Sometimes, because it is not given enough attention, young schoolchildren face serious difficulties in learning, indulge in memorization, and fall behind in learning.

Role-playing games from modern training methods are extremely important. A student who is interested in the game shows a sensitive attitude to various life events in his activity. The games used in the lesson refresh the memory and have a positive effect on the activity of poorly prepared students.

When using interactive learning methods, a lot depends on the arrangement of the desks in the classroom. The meaning of the word "interactive learning" means "activity in interaction, dialogue, discussion, judgment".

There are different ways to activate students in the reading process. In order to confirm our opinion, Z. Khalil's "Two pomegranates" topic in the fourth grade Azerbaijani language textbook was analyzed[11].

The active structure of the course of the lesson can be seen from the following planning (table 1):

Table 1

Learning objectives	Text standards
The work is read and planned.	2.2.3. A plan is made to expand the given text.
He listens to different opinions and expresses his opinion.	1.1.1. The final opinion is given by summarizing different opinions about the same issues discussed.
Resources:textbook, workbook	

Here, we want to show consideration of all literary pronunciation norms, accent factor, intonation, orthoepy rules, taking into account the orthographic factor.

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[11] Azerbaijani language: Textbook for the 4th grade of general schools / R. Ismayilov, S. Abdullayeva, D. Jafarova [etc.] − Baku: Altun kitab, − 2017. - p.28.

We point out which words in the text should be read according to the norms.

Along with activity, it is important to educate students to be independent.

Paragraph III is called **"Thematic analysis of Azerbaijani language textbooks and methodical materials".**

Since 2008, Azerbaijani language training has been organized on the basis of the curriculum requirements for classes I-IV called Azerbaijani language-1 (alphabet, reading), Azerbaijani language-2, Azerbaijani language-3, Azerbaijani language-4, as well as from 2019. it is implemented with the new Azerbaijani language-1 textbooks and materials for the teacher written in those textbooks. At the same time, the electronic textbooks made available to teachers and students increase the optimality of the lesson. These textbooks can be considered a successful step forward in a certain sense to establish the teaching of the Azerbaijani language in grades I-IV on the basis of new teaching technologies and methods. The fact that the textbooks are rich in didactic possibilities should be noted as positive factors.

Our analysis showed that the II "Azerbaijani language" textbook contains 100 reading texts and 33 rules; There are 87 reading texts, 72 rules in the III grade "Azerbaijan language" textbook, 90 reading texts and 27 grammar rules in the IV grade "Azerbaijan language" textbook.

15 out of 66 words should be read according to the orthoepic rules in the text "Grow up with your name" in the first class "Azerbaijani language" textbook. The words that should be read according to the orthoepic norm are: [heard], [by name], [onnar], [istiyyllar], [vügarri], [gudratdi], [mekedi], [usakhlikhda], [by name], [cikhakh'lanane], [to the country], [had become], [respect], [will remember'].

Unfortunately, after that text in the textbook, there is no guiding task related to this issue.

Textbooks include interactive boards, computers, slides, worksheets, diagrams, epidoscopes, cinemascopes, projectors, etc. the use of the more appropriate means should be included in the

conditions of studies. At the same time, the working conditions should have instructions or notes on the use of interactive teaching methods that may be more optimal during the recitation and transmission of reading instruction materials. We are of the opinion that it is possible to obtain effective results from the application of pedagogical technologies if the textbook reading materials are designed in terms of didactic purposes and if the above-mentioned factors are taken into account.

We can say about the **"Situation in school practice related to the use of new teaching technologies"**, paragraph IV of Chapter I, that our observations showed that the majority of primary school teachers work with new methodical thinking.

As a result of studying the school experience, we determined that what was written about working with new technologies had a positive effect on the school experience.

"Native language in the Kazakh and Azerbaijani educational system interactive in ensuring students' activity in their classes of educational technology (on the Curriculum in primary grades) scientific study of similarities and differences in its application" Kazakhstan, Almaty city, Kazakhstan National named after Abay University, Institute of Pedagogy and Psychology, Theory of preschool and primary education and methodology department During my scientific experience, I noticed an important point. With the grand project entitled "Study of similarities and differences in the application of interactive learning technology (on the Curriculum in Primary classes) in ensuring the activity of students in mother language classes in the Kazakh and Azerbaijani education system" (SDF-Mob-5-2014-2(17)-QMTK) during my scientific experience at the "Methodology and theory of pre-school and primary education" department at the National Pedagogical University of Kazakhstan, an important point came to my attention.

The requirements set by the educational strategy are not only implemented in urban schools, but the acquired knowledge and skills are shared with the remote regions of Kazakhstan. The purpose of the conducted online course lays the foundation for the parallel development of the scientific achievement of both the city and the

remote region in education. A certain scientific method in the city is shared with regions in both Kazakh and Russian languages. Based on our observations, we can note that the tools of interactive training methods have been successfully applied not only in the city, but also in the regions. Classrooms in schools are equipped with electronic boards, which in turn play a key role in the implementation of the set goal.

Interactive methods are considered a means, not an end. Most features in the selection of interactive training methods; in particular, it is important to consider the purpose of the lesson and the level of preparation of the class[12].

As a new technological factor in the teaching of the Azerbaijani language, we believe that it is necessary to focus on the analysis of lessons built with active learning methodology or curricula. We present examples of the work experience of advanced classroom teachers of our republic.

1. Lesson example of Aziza Ismayilova, class teacher of school No. 244 in Baku:

Azerbaijani language (II class)

Theme: Birds

Standard: 2.2.1., 2.2.4.

Objective: Master the main issues expressed in the text.

Form of work: Work with large and small groups.

Working method: Brainstorming, concept extraction.

Resources: Pictures of different birds, computer, projector, flashcards, pieces of text, etc.

2. Lesson example of Afat Mustafayeva, a class teacher of full secondary school No. 21, Baku city.

Azerbaijani language (III class)

Topic: Root and suffix.

Standard: Groups words according to their grammatical meaning.

Method of work: lecture, discussion, brainstorming.

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[12] Pedagogical technologies / A.O.Mehrabov, A.M.Abbasov [etc.] – Baku: Translator, – 2006. – p.255.

Form of work: Work with the whole class, work in groups, individual work.

Resources: Textbook, workbook.

Interdisciplinary integration: verbally expresses personal thoughts by comparing what he reads in the text with what he sees in life (1.2.1.)

Interdisciplinary integration: Life knowledge (3.2.)

Analyzing the Azerbaijani language lesson at school showed what the situation we encountered:

1. Our primary school teachers have tried to use the direct and indirect connections they know to master the subject to be studied in the lessons conducted with the new technological rule; and they demonstrated ability to work with most components of active learning, including forms and methods.

2. Computer, slides, epidioscope, overhead projector, card sheets, diagrams, criteria and evaluation tables, etc. are used in such lessons. consists of tools.

These serve to implement the goals of intensive construction of training, optimal results and objective evaluation. However, these lessons, built with pedagogical technologies and active methods, also have their shortcomings.

1. Primary school teachers understand the purpose of working with new learning technologies and active learning methods. However, the didactic goal of reading classes is to form habits related to intonation, stress and orthography in primary school students, as well as vocal and silent reading, as well as content. It is also related to the lack of space for text reading, dictionary work, and orthoepic pronunciation skills and habits in the work of the class teachers we have given examples of.

2. Work on intonation based on new teaching technologies also plays an important role in reading education. In the lessons we listened to, teaching technologies for the purpose of expressive reading – short pause, medium pause, long pause, logical emphasis, as well as lengthening the word, reading and saying the accompanying words in one breath were not used.

3. There is no integration in some of the lessons. However, interdisciplinary or intra-disciplinary integration should be used in each lesson.

"The system of work on the use of interactive technologies to ensure the activity of students in Azerbaijani language classes" paragraph I of Chapter II it is called **"Interactive learning methods that ensure students' activity in Azerbaijani language lessons".** The project of application of interactive and integrative training methods has been implemented for more than 14 years. During these years, a lot of work has been done in our republic in the field of interactive learning methods, including theoretical materials have been published. Modern learning technology is a new system that accelerates the student's learning activity in the learning process and ensures that knowledge is dynamically transformed into skills and habits. IKT carries out the order arising from that purpose in a very efficient manner[13].

In ICT-based training, the teacher should use multimedia to increase the attractiveness and quality in the teaching process[14].

In primary grades, the reading content line is a strategy to teach students to read and understand the book correctly, and to speak based on analyzing the text for content and ideas.

Reading, writing and language rules are considered content lines around the world. Standards are such units of weight, measure or quality assurance that bring nations, countries, people closer to each other, and create a common basis for trust, confidence and cooperation.

The subject content in the subject curricula is designed according to the standards. The content standards specify the general

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[13] Abbasov, A., Mammadova A. The main directions of curriculum reform in general education schools of the Republic of Azerbaijan // Materials of the international scientific conference on "Pedagogical-psychological problems of improving the educational process", – Nakhchivan: – 2011, – 17 p.

[14] Mehdizadeh, G. The importance of organizing teaching based on subject programs (curricula) // Eurasian Summit V Scientific Research and Current Problems conference, – Baku: Khazar University, – December 16-19, – 2019, – p.209.

learning outcomes expected of the student according to the capabilities of the subject. Each standard itself consists of two important components: content, knowledge and action, that is, skills.

Standartın komponentləri Blum taksonomiyası əsasında tətbiq olunur.The standard informs both the content to be taught and the aspect of skills, that is, along with the subject to be taught, a clear idea is created about the manner in which the taught will be manifested. Each standard has sub-standards.

It is possible to find what is reflected in the Azerbaijani language curriculum for primary classes in the methodical recommendations written for the textbooks of each class. It is the job of advanced methodologists to direct classroom teachers to teach and coordinate for skillful application. The task of the researcher is to coordinate the work of the advanced teacher in the current methodological arsenal and achieve improvement of learning results.

"Activation using technologies in the teaching of content lines of reading, writing and language rules" is the 2nd paragraph of chapter II.

It is known that interactive training is a set of methods of organizing and managing students' cognitive activity. Such training is the independent acquisition of knowledge, i.e. mastering, by setting up a problem situation based on the conditions created by the teacher. This is a new system that includes the creation of learning conditions, the stimulation of the student's active researcher role in the process of problem solving.

According to the concept and methodology of "active training", those principles are: 1. Training focused on personality; 2. Active cognition; 3. Developmental training; 4. Preventive training; 5. Flexibility of education; 6. Cooperation and 7. Principle of dialogical training. It has always been important to ensure the students' activity in the lesson process. However, in traditional training, the activation of students directly depended on the activity of the teacher. One of the best requirements of the interactive learning method is to ensure the maximum activity of the students.

There are seven stages of active learning. One of the most important factors for conducting an interactive lesson is

"motivation", the stage of problem setting. The main task of motivation is to motivate the student to develop interests and thoughts related to the issues and problems at the core of the subject, and to acquire knowledge.

The subsequent general course of the lesson depends on how successful the motivation is.

Various business forms are used to conduct research. This work is done entirely within the classroom, in small groups, in pairs, or individually. Observations show that teachers use these forms of work more than a small group.

After the time allotted for the study is over, the students exchange information. The main goal for that stage is to acquaint all students with new facts and findings.

Thus, after the end of the time allotted to the groups, all the worksheets containing the presentations are hung on the board and the discussion of the information is started.

After the discussion is over, the process of summarizing and coming to a definite conclusion remains. The main criterion is the application of a creative approach to the assimilation of knowledge.

In Azerbaijani language lessons, creative application is mostly choosing and writing sentences and words from a textbook or any story, fairy tale, using a text (essay) containing words on the subject being studied, playing games, etc. performed through.

Assessment is a mechanism that is carried out at all stages of the lesson. A graph is drawn on the board, it is divided into scales, the grades and numbers of groups are reflected on the scales.

"Activation on the optimal use of dialogue-discussion in training" is paragraph III.

The discussion methodology is considered a modern learning technology, and the application of this method clearly shows the goals, the importance of building algorithms, and finally, the need to act on the results. In this sense, let's consider the essence of this teaching method in developing the speech and thinking of elementary school students, and in giving wings to the methodical imagination of teachers:

The purpose, algorithm, conditions, and means are related to the technology of applying the discussion method.

Discussion is a broad philosophical concept. In the process of cognition and learning, the main goal is not to show the way to known truths, but to bring the unknown to the plane of thought.

Based on the content analysis and educational nature of the texts in the textbooks of primary classes, we aim to show dialogue-discussion examples.

We came to the conclusion from the conversations with the teachers whose classes we observed that in the works that really contain conflicting points, "What would you do?", "Did he do the right thing?", "How should it be?", "Why can't you act like that?" ", "What do you think?" and so on. questions lead to discussions.

"Organization and conduct of the experiment" is the 4th paragraph of the chapter 2.

Taking a look at the description and analysis of the experiment in order to increase the level of influence of pedagogical technologies that ensure activity in the Azerbaijani language classes in primary classes on the development of students' reading technique, literary pronunciation and cognitive ability, we assume that the proposed scientific-didactic ideas are carried out in three stages: identifying, teaching and checking will create confidence in the objectivity of the obtained results.

The experiment was conducted between 2009 and 2015. The descriptive experiment was conducted in the 2009-2010 academic year, the educational experiment was conducted in the 2010-2012 and 2013-2014 academic years, and the verification experiment was conducted in the 2014-2015 academic year.

The advanced class teachers of the republic, including the winners of the "Best teacher of the year" competition in the republic, actively participated in the experiment.

The use of "orfoepic five minutes" as a motivation during reading in experimental classes aimed to prepare students to read and speak with literary pronunciation.

With our descriptive observations, we checked how teachers pay attention to literary pronunciation norms during reading in first

grade. It turned out that the majority does not pay serious attention to this matter. They mainly focus on reading in a hurry.

The advantages of using technical training tools during reading have been shown in the students' activity and the impact on the speed and tempo of their speech. Table 2 reflects this. Here a – experiment, b – control classes. If we look at the results of the experimental and control classes, we can see that the indicator is higher in the experimental classes.

Table 2

Schools	Classes	Number students	Results					
			Read it right	Wrongreading	Percent	Those who speak correctly	Those who speak wrongly	Percent
Baku city "Zangi" high school	IV^a IV^b	26 25	15 6	57,69 24	11 19	42,31 76	14 15	53,84 60
Baku City Secondary School No. 23	IV^a IV^b	25 25	15 7	60 28	10 18	40 72	13 8	52 32
Gusar city secondary school number 1	IV^a IV^b	27 26	20 8	74,07 30,76	7 18	25,93 69,24	18 16	66,6 61,53
Ganja city secondary school number 28	IV^a IV^b	26 25	18 8	69,23 32	8 17	30,77 68	16 9	61,53 36
Hajigabul Mug-han settlement secondary school	IV^a IV^b	27 26	17 6	63 23	10 20	37 77	16 7	59,25 26,92
Baku city secondary school number 254	IV^a IV^b	24 25	16 5	66,67 20	8 20	33,33 80	15 7	62,50 28

It is clear from the table that the indicator of students' learning activity depends on the application of methods. Therefore, the comparison with the numbers shows that the results obtained in the experimental classes are higher.

In experimental classrooms, reading by anticipating intonation and following orthography is the goal, as are content standards.

Such exercises are not conducted in control classes. Tasks on the text do not involve comprehension of the text, but have the feature of moving to the next text.

In the table 3, the results of speech activity of 148 and 135 students participating in the experiment were 30-35% higher than the control classes, and their good results were about 25-30% higher. This also proves that the motivations established by being considered exemplary, including other technologies, become a very important factor in turning students' cognitive activity into speech activity.

Table 3

Classes	Number of students	High scores (in numbers and percentages)	Good results (in numbers and percentages)	Sufficient results (in numbers and percentages)	Low results (in numbers and percentages)
Control	145	28 (19,3%)	64 (44,1%)	47 (32,4%)	6 (4,2%)
Experim.	148	44 (29,7%)	70 (47,3%)	32 (21,6%)	2 (1,4%)
Control	139	40 (28,8%)	60 (43,2%)	30 (21,6%)	9 (6,4%)
Experim.	135	50 (37%)	60 (44,5%)	20 (14,8%)	5 (3,7%)

It should also be added that as a result of analyzing the text using interactive methods, students learn the content of the texts more easily.

Conducting purposeful phonetic, lexical-phrasemic work on the text will lead to a clearer understanding of the content of ideas, as well as intensive assimilation.

Thus, the results of the experimental classes show that our working hypothesis is scientifically more correct, more purposeful in

terms of practical importance, and gives us reason to make the following considerations:

1. More correct and clear directions should be given to teachers regarding activities that ensure students' activity on communication materials. The objectives of teaching reading, writing and language skills should be presented to teachers as expected outcomes.

2. The final assessment of the students in the lesson should be based on the observation, comparison and discussion of the text.

3. Azerbaijani language lessons should be organized in the direction of speech-language and language-speech.

In the **"Result"** part of the dissertation, the results and conclusions obtained from the research are reflected.

All content lines have wide didactic possibilities in strengthening the learning activity of Azerbaijani language students in primary classes. Based on the requirements of the curriculum of this subject, students of I-IV grades should acquire the habits of reading sound, word, sentence and text correctly, quickly and expressively, as well as the habits of analyzing the content of the text, speaking and writing in accordance with the norms. In this sense, the teaching work begins with related texts. At the same time, language rules cannot reduce the educational importance of the content line.

Unfortunately, many of the deficiencies observed in the skills and habits of students of grades I-IV are related to the reading content line. Therefore, we had to pay more attention to this aspect in the research.

The goals and tasks of the reading content line include reading clearly and fluently the texts of literary-artistic, journalistic, and scientific styles, as well as inculcating the skills and habits of constructing analogical examples of such texts. Therefore, inculcation of life skills provides a solid foundation for creative activity, which can be considered both an expected and final result. The research also showed that the achievement of these results is related to a number of conditions. These are the following:

1. The reading and speaking of 40% of I-IV grade teachers do not fully comply with the norms of literary pronunciation, they are not familiar with the most elementary requirements of text reading, so they cannot set an example for students. However, mastering orthographic works with orthoepic works, orthoepic works with orthographic works in connection and unity is a real activity creation process.

2. The methodology of using educational technologies in order to implement the content of reading and writing in primary classes has not become widespread, and the language rules are based on ICT in lessons, including magnetic boards, slides, didactic series, projection devices that create an illustrative panorama, electronic writing, etc. we can say that the use of technical and educational tools, not the high didactic success, but mainly the images were observed.

3. Even if a teacher who is not familiar with the scientific and didactic tasks of writing training uses ICT, he still cannot work according to the curriculum requirements. ICT is a technical training tool. The organization and conduct of reading lessons is a teaching learning technology as a whole.

One of the goals and tasks of our research is not to determine whether it is reasonable to use learning technologies only in the realization of the reading content line. It is an axiom that the use of educational technologies in every lesson is important. However, our goal is to enrich the methodology with considerations on the purposeful use of new learning technologies in the reading content line and optimal results. Therefore, we intended to provide a critical analysis of the existing experience and methodical views in this field.

Observations showed that although new teaching technologies are applied in the Azerbaijani language classes of even the most advanced teachers, the requirement of creating and evaluating habits related to correct writing and literary pronunciation remains forgotten.

4. When looking at the uniform criteria that determine the excellence of teachers in the republic, it became clear that there are no requirements related to literary pronunciation and language rules

even in the table of criteria compiled for evaluating the Azerbaijani language lessons of the participants of the "Teacher of the Year" competition, including in primary classes.

Other technological requirements and criteria are:

1. Choosing an interesting and original form related to the topic.

2. Active involvement of students in the process of identifying and solving problems related to the topic.

3. Creation of sensitive communication and cooperation with students.

4. Targeted use of interactive training methods.

5. Mastering the taught topic in the learning process.

6. Ensuring students' cognitive activity.

7. Use of flexible forms for holistic assessment of students.

8. The lesson should be educational and developmental in nature, instilling relevant life skills to the students related to the subject.

9. Providing individual and differential approach to students, creating conditions for their independence and initiative.

10. Optimal distribution of training time.

11. Providing visibility.

12. Level of use of information and communication technologies.

As it can be seen, there are no fundamental requirements regarding the use of specific activation methods for the purpose of forming written and oral expression and composition, as well as orthographic and orthoepic habits in the assessment criteria. In view of this deficiency, the following should be added to that table:

1) Control of written and oral speech mode;

2) Extracting integrative results;

3) Expectation of science.

The first of the necessary conditions that we added is the control of the written and oral speech mode, which we could not observe or see either in the teachers' experience or in the methodical materials. That's why we put forward the demand that this aspect should always be kept in the center of attention for Azerbaijani language lessons. During the educational experiment, "Do we expect

phonetic norms in our oral and written speech?" creating motivation with a question means paying attention to following the speech mode.

The interactive result is to make students think about the generalized idea about literary pronunciation. In the educational experiment, the results of the students about the examples of literary pronunciation are theoretical and experimental in nature. The expectation of scientific knowledge actually means drawing conclusions on the expectation of written and oral norms in a dialectical unity.

Thus, we considered it expedient to enter the nomenclature of new learning technologies in the implementation of the reading content line, along with the comments and explanations mentioned in the tables of 12 requirements, form our hypothesis based on it and conduct experiments. The results we got were as follows:

1. Literary pronunciation or exemplary reading is used when choosing an interesting and original form that creates activity on the topic.

2. Students monitor the intonation and orthography of each other's recitation, speech.

3. Sample reading and pronunciation skills are regularly assessed.

4. A dialogue-discussion about correct or expressive reading is created, evaluated, etc.

The comparative interpretation of descriptive, educational and verification experiments shows that the use of new learning technologies in the teaching of the Azerbaijani language is a broad concept, which includes a number of requirements.

1. Modern lessons should be based on the interactivity of speech and thinking. At this time, the teacher:

– correct, expressive text reading, correct and expressive speech

– always keeps the conversation in focus;

– monitors and evaluates the creation of cognitive activity and its compliance.

2. Lessons of reading, writing and language rules should result in integrations. At this time, the teacher:

– should try and evaluate theoretical and practical elements of intra-disciplinary integration in each lesson;

– interdisciplinary relations should be carried out systematically, theoretical and experimental results should be evaluated.

3. Reading lessons and lexical works on texts should educate pupils' richness of speech, literary and artistic sense, aesthetic taste, and form a scientific outlook.

Based on all this, we make the following suggestions:

– In classes on reading, writing and language rules in I-IV grades, it is necessary to ensure the oral speech activity of students through ICT and other technologies, to intensively build literary pronunciation habits, and to use dialogue-discussion, diversification, observation-comparison methods more optimally;

– Scientific-practical conferences, seminars, and consultations should be held in order to improve the application of interactive methods by primary school teachers with speech-oriented goals in the field of theory and practice;

– The construction of each of the content lines with active learning technologies should result in the richness of students' speech;

– It is possible to improve the methodology of language teaching by establishing Azerbaijani language classes in order to increase the speech and cognitive activity of students, regularly studying the experiences of leading teachers and summarizing their results. There is a serious need to consider some of the conditions we have listed. These can be classified as follows:

1. Simple examples of motivations, such as question pictures, should be used more often in Azerbaijani language textbooks or teacher's manual. Extraction of understanding, problem-situation tire the students until the learning process. Mental fatigue has an aggravating effect on future activity.

2. It is advisable to apply simple, interesting types of motivations not only on the main text, but also on listening texts, including language rules, before implementing the standards.

3. In primary school, it is more appropriate to work with activating methods that are useful for students to acquire knowledge and literary pronunciation habits than to work on drawing philosophical conclusions from the main text.

4. Word association should result in increasing vocabulary and processing new words in sentences.

5. When using new technologies as an activating factor, teachers should focus on evaluating the expected result and the final result.

6. The main and listening texts of the primary school "Azerbaijani language" textbooks should be updated from time to time, as well as the "MRT" should be developed in accordance with the changes.

7. Memorizing and reciting verses from the texts should be developed as a method and should be reflected in the standards.

8. When using standards, teachers should be creative so that students' speech activity and thinking are ensured.

All content lines have wide didactic possibilities in strengthening the learning activity of Azerbaijani language students in primary classes. Based on the requirements of the curriculum of this subject, students of I-IV grades should acquire the habits of reading sound, word, sentence and text correctly, quickly and expressively, as well as the habits of analyzing the content of the text, speaking and writing in accordance with the norms. In this sense, the teaching work begins with related texts. At the same time, language rules cannot reduce the educational importance of the content line.

The main scientific-theoretical provisions of the dissertation are reflected in the following articles and theses:

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