

## Innovative Technologies for Literature Education Based on International Assessment Criteria

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### ABSTRACT

"The articles discuss modern educational technologies and methods of their application in the teaching process. The issue of the effectiveness of innovative technologies is analyzed. The ways of using interactive methods are demonstrated."

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Modern educational technologies are a systematic approach that takes into account fundamental changes in the content and form of education, ensuring the alignment of goals, content, methods, and outcomes. These technologies, unlike traditional passive, content-oriented teaching models, focus on developing students' engagement, personal understanding, creative thinking, and ability to create meaning.

As researchers have emphasized, educational technology is defined as "a disciplined and planned educational process based on collaboration between the teacher and the student," which is carried out with a clear focus on achieving defined objectives. Therefore, the application of modern technologies in literature education not only involves the implementation of new methods but also calls for a reconsideration of the very philosophy of education.

**Pedagogical technology** is a scientifically-based, systematic, and purposeful form of activity aimed at planning, organizing, and achieving outcomes in the educational process. Unlike the traditional concept of a "collection of methods," it views all elements of teaching — goals, content, methods, forms, tools, and outcomes — as an integrated system. In pedagogical technology, the educational process is not random but is carried out through clearly defined directions, plans, and methodological actions.

The first component of this technology is the **goal**, i.e., the specific competencies and outcomes that need to be achieved. The second component is **content**, which refers to the selection of educational materials and their interdisciplinary, cultural, and moral significance. The third component is **methods and tools**, which involve how teaching is organized, including the use of interactive approaches, multimodal materials, and media technologies. The fourth component is the **outcome**, which is not just knowledge but the formation of higher-order competencies such as meaning-making, critical thinking, social expression, and aesthetic judgment.

As researchers emphasize, "Pedagogical technology is the design of the educational process, the strategy for its implementation, and a guarantee of achieving the desired outcomes."

Traditional technologies focus primarily on communicating information, relying on teacher activity, to provide more reproductive knowledge, with such an approach where the student often fulfills the role of a passive listener. The advantage of such technology is manifested in the provision of a certain system and discipline, and the disadvantage is the limitation of personal activity and the possibility of creative search.

**Innovative technologies** place student engagement at the center, fostering the development of competencies such as personal positioning, expressing opinions, and solving problem-based situations within the educational

process. These technologies are significant for supporting creative activity, interdisciplinary connections, and multimodal analysis.

**Information and Communication Technologies (ICT)** enable the visualization of lesson content through digital tools, facilitating quick information retrieval, presentation, and evaluation. These technologies enhance students' digital literacy and their ability to work independently in the educational process. Moreover, **personalized technologies** are based on the individual characteristics, cognitive abilities, interests, and learning styles of the student. In such technologies, education is individualized, aiming to ensure the moral, intellectual, and social development of the person.

The advantage of this classification is that it provides the opportunity to select the appropriate method for each pedagogical situation and offers a variety of solutions. At the same time, one of its drawbacks is that some technologies lack clear boundaries, and their practical application often depends on the teacher's personal experience.

Each technology can lead to maximum results only when applied in an integrated manner. In literature education, especially, the combination of personalized learning, ICT, and interactive technologies creates an innovative environment that ensures reflective reading, personal meaning-making, and social understanding. Therefore, this classification is of particular importance due to its theoretical foundation, flexibility, and practical application possibilities.

International assessment programs, particularly PISA and PIRLS, are designed not only to evaluate the quantity of knowledge but also its application in life, personal understanding, and the ability to create meaning. These programs place particular emphasis on literacy, especially on students' ability to engage with, analyze, evaluate, and express personal views on texts. Such criteria also introduce new demands for literature education: the ability to comprehend, reinterpret, and contextualize texts according to real-life situations, rather than merely memorizing them. This naturally imposes new tasks on technologies: modern educational technologies are now required to provide an environment that enables not only the delivery of information but also personal meaning-making, social thinking, and reflective reading. From this perspective, the criteria set by PISA and PIRLS are becoming crucial guiding standards in the selection and justification of technologies used in education.

**Meaning-making** is not merely understanding the succinct content of a text, but rather the process through which the student reinterprets, reconstructs, and meaningfully internalizes the information read, based on their personal experiences, worldview, and ethical standards. In literature education, this skill manifests when the student connects a literary text with their own life, forms opinions about the characters, and understands human reality through the work.

**Critical reading** is the active engagement of the student with the text, where they ask questions, strive to understand the author's intent, distinguish evidence from conclusions, and perceive the interconnections at a deep level. In this activity, the student not only reads the text but also comprehends, discusses, challenges, or approves it. This form of reading extends the literary analysis process from understanding meaning to creating a personal response.

The skill of **establishing connections between texts** is the ability of the student to link one text with other texts, reality, disciplines, historical context, or personal experience. For instance, comparing the idea in a poem with a real-life event or contrasting the behavior of a character with another literary figure are situations in which this skill comes into play. This skill enhances interdisciplinary and contextual reading capabilities.

**Expressing a personal position** is closely related to the student's critical and social understanding abilities. It involves stating personal opinions, evaluating, expressing a response, and, when necessary, suggesting alternative options. In literature education, this is manifested in evaluating characters, responding to the author's ideas, sharing personal experiences, and offering creative thoughts inspired by the content of the work. These skills develop interdependently and collectively define the student's functional literacy, which includes not only knowledge but also the abilities to think, understand, respond, and engage socially.

**Multimodal technologies** are approaches that allow the study of a text not only through verbal methods but also through visual, audiovisual, digital, and kinesthetic modes. For example, expressing a literary image through infographics, staging a poem, analyzing a character's emotions through a podcast, or creating a video essay based on the content of a work are activities that stimulate the student's aesthetic and reflective thinking.

The multimodal approach transforms literature into a multi-format understanding environment, which deepens the intertextual connections and social understanding required in PISA assessments.

**Interactive technologies** are methods that ensure dynamic, meaningful, and egalitarian communication between the teacher and the student, between students, and between the student and the text. Through formats such as "Fishbowl," "Mind Mapping," "Insert," "Debate Corner," and "Cluster," students are given the opportunity to express opinions, compare them, defend their positions in groups, and reconsider their views. In this process, skills such as thinking, questioning, describing, and expressing personal responses are developed, and the meaning-making process is enriched through collaborative and active communication.

**Activating technologies** refer to an educational process centered around the student. These technologies include CLIL (Content and Language Integrated Learning), CBL (Case-Based Learning), Inquiry-Based Learning, essay constructors, role-playing games, visual essays, and digital slide-concepts. For example, in solving a literary problem situation through a case study, the student not only understands the text but also engages in activities such as understanding the character's perspective, expressing opinions on ethical choices, and drawing social conclusions. This process fosters not only knowledge acquisition but also moral understanding, personal perspectives, and the emergence of social thinking.

One of the effective approaches that contributes to the gradual development of literacy in modern literature education is the **modular teaching technology**. This technology does not involve a strictly teacher-controlled sequential process but rather organizes the educational process according to the student's personal engagement, pace of development, and individual capabilities. In modular teaching, each module consists of a clear objective, a complete cycle, and an assessment mechanism, allowing for the gradual formation of the student's abilities in knowing, understanding, meaning-making, analyzing, and personal interpretation. This method aligns with the international assessment criteria, particularly in developing reflective reading, critical thinking, and expressing personal positions as integral components. **Interactive teaching methods** form a system of methods based on active, meaning-generating communication between the student and the teacher, and between students themselves. These methods activate the learning process and foster the development of critical and social thinking. In the PISA program, reading literacy is primarily assessed through reflective reading, analysis, personal response, and social understanding. From this perspective, interactive methods are among the most effective ways to actively shape these criteria in the student's mind.

The **debate method** is an interactive teaching method that encourages students to reason based on opposing viewpoints, provide arguments, engage in communication, and critically evaluate different perspectives. In a debate, students do not simply absorb information but analyze, defend, compare, and draw personal conclusions about its meaning. This characteristic makes the debate method an effective tool for developing literacy skills such as "reflective reading," "expressing a personal position," and "social understanding," as outlined in the PISA criteria.

The **debate method** creates significant opportunities in teaching literature. In literary works, there are often problematic issues such as the choice of characters, the author's position, the idea and spirit of the work, and moral decisions. These situations provoke questions in the minds of young students, and through discussions in the form of debates, well-reasoned, morally grounded, and socially understood answers emerge.

The educational advantages of the method are as follows:

- It develops clarity and logical reasoning in thinking;
- It shapes the ability to view problems from multiple perspectives;
- It teaches the culture of defending personal and social positions with evidence;
- It organizes the meaning-making process based on social communication.

The alignment of the debate method with the PISA criteria is evident in the following aspects:

**The alignment of the debate method with the PISA criteria is evident in the following aspects:**

PISA competencies	Activities developed through debate
Reflective reading	Analyzing the character's position
Expressing a personal position	Providing evidence, defending an argument
Social understanding	Considering opposing viewpoints
Meaning-making	Drawing conclusions from the debate outcome

Overall, a debate is not just about exchanging opinions, but a process of understanding the individual through literary texts, shaping a personal stance, and creating meaning. In literature education, it serves as a powerful methodological tool for developing students into active, reflective, evidence-based, and socially aware individuals.

The **Mind Map** method is a visual teaching technique that enhances students' cognitive activity, helps organize information logically, and illustrates the connections between ideas. Through this method, students do not merely accept the text, but instead, they identify key themes, connect them through branches, reanalyze, and draw personal conclusions. Its distinctive feature is expressing ideas not as a shape but in a branching visual structure.

PISA assessments require students not only to retell or paraphrase a text but to identify its main ideas, understand the relationships between them, express personal views, and recreate meaning. The **Mind Map** method specifically develops these skills.

**Meaning-making:** Branches are created around the main idea that need to be analyzed.

**Reconstructing the text and structural understanding:** The sequence of events, character traits, problems, and their solutions are visually represented.

**Personal position:** The student fills each branch based on personal reflection and thought.

**Critical and social understanding:** While unraveling the connections, the student gains an understanding not only of the text but also of society, humanity, and values through it.

The educational effectiveness of the method, in our opinion, is as follows:

**The Mind Map method's educational effectiveness is as follows**

Skill	Cognitive Activity Developed
Logical thinking	Building connections between branches
Analysis and generalization	Identifying the main idea and its components
Meaning-making	Giving new form to the understood content of the text
Personal position	Expressing one's own opinion through relationships with characters

**Mind Mapping** is a method in literature education that not only organizes the content but also visualizes the learning process and strengthens personal understanding. It directly deepens reading literacy and develops the skills of meaning-making, analysis, and social thinking, which are required by the PISA criteria.

The **"Aquarium" method** is an interactive teaching approach aimed at organizing the learning process through communication, idea exchange, and analysis by dividing students into central and observing roles. The name of the method comes from its structure: a part of the group is actively involved at the center, as if inside an "aquarium" (role-playing, discussion, scenario), while the rest observe, analyze, and evaluate. In this process, not only the participants but also the observers develop critical thinking, analysis, and social understanding skills.

In our opinion, the educational and developmental benefits of the method are as follows:

**Educational and Developmental Outcomes of the "Aquarium" Method**

Direction	Skills Applied
Personal Attitude	Expressing attitudes towards characters or events through role-play
Social Understanding	Listening to, understanding, and considering others' viewpoints
Culture of Communication	Expressing one's own opinion in a cultured, evidence-based manner; listening to others
Empathy	Entering the character's mind, understanding, and feeling their emotions

### Alignment of the "Aquarium" Method with PISA Criteria

PISA assessments require not only the retelling of information but also reflective engagement with texts, expressing opinions, thinking within a social context, and creating meaning. The "Aquarium" method:

- **Shapes Personal Position:** "What do I think?"
- **Develops the Skill of Argumentation:** "Why do I think this?"
- **Organizes Intellectual Dialogue Through Meaning-Making Discussion:** "I disagree with your opinion, but I understand it..."
- **Leads from Understanding the Text to Analysis Through Reflective Reading.**

In general, the "Aquarium" method creates opportunities to understand humanity through characters, think through social relations, and create meaning through communication in literature education. It shapes functional literacy in students, as outlined in PISA requirements: not just thinking, but evaluating thinking; not just taking positions, but understanding positions. Therefore, the "Aquarium" method should be regarded not only as a teaching method but also as an effective tool for personality development.

**PMI (Plus, Minus, Interesting) Method** This method is based on analyzing an idea or character choice from three perspectives: positive aspects (P), negative aspects (M), and interesting points (I). It is highly effective for comprehensively evaluating a character's behavior, the author's position, or the idea of a literary work. This method serves the evaluation of critical analysis, expressing positions, and creating meaning, as required by the PISA standards.

#### Content of the PMI Method

Section	Content
<b>Plus (P)</b>	Positive, favorable, and supportable aspects of the text or idea.
<b>Minus (M)</b>	Negative, debatable, flawed, or considered incorrect aspects.
<b>Interesting (I)</b>	Interesting, surprising, thought-provoking, or potentially harmonious aspects.

The PMI method enables a structured analysis by evaluating a concept from three distinct perspectives, fostering a comprehensive understanding of the text or idea in question.

Overall, the interactive methods discussed above are designed to activate not only knowledge but also social and personal understanding in students, fully aligning with the PISA criteria and focusing on individual development. By purposefully implementing these methods in literature lessons, students not only become knowledgeable but also develop into humane, thoughtful individuals capable of expressing opinions and forming relationships.

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