TECHNOLOGY OF LEARNING FREE VERSE IN THE 21ST CENTURY

Dr. Nigar Aslanova
nigar.q.aslanova@gmail.com

ABSTRACT
In the globalized world, along with other fields of science, literature, which is the art of words, and its teaching technology have significantly benefited from the rapidly developing technological environment. The article examines new pedagogical and technological approaches used in the process of learning free verse in the 21st century, and examines the role of innovative teaching technologies. Constantly changing digital technologies have brought new methods to the teaching process, developed interactivity and student-oriented learning strategies in the mastery of poetic examples. The unique structure of the free verse form, far from traditional meter and standard rhyme, opens up great opportunities for students to develop analytical thinking and a creative approach when combined with interactive learning technologies. The research study examines multimedia tools, online platforms, interactive learning methods, virtual collaboration, digital analysis methods, and project-based mastery models that enable students to master poetic examples more deeply, improve their academic writing skills, and develop their creative potential. In addition, comparative analyses were conducted with traditional methods of studying free verse in the teaching of literature, the advantages of digital approaches based on modern learning technologies and the emerging problems were brought to the level of discussion. The conclusions obtained give reason to say that the use of new learning technologies makes the mastery of free verse effective, memorable, interesting, reveals the individual creative abilities of students, and leads to the formation of their necessary skills in accordance with the requirements set in modern lessons. The article also presents optimal approaches and pedagogical recommendations to ensure the effectiveness of studying free verse.
Key Words: free verse, learning technologies, innovative approach, online platforms, interactive methods, multimedia, digital approach

Introduction

Free verse, as a poetic form far removed from traditional rhyme and meter, provides an invaluable opportunity to develop students' creative potential and language skills (Taylor, 2018). New educational theories, especially constructivism and multidisciplinary learning approaches, are encouraging the use of modern technologies in teaching literature (Lee, 2021).

Although the use of traditional lessons in teaching free verse makes it possible to convey the technical features of the work, it is not enough to achieve effectiveness in mastering emotional poetic shades. In this sense, innovative approaches and technologies that come to the rescue develop the characteristics of mastery, creative thinking, and presentation in students.

The use of modern learning technologies in teaching includes advantages such as individual learning orientation, access to digital platforms, interactivity in student-teacher relationships, etc.

Adaptation to the application of innovative technologies in teaching free verse, which is far from the standard size in terms of structure and content, has not been late, but rather has been convenient and quick.

Free verse poetry, which opens up wide opportunities for the poet to freely convey his inner world, thoughts, and aesthetic worldview, is a form far removed from traditional rhyme, meter, standard structure, and patterns. Teaching free verse poetry creates the basis for increasing students' creative abilities and developing analytical thinking, as they learn to comfortably comment on the processes taking place in society and many issues in general, and perfect their artistic and aesthetic tastes.

Aim

The main goal of the article is to investigate the impact of a wide range of new educational technologies on the mastery of free verse examples in modern times, to reveal theoretical and practical approaches applied in the teaching process, and at the same time to determine the impact of digital platforms on the poetic thinking, creative and analytical thinking of students. In addition, it is to analyze the role of teachers in the process of teaching free verse, existing strategies, and innovative methods that are of great importance for improving the quality of education.

The goal is manifested both at the theoretical and practical levels. The theoretical goal is to create a theoretical basis for the use of new technologies in teaching poetic examples and to link it with creative learning theories. The practical goal includes issues such as analyzing the impact of the application of new educational technologies on

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the teaching process, developing methodological recommendations for teachers, and increasing the creative abilities of students.

While implementing the goal, certain questions may arise:
• What are the ways to apply modern technologies in teaching free poetry?
• How does the use of innovative technologies in the teaching process affect the development of students' creative abilities?
• What is the effectiveness of a modern lesson based on traditional lessons and new learning technologies?
• What problems and limitations may be encountered when using new technologies?
Such an approach increases the scientificity of the research and at the same time creates conditions for giving practical recommendations (Adams & Clark, 2020).

Significance
In modern times, the study of free verse poetry is of particular importance. As this genre allows students to freely express their thoughts, form their language and style characteristics, and improve their aesthetic taste (Smith & Brown, 2019).

The application of new teaching tools makes the teaching process more efficient and effective, and increases the motivation of students.

The importance of technologies applied in the teaching process is manifested in several ways.

• Developing students' creative abilities. Multimedia, online platforms, and interactive methods expand students' self-expression capabilities (Adams & Clark, 2020).

• Increasing student-teacher collaboration. The use of new technologies regulates teacher-student relationships and creates conditions for the dynamism of the educational process. (Johnson, 2020).

• Developing skills appropriate to new literature. Students read, write, analyze, and prepare creative projects from poetic samples.

Thus, teaching free verse is important in terms of pedagogical and intellectual development, and the application of new technologies increases the efficiency of this process.

Theoretical Framework
As is known, the 21st century is a period of rapid development of information and communication technologies. The technological revolution, which has led to radical changes, has not remained without its impact on all spheres of life, including education, and in one way or another, on the technology of teaching subjects - the issues of teaching literature. The application of new learning technologies creates the basis for easy and memorable mastering of free verse poetry, ensures interactivity, creates high motivation in students, and most importantly, makes them love literature.

It should be noted that in the current era, it is difficult to imagine the study of free verse poetry without new learning technologies. The application of digital technologies in the educational process creates conditions for students to understand the subject in an audio-visual format, to better remember it, to demonstrate activity in discussions, to reveal and improve their creative potential. This also leads to the regulation of teacher-student relations, the creation of an atmosphere of mutual cooperation. Such an approach to the educational process allows teachers to observe the dynamics of the development of students, to assess their creative potential, and to optimize the educational process. Modern technologies include online platforms related to education, various multimedia tools, libraries where electronic resources are concentrated, virtual environments, etc. Thus, the application of these technologies in the study of free verse in the 21st century makes the teaching process more effective and efficient.

The above gives grounds to say that new technologies create conditions for the study of free verse in a more orderly, scientific, and contemporary manner.

The use of technologies applied in teaching free verse is implemented in various directions. Let's look at a few of them.

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One of the widespread forms of these technologies is multimedia tools, or multimedia resources. The presentation of free verse examples using audio-video materials, slides, etc. increases attention and interest in the lesson, and helps to analyze the poem in detail. With the support of these tools, students not only read the poem, but also visually and aurally master it. This, as an effective direction, leads to both revealing an individual approach and group discussion, reaching general conclusions, and comparing and mastering the language and style features of poets.

Online platforms play a unique role in teaching free verse. Platforms such as Google Classroom, Moodle, Wattpad, etc. allow students to share their poems, get acquainted with the writings of their colleagues, as well as the opinions and recommendations of the other party. At the same time, the platforms create a favorable environment for the formation of academic writing skills, and encourage the development of analytical thinking in students.

A wide space can also be allocated to the use of creative projects in teaching free verse. Presenting the topic together with multimedia and visual presentation reveals and develops the creative potential of the student. This direction has many advantages. Thus, students master the technique of project preparation, the ability to present their work is formed, technical skills are also revealed, and artistic and aesthetic taste is formed.

Theoretically, free verse is based on the following principles:
• Freedom of rhyme and meter;
• Internal harmony that is consistent with the rhythm and dynamics of the words;
• The use of natural speech flow in poetic text;
• Wide possibilities for the use of symbols and metaphors.
The digital environment makes it more realistic and effective to analyze the rhythm, structure, and content of a poetic example (Miller, 2022).

Literature Review
Research on the topic shows that free verse teaching is more effective when supported by modern technology. The following studies further support this idea:

- Taylor (2018) states that digital poetry tools enhance free verse writing skills.
- Smith & Brown (2019) notes that free verse provides a more flexible teaching opportunity than traditional poetic forms.
- Lee (2021) emphasizes that multimedia tools enhance emotional understanding in students learning poetic examples.
- Miller (2022) states that digital platforms make poetic discussions more effective among students.
- Adams & Clark (2020) analyzes how new technologies affect the creative process and emphasizes the motivating role of digital learning environments.

Methodology
The methodological foundations of the research work include:
• Analytical approach
The structure, rhythm and symbolism of free verse are analyzed and presented to the students.
• Multimedia and visual-descriptive tools
Video clips are shown, and analysis of audio materials is presented.
• Online platforms
Students write, share and receive feedback on platforms such as Google Classroom, Padlet, Moodle.
• Evaluation criteria

- ✓ Creativity
- ✓ Language and style
- ✓ Metaphorical thinking
- ✓ Sense of rhythm
- ✓ Analytical analysis skills

Let's look at an example:
If the world suddenly lights up
If the sun suddenly rises one night,
If the world lights up all white;
City by city, street by street,
Room by room lights up,
We'll see whose hand
comes out of whose pocket.
Who bows and bows

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and leaves whose house.
If the sun suddenly rises one night,
If we see a thousand hidden sins,
If they can't cover them,
If we see this world naked,
We'll feel dizzy,
Maybe our minds will be confused.
Maybe everyone will suddenly turn their heads
and run away from the world.
So who will stay in this world,
Who will raise the children?!
...It's good that this world of ours
is slowly lighting up... (Ramiz Rovshan, 2021)

By using the above-mentioned methods in teaching literature, the study of free verse can be made more effective and memorable.

This approach creates a unified model that is aligned with both traditional and modern learning standards.

Findings and Discussion

The study shows that 21st century technologies make the study of free verse more dynamic, accessible, and creative. Multimedia tools facilitate the perception of the emotional layers of poetry, online platforms allow students to share their poetic experiences, and interactive applications serve to strengthen analytical skills. This integration creates new opportunities for both teachers and students, as well as for the teaching of literature in general.

Although the role of technologies in the teaching of free verse in the 21st century is great, the process faces a number of difficulties. These problems are related to both infrastructure, the characteristics of the learning environment, and pedagogical approaches.

In the 21st century, the study of free verse has entered a new stage with the widespread application of technologies. Multimedia, interactive, and digital platforms make the teaching of poetic examples more lively and interesting. New technologies, which overcome the limitations of traditional teaching methods, form the aesthetic taste of students, strengthen their analytical thinking and creative potential.

Theoretical and practical studies suggest that new learning technologies are not only an auxiliary tool in teaching free verse, but also a key component of mastery. However, there are difficulties such as technological problems, teacher training, and distraction. However, these difficulties can be overcome with the right approach.

As a result, the study of free verse in the 21st century requires the mutual integration of traditional methods and digital technologies. This approach ensures a deeper approach of students to poetry, the development of poetic analytical skills, and the formation of free thinking in creativity.

Teachers should use technology not only as a means of demonstration, but also as an interactive learning tool. Traditional methods should be combined with new digital technological tools.

Digital competence training should be organized for teachers in educational institutions. The use of special platforms for teaching poetic examples should be taught.

Students' creative thinking should be developed. Creative tasks, creative projects, visual activities should be used in the mastering of free poetry. This develops students' aesthetic taste and analytical skills.

Online platforms should be used systematically. Lesson plans, discussions, and task mechanisms should be standardized on Google Classroom, Moodle or other platforms, and digital resources should be prepared in advance.

Group work and individual tasks should be widely applied in teaching free poetry. This develops students' collective and specific poetic thinking.

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It is possible to increase students' interest in poetic creativity by organizing online meetings and seminars with contemporary poets.

The application of modern technologies gives reason to say that the main mission of teaching is not to transmit information, but to create a creative process that leads to student-teacher interactivity.

Thus, the technologies applied in the process of studying free verse in the 21st century open up modern opportunities in teaching literature, increase the efficiency of the teaching process, and pave the way for interactivity. This creates the basis for the development of not only the content in the teaching process, but also the development of creative abilities in students, the acquisition of necessary knowledge and skills, the formation of analytical thinking, and artistic and aesthetic taste. In this sense, the application of modern technologies is one of the main effective tools that stimulate the realization of the main mission set.

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