



Views On Teaching Alisher Navoy's Creativity

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Abstract: The article expresses Alisher Navoi's views on teaching the epic "Khamsa". Also, the study of the problems and prospects of teaching the thinker's creativity at school from the perspective of scientists is interpreted. The scientific-theoretical foundations of learning Lero-epic works at the educational stages are described.

Key words: Alisher Navoi, "Khamsa", pedagogical views, future generation, analysis, problem, method.

Alisher Navoiy Ijodini O'Qitishga Oid Qarashlar

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Annotatsiya: Maqolada Alisher Navoiyning "Xamsa" dostonini o'qitishga oid qarashlar o'z ifodasini topgan. Shuningdek, mutafakkir ijodini maktabda o'qitish muammolari va istiqbollarning olimlar nigohida tadqiqi talqin etilgan. Lero-epik asarlarni ta'lim bosqichlarida o'rganishning ilmiy-nazariy asoslari bayon etilgan.

Kalit so'zlar: Alisher Navoiy, "Xamsa", pedagogik qarashlar, kelajak avlod, tahlil, muammo, metod.

A number of reforms have been implemented in our country to bring the relationship to education to a new era. The ideas put forward within the five important initiatives of the Presidential Decree "On measures to fundamentally reform and bring the youth policy to a new level in the Republic of Uzbekistan" are giving positive results. This important program shows the solid foundations of good education for the next generation.

Providing high-quality education to students of all subjects in general secondary schools is one of the urgent issues of today. President Shavkat Mirziyoyev - "While we are thinking about solving complex and important issues that life is



changing rapidly today, the solution to them is to change the worldview of young people with modern knowledge and higher education. We are once again convinced that it is related to formation based on morals and enlightenment.

The activities of our ancestors who made a great contribution to world civilization and their priceless heritage are recognized and deeply studied by the people of the world. Education of a mentally healthy generation while allowing students to enjoy Navoi's life and creative heritage is considered a priority today. His moral and educational views are reflected in the poet's classic heritage. According to Navoi, reaching maturity is the highest peak for a person. The main goal of studying and teaching the thinker's works at the educational stages is to raise a perfect generation with a beautiful heart, capable of virtues, and able to sow only the seeds of goodness. Alisher Navoi is an immortal artist of words who glorified the consciousness and thinking of our people, artistic culture, the pride and honor of our nation to the world. In addition to unlimited poetry such as *Oman*, he expresses his views on education in his great artistic works such as *"Khamsa"* and incomparable moral works such as *"Mahbub ul-Qulub"*, as well as in his writings such as *"Munojot"*, *"Waqfiya"*, *"Majolis un-nafais"*. . Navoi left a huge literary treasure to the next generation. Studying this treasure requires a lot of effort from the reader. The immortal work of the poet has been shared with the hearts of scholars for centuries. At the same time, the rich literary heritage that emerged from the source of his thinking is one of our spiritual values. Although all epics included in *"Khamsa"* are written in the same genre, each epic has its own tone and purpose.

"Khamsa" in the encyclopedic content, which once again summarizes the centuries-old artistic and aesthetic experiences, literary traditions, wisdom and ingenuity of the Ancient East, is also the priceless ganja of speech art. The poet's work *"Khamsa"* is of great importance in the development of Uzbek classical literature. The thinker did not try to repeat the epics of his predecessors in his poetry. Through this form, Navoi launched a big historical and political issue: it was to show the power of the Turkish language, to prove that it is possible to create a work in this language on the level of the most complex and profound works written in the Persian language. Acknowledging the creative achievements of Nizami Ganjavi, Khusrav Dehlavi, Abdurahman Jami, he created his unique *"Khamsa"*.

. Until now, scientific research has been conducted on the problems of teaching the poet's works at educational stages. The first step in this regard is



Khasankhoja Imamkhan's candidacy thesis on "Alisher Navoi on education". In his dissertation, in the process of teaching stories from the poet's epic "Khamsa" to V-VII classes, the use of expressive reading, figurative storytelling methods, and therefore, in the process of explaining the topic, citing Alisher Navoi's thoughts on education and explaining its content notes that it is a requirement. In the study of the epic "Farhod and Shirin", the ideological content of the work, the reflection of the issues of love, friendship, loyalty, humanitarianism, the system of images, the wishes of the creative people in the epic, and the social activities of women are the genres of the epic. intended to analyze compositions, pictorial means, and poet's artistic skills by providing sufficient understanding to the students. Taking into account that Navoi's work cannot be studied in the classroom alone, prepare a document about Navoi in literary circles; organizing evenings dedicated to the poet's work; listening to radio and television broadcasts; It is very important to watch the pastonovka operas ("Dilorom and Bahrom", "Farhod and Shirin", "Layli and Majnun") and movies dedicated to Navoi and based on his works. Similar recommendations are useful in the application of innovative technologies in education. According to statistics, people remember 20% of what they hear, 30% of what they see, and more than 50% of what they see and hear at the same time. In today's education, the Internet, television, radio, film, video, telephone and other means of communication are effective. Information and communication technologies serve to focus students' attention, interest, independent thinking, further development of creativity and implementation of the principle of visualization in the classroom.

The scientist's pedagogical views have not lost their importance to this day. After all, it is very important for the teacher to read the passage given in the textbook with expressive intonation during the lesson in conveying the charm of the artistic text to the students. At first, the student's interest in literature classes is carried out through expressive reading.

Scholar Gulsum Rahimova analyzes the problems of teaching the poet's life and work in the V-VIII grades, and the problems of teaching excerpts from his epic works, included in the program, in her candidate's thesis on the topic "Study of the life and work of Alisher Navoi in eight-year Uzbek schools". In his scientific work, the researcher conducted research on the teaching of some of the stories contained in the work "Khamsa" and touched upon the pedagogical issues of his time. According to the scientist, conducting special classes on the language and



artistic features of fragments from the epic will help to fully understand the idea of the work and the character of the characters. "Students should be made aware of the fact that similes, adjectives and exaggerations serve to clearly imagine the story, reveal the character of the characters, and clearly embody them. For example, Alisher Navoi "began to say words like pure pearls", "Farhad appeared like a light in the sun" to show that the language of three-year-old Farhad was fluent; To embody Farhad's character, "he digs a mountain like a flood washes sand", every time his hole falls like a blue elephant's load... it shakes the rock, "He can pull the bow like a sky rainbow, standing in the east and hitting the west." simile and exaggeration, such as "if a hammer hits Albruz mountain, it would go up to the sky like a gard-gard", "a person watching a mile away from the small stones scattered from its top would also run away with his head" used them. At the same time, it is necessary to explain the adjectives in the work in connection with the image or event, objects. Gulsum Rahimova said that in order to read the given passage from the epic "Hayrat ul-Abror" expressively, the reader should be taught the meaning of Aruz. It is impossible to read the epic without knowing the weight. In the dissertation, Alisher Navoi's epic "Sabai Sayyor" also touched upon important issues in teaching the story of the stranger from the fifth climate. In order for them to understand the story "Mehr and Suhayl", it is appropriate to explain some dictionary meanings and grammatical forms of words and phrases in the text. It is explained how words are used in the indicative and accusative cases in the old Uzbek language, what words are used instead of personal and demonstrative pronouns, and what forms of connectives, auxiliary, predicates are used. It is permissible to give theoretical information about the lyric-epic work. The teacher should draw the students' attention to the speech of the people who participated in the play. The behavior and character traits of positive and negative characters can also be known from their speech.

It cannot be denied that the scientist's pedagogical views do not correspond to the goal of today's literary education. The effective course of the lesson depends on the skills of the teacher. The scientist had to adapt some parts of the dissertation to the requirements of the ideology of the Soviet era. During the Soviet period, the research of Navoi's work was carried out not only by scientists, but also by Methodists and school teachers. The experiences of teachers in teaching the poet's work at school in pedagogical departments were studied and suggestions were made accordingly.



Ernazar Ergashev, a Methodist teacher, recalls: In 1918, the association "Makotib" (Method Association) was established under the Tashkent Old City Educational Branch, and it included Zufar Nasiri, Shokirjon Rahimi, Abdulla Avloni, Shorasul Zunnun, Qayyum Ramazon, To' Khtanozir Shermuhamedov and other experienced Methodist teachers gave instructions on methods of teaching mother tongue and literature. Also, in this branch, a weekly educational plan was prepared and a lesson was held at the school based on this plan. At school, we were not only engaged in classroom activities, but also did extracurricular activities. In those years, drama troupes flourished both at school and in neighborhoods. We staged Alisher Navoi's play "Farhad and Shirin" under the leadership of Yunus Rajabi in the building of the first printing house in Eski Jova. Schoolchildren actively participated in the troupe organized in the neighborhood. Devoted teachers of their time, who knew Uzbek and Persian classical literature perfectly, helped to study the works of Alisher Navoi and to understand their original meaning. They led Navoi Khans and Navoi's fans among the people and organized the reading of the poet's works in public. At the same time, they actively participated in the publication of Navoi's works. The famous scribe Mullo Shamurod rendered great service in copying "Khamsa" and preparing it for lithography. Due to the selfless work of such people, the work of the poet lives on among the people.

Alisher Navoi's work has been studied in the school program since the 1937-1938 school year. In the textbook "Uzbek literature" for the 9th grade by scientist Sharafiddinov, Navoi's work is given a lot of space. Scientist Sharafiddinov is appreciated as a scholar of Navoi. His monograph "Life and work of Alisher Navoi" became the main reference tool for studying the poet's work in his time. Since 1941, the work of the thinker has been studied in part-time, secondary and higher schools. In the textbook "History of Uzbek Literature" compiled in 1953, the work of Alisher Navoi, his "Farhad and Shirin" is analyzed in detail.

When we observe the work on the methodology of studying Navoi's work during the authoritarian regime, we can see that a number of works were carried out on the study of the poet's works, mainly in the section of V-IX classes. These methodological views are very simple for today's literary education. A teacher may first read an excerpt from a work given in the textbook, then teach it to three or four students, and again introduce a new topic, which may seem boring



to today's student. However, it is possible to turn 45 minutes into a work of art using information technology tools.

Since the years of independence, the attitude towards the spiritual heritage of the poet has changed radically. Navoi's mystical views began to be seriously studied. The works of N. Komilov, I. Haqqul, S. Olim on Sufism poetry were published. Askar Zunnunov in the "Methodology of Literature Teaching" talks about the study of "Layli and Majnun", the third epic of "Khamsa" at school, and focuses on the characters of Layli and Majnun, the sincere relationship between them, states that the illumination of human qualities is purposeful. But before reading the passage, the rules of reading it are explained to the students, for which the teacher himself shows a reading sample. Given the difficulty of the text, it is better for the teacher to read it once. The teacher's reading is conditional reading, and during the reading he also gives the prose expression of each stanza.

In the second chapter of Abdumannopov Abdumajid Matayevich's dissertation "Formation of spiritual concepts of elementary school students based on the legacy of Alisher Navoi ("Hayrat ul-abror") written for the candidate of pedagogical sciences, the thinker's "Hayrat ul-abror" in primary grades The most convenient ways to learn the heritage of Navoi in primary classes by teaching the stories "Sher bilan durroj", "Hotami Toyi", "Kanoatli juvonmard bila tamagir" and the pedagogical condition of studying the epic's articles in educational activities outside the classroom - developed the conditions.

The well-known literary critic B. Tokhliyev considers the scope of events, the characters in the work, the unique spiritual world of the heroes, the period in which the work is described, social, political, and moral views in the analysis of epic works. Alisher Navoi's "Khamsa" consists of five epics. They are all written in the same genre. Nevertheless, each of them has completely different artistic and aesthetic goals. Therefore, it is necessary to proceed from this model when analyzing them.

In his monograph "Classical literature: teaching problems and solutions", V. Kadirov presents the general problems of teaching the poet's works, his theoretical views on the problems of teaching classical literature in schools, and the solutions of these topical issues for school teachers, as well as a how many recommendations have been developed. According to the scientist, the literary-research, artistic-constructive, artistic-organizational tasks of the teacher are very important in the lively organization of literature classes. In the monograph,



it is recommended to study the works of Alisher Navoi based on the Tajalli worldview. The theory of Tajalli is an incomparable doctrine in teaching that nature and man are the product of a single reality, the only related concepts connected by the bonds of divine interrelationship. The educational value of this approach is very great. If this theory is fully conveyed to the student, it will be easy to understand Navoi and the possibility of educating a mature person will be very high. It is appropriate that the guidelines for teaching the poet's work at school are a new solution to the obstacles in teaching classical literature. In particular, the scientist studied the following issues regarding the methodology of analysis of lyric-epic works:

1. In the example of the preface of the tenth article in the "Hayrat ul-Abrar" saga, the additions from Arabic and Persian become an obstacle in the understanding of classic texts;
2. Taken from the epic "Layli and Majnun":
"Seven as Mahvash ul Ikov says,
"Ev" in the stanza "He gave up and went home"; Turkish archaic words such as "al" in the couplet "the king did not kiss his tongue when he prayed" are often found in the works included in the school curriculum. Such situations cause difficulties for students to understand the texts;
3. The modern form of some common Turkic words is not proportional to the period when the work was written;
4. The fact that the meaning of words has expanded or narrowed over time, causing certain difficulties in understanding the text;
5. Effectiveness of using the interpretation method in the analysis of "Shah Ghazi" story;
6. To learn the story of "Mehr and Suhayl" from the epic "Sa'bai Sayyor" in the textbook, not only to know the meaning of the verse, but also to have knowledge about the specific aspects of using words and expressing thoughts. understand that it is brought to lish; (Tabdil is usually used only to find out the meaning of the verse.)
7. To gain an understanding of the poetic arts given in the program while reading the story;
8. Understanding the ideas presented in the epic through the symbolism in the names of the heroes of the work.

In conclusion, the monograph explores the scientific basis of teaching "Khamsa" epics along with theoretical issues.



Maksuda Sariboyeva's candidacy thesis on the topic "Teaching the epic works of Alisher Navoi in secondary schools using modern methods" developed recommendations on teaching the epic works of the poet based on innovative approaches and relying on new didactic methods. Reasonable opinions were expressed about the advantages of using problem-based educational technology in the study of the poet's epic ages, that is, it encourages students to think logically, and is a leading tool in shaping their worldview. Establishing not only problem-based education, but also cooperative education is one of the important conditions of teaching based on interactive methods. Realizing that cooperative learning leads to the success of each student in learning, it leads to regular and serious mental work, high-quality performance of educational tasks, thorough mastering of educational material, and cooperation. In the study of Navoi's epic works, the use of such types of lessons as a conference, a poetry competition, a meeting, a trip, an interview, a test, a memory, a dialogue, a portrait, and mutual support in the process of activating the relationship between a student and a teacher, a student and a student. , the priority of cooperation creates a wide opportunity to achieve the goal set in the lesson. In the use of these types of lessons, descriptions of the modern educational method of group work are presented. During the lesson, it was emphasized that the goals and tasks of using new methods correspond to the capabilities of the students, and it is important to increase the effectiveness of education. It is noted that interactive methods such as "Boomerang", "Networks", "Working in small groups", "Charkhpalak", "FSMU" will have a positive effect if applied in practice.

"Khamsa", which has an incomparable place in Turkish literature, is the basis for educating the young generation in the spirit of respect for our national and spiritual heritage, and for the formation of good feelings about the human qualities glorified in the poet's classical heritage. Therefore, it is true that learning and teaching the epic in connection with the past and the future is a huge task for Navoi scholars, methodologists, and pedagogues

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