

METHODICAL RECOMMENDATION ON THE TEACHING OF ALISHER NAVOI'S WORKS BASED ON MODERN INNOVATIVE TECHNOLOGIES IN UPPER GRADES

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Abstract

Today, there is a high demand for practical recommendations and modern manuals for teaching Navoi creativity, so today our national methodology is compatible with programs and textbooks, new pedagogical technologies are used, and modern methods are effectively used, for teachers and students. there is a need to create designed work methods. Interactive methods make it easier to organize these tasks, work with students individually or in groups, and save time. "The real essence of the new pedagogical technology, in our opinion, is to organize sources and materials related to a specific topic in the forms and forms that the reader is used to."

Keywords: Automatic, system, control, quality, mechanical engineering , methods.

Effective use of the experience of our national methodology, harmonizing them with today's socio-spiritual environment and needs, and brainstorming on new modern forms and methods and their implementation are of great theoretical and practical importance.

In general, what is the benefit of a person to others, to the nation that has washed and combed white? Alisher Navoi answered this question in a very appropriate and beautiful way: "The egg entered the earth and became smallpox, the worm came to life and became silk. Don't you have as much energy as a tulip?! Don't you care, you cocoon?!" Every representative of our people, especially the young generation, should be able to draw sufficient conclusions from these lines. From worms to ants, to flying birds, to wild animals, why should a human child be silent, motionless, give up everything, and live restlessly when all of them are living with the love of living and creating the ground for the next generation?! On the contrary, he should burn for the people, for the country, for a bright future. For this, it is permissible for a person to follow any profession. Otherwise, as Navoi said: "Perform my profession in the house of the world, it is obligatory for you to come out sad before I die, I will not go out of the world incompletely, and I will come out impure from Erur bath."

Hundreds of symbols such as Farhad, Shirin, Shapur, Mehinbanu, Layli, Qays, Anushervan, Bahrom, Dilorom, and Suhail in the works of Alisher Navoi lead us to goodness and goodness; Symbols like Khusrav and Sheruya invite us to live alertly. Under the huge creativity and creativity promoted by our country, there are ideas put forward by Alisher Navoi. Our main goal is to teach young people the secrets of modern science and technology and to raise them as a mentally and physically mature generation. On this path, we will find as many evils as we want. Especially the forms of "mass culture" that are trying to cloud our peaceful life and poison the minds of our youth due to the processes of globalization: moral corruption, ignorance, ignorance, putting one's interests above the interests of the people, individualism, violence, apathy, nationalism, blindness, rudeness, etc. negative situations are

strongly condemned in Navoi's works. To understand this, it is necessary to deeply feel the essence of Navoi's works, to fully understand the meanings hidden in the lines, and to draw correct conclusions from them. As Navoi said: "Be aware of your every breath, maybe accompany it with consciousness." Immortal ideas such as patriotism, bravery, courage, hard work, inter-ethnic equality, and tolerance put forward in the poet's works never lose their value, they keep calling us to new goals and victories.

In the East, special attention has been paid to poetry and poetry since ancient times, and it is considered one of the criteria for determining the spiritual maturity of a person. The reputation of poets in society was high, and even the rulers showed them respect. Since expressing one's thoughts in a certain measure in verse is considered a high talent and allows one to better convey a certain idea, not only artistic but also a significant part of historical and scientific works are expressed in poetry. Poets and creators expressed their thoughts on the essence of poetry and poetic skills not in separate works, but in special chapters of specific works, in prefaces to divans, and introductions to epics.

In the study of lyrical works, including ghazals, the principle of coherence and continuity should be a priority. S. Dolimov emphasizes that there are great traditions in this regard, and notes that the samples of lyrics given in Part I of the book "Literature or National Poems" written for high school students are taught in the following order:

- at first, the poem was written simply, and the readers were introduced to the meaning of the poem;
- taught to read each poem according to the weight of the Cruz;
- the children reread the poem following the accents of these verses;
- the teacher also re-read the poem according to the appropriate verse.

In addition, Abdulla Awlani also commented on the tune of some of the ghazals included in the manual. So, the writer meant that reciting the ghazal by the melody will make it easier to understand its content. For example, the ghazal known as "Hafizdan" from Part IV of the book shows that it is sung to the tune of "Bayoti Sheraz", and the ghazal titled "Munojot" is sung to the tune of "Segoh". It can be said that Avloni is the first Uzbek methodist who introduced the integration of music in ghazal teaching: "Avloni believed that new ideas can enter the hearts of students faster and more effectively through music, folk tunes, and songs." understood". Another aspect is that Avloni set the ghazals and other lyrical works of this book to his students and recorded them on records and distributed them to other schools. It served as the first step in the formation of audiobooks in our methodology and also started the tradition of applying the latest technological advances to ghazal teaching.

Although the creation of examples of ghazal analysis began long ago from the point of view of literary studies, methodologically, the first research was prepared by A. Zunnunov, and R. Usmanov, who started the tradition of creating methodical manuals for literature classes in individual classes "7- class "Methodical guide for the textbook-chronology of the literature of the Motherland". The book analyzes the ghazal "To Uzbek Women" by Hamza Hakimzada Niyazi, which was included in the textbooks of that time. In the methodical manual "Learning Literary and theoretical concepts in Grades 4-10" by the well-known Methodist scientist A. Zunnunov, the theoretical aspects of the ghazal genre, its peculiarities, the verse, verse, rhyme that make up the components of the ghazal, A brief explanation is given to concepts such as nicknames. Also, the weight of the aruz is explained, and the original columns and zifahs are also explained in a way suitable for a school student.

Methodist scientist A. Hojiahmedov's research entitled "Study of Aruz Weight in School" is the first methodical guide in this direction, which is different from many purely theoretical works. The manual consists of two parts. First, the main concepts, features, and rules of Aruz weight are introduced, then in

the second part, the weight, board, and columns of classic works taken from the programs and textbooks of that time are shown, and what aspects should be paid attention to when reading them expressively. recommendations are given. Designed for undergraduate students of higher education, U. Toychiev's "On Aruz Studies", T. Boboyev and B. Gurbanboev's "Learning Aruz Weights", D. Yusupova's "Aruz Alphabet" and "Aruz Weight Rules and Basics of classical poetics" is one of the important manuals for the future teachers of literature to fully study the Aruz system. S. Akmalov in the book "Study of poetic works in grades 4-7" showed the stages of analysis of classic lyrical works on the example of Babur's ghazal "Sorma Kholimniki Boldim Burnogidan". A. Zunnunov, N. Khotamov, J. Esonov, A. Ibrohimov's manual "Methodology of teaching literature" in the analysis of poetic works, expressive reading based on a specific plan, commenting on some words, verses, comparing images, such methods as organizing a conversation, organizing a trip to nature (it can be done remotely), showing pictures, and using technical tools are recommended. "Methodology of teaching literature" prepared by Q. Yoldoshev, O. Madayev, A. Abdurazzokov is one of the first studies created during the period of independence, and the book focuses on the analysis of lyrical works. B. Tokhliyev in the book "Methodology of teaching literature" showed the methods of analysis of lyrical works on the example of the ghazal genre. In this case, it is expedient to read the ghazal expressively, if possible, to use the poem by professional actors, and well-known wordsmiths, and instead of their performance with the help of music, the age of the student should be taken into account in the analysis. , after that, the ghazal should be analyzed stanza by stanza, in which the dictionary meaning of each word in the stanza, its own or figurative meaning, using dictionaries compiled for classical literary works it is noted that noda is used, attention should be paid to clarifying its relation to other words. In the "Methodology of teaching literature: practical and laboratory exercises" manual, the necessity and possibilities of using its prose description in the analysis of each ghazal are scientifically based. In the monograph "Study of Alisher Navoi's works at the stages of education" the ghazals of Alisher Navoi from the textbooks of general secondary schools are described in detail. Q. Yoldoshev and M. Yoldosheva in the monograph "Fundamentals of Artistic Analysis" emphasize the consideration of their specific characteristics as a literary genre when analyzing lyrical works. Based on these theoretical ideas, "Literary Lessons - 7", "Literary Lessons - 8", and "Literary Lessons - 9" were designed by K. Yoldoshev for general secondary school teachers (V. Kadirov, The analysis of ghazals was carried out in previously published methodological manuals (co-authored by J. Yoldoshbekov). S. Olim, S.Ahmedov, R.Kochkarov "Literature 8th grade: a methodical guide for teachers" gives recommendations on explaining the ghazals of Khorezmi, Lutfiy, Alisher Navoi to students. Ghazals are also analyzed in the book "Literature Grade 9: Methodical Guide for Teachers" by N. Karimov and others. Opinions are given on the analysis of poems in the textbook "Literature Teaching Methodology" by Q. Husanboyeva, R. Niyozmetova. Carrying out the educational analysis of examples of Uzbek classic literature in the monograph "Classical Literature: teaching problems and solutions" by V. Kadirov and the dissertation "Scientific-methodical foundations of teaching examples of Uzbek classic literature in secondary schools" order is recommended.

In addition to the above-mentioned research, articles, and lesson plans are published in periodicals by scientists, creative methodists, and general secondary school teachers of our republic, which reflect methods, problems, and solutions in teaching samples of Uzbek classic literature.

It should be noted that, despite the above-mentioned studies and methodical manuals, it is difficult for students to fully master the works of Alisher Navoi, the founder of the Uzbek literary language and the sultan of ghazals. This situation requires serious philological and methodical training from literature teachers.

Today, modern innovative technologies are available to teach the works of Alisher Navoi. We used

innovative methods to clarify the level of logical and critical thinking of students by applying new teaching methods that ensure the effectiveness of this process.

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