

TECHNOLOGIES OF TEACHING ABDULLAH QADIR'S CREATIVITY IN EDUCATION

Karimova Muxtabar Adhamovna

Academician of the International Islamic Academy of Uzbekistan

Lyceum Native Language and Literature Teacher

ANNOTATION

This article describes the theoretical basis for introducing the works of literary critics, writers and poets to students in the education system. It also describes the techniques used to introduce Abdullah Qadiri's life and career.

Keywords: education system, literature, writer-poet, creativity, poetry, novel, Abdullah Qadiri.

INTRODUCTION

The first President of the Republic of Uzbekistan IA Karimov: "One of the most important tasks of our state is to bring up a spiritually mature person, improve the education system, bring up a new generation spiritually and spiritually based on the idea of national awakening He said. Even in secondary schools, academic lyceums and vocational colleges, there is a tradition of teaching a large number of writers, rather than an in-depth study of the works of writers and poets. In our opinion, instead, we need to reduce the number of artists and study in depth the masterpieces created by poets and artists who have made a worthy contribution to the development of Uzbek literature. For example: We know that the life and work of our favorite writer Abdullah Qadiri are spent in secondary schools. For now, the plan for the writer's life and work in the new program is as follows: Class V. There is 1 hour for studying the life and work of Abdullah Qadiri, 1 hour for studying the story "Uloqda", a total of 2 hours. The theoretical understanding of the story is also included in these 2 hours.

VII class. Literature study - 1 hour to study the life and work of Abdullah Qadiri, 2 hours to study the passage from the novel "Scorpion from the Altar". 1 hour for independent reading from the novel "Scorpion from the Altar", total: 4 hours.

IX class. Literature textbook - 1 hour to study the life and work of Abdullah Qadiri, 3 hours to study an excerpt from the novel "Last Days". Total: 4 hours allotted. This means that Abdullah Qadiri's life and work are taught in secondary schools in grades 5-7-9, and in our opinion, it should be included in the primary school curriculum. For example, in the first grade, wise words and passages from the works of the writer are taught. In the following classes, students will not only learn about Abdullah Qadiri, but also gain a detailed understanding of the writer, as long as the child's age and worldview are taught.

"There is probably no house in our country where Abdullah Qadiri's works have not entered," he said. He is a favorite writer not only of Uzbeks, but also of the people of Turkestan, a singer of freedom and independence." The first President of the Republic of Uzbekistan Islam Karimov The study of prose in the literary education of secondary schools has its own goals and objectives. In this regard, in A. Zunnunov's manual "Methods of analysis of works of art" different aspects of the analysis of secondary schools in grades 5-9, expressive reading is an active way to master the work of art. It should be noted that issues such as the use of visual aids in the analysis of works are covered.

In this regard, the goals and objectives of literary analysis in different classes differ. However, in the study of a literary work, in addition to specific cases, there are general cases. The authors of the textbook emphasize that the following is required of the teacher in the introduction of artistic analysis:

a) Lesson organization;

b) Identify ways to increase students' emotional awareness and develop reading skills.

The need to define the goals and objectives of the course is understandable, but is it possible to pre-determine the methods of analysis in all cases? We have considered these comments and suggestions in our research work. Abdullah Qadiri's life and work are taught in secondary schools for 1 hour in grades 5-7-9. So, do these classes study the life and work of a writer in the same way?

In this regard, the Methodist scholar K. Yuldashev in his manual "Scientific and theoretical foundations of teaching literature" found it necessary to quote: "... in literature lessons are always biographies of writers data are provided. This information is often repeated in several classes and does not differ significantly from each other. In the upper grades, the biography is given a special place, focusing on the life and career of the writer. The main emphasis in this kind of textbooks, which has been in practice so far, was not to reveal the writer's individual image, his personality as a person, his psyche as a creator, but not to show these aspects. That's why our students could only distinguish writers by their names and writings," he wrote, drawing attention to the main shortcomings in teaching the life and work of a writer.

Indeed, the leading features of literary education of the independence period are the development of students' spirituality, the formation of creative qualities in young people through the teaching of information about the life of the artist, the development of their independent thinking, the exemplary qualities of the creative personality. To develop students' love and respect for science, art and literature; through teaching students to understand the hearts of other people, to understand the pain of others by feeling a certain creative psyche. The principle of renewed pedagogical thinking has become that the reader should know and understand the literary work and its creator through his own feelings and thoughts. Because that's the way to shape students' attitudes, attitudes, and love for art.

Of course, in the upper grades, in grades 7-9, the study of a writer's biography is very different from the study of the 5th grade. Because of course, the age of the student is taken into account. So, this fact proves that we should study the biography of the author in the classroom. Here, first of all, it is necessary to dwell on the technological methods of organizing the same process in teaching the life and work of the writer. No matter what grade they are in, students are teachers based on their age:

- Raises an interesting issue of creative biography, which is important for students;
- To arouse controversy, exaggerate contradictions and give wide space to critical thinking on the basis of creative works;
- To organize education creatively, depending on the problem.

Information about the author's work shapes students' worldviews and morals. Because a writer is a progressive person in his or her community, it is important to know his or her biography and his or her way of life. Based on this principle, Abdullah Qadiri has a great impact on students not only with his works, but also with his life and good qualities.

In the 5th grade literature textbook, Abdullah Qadiri spends 1 hour studying the state of translation. In the chapter entitled "The Immaculate World of Childhood", the authors try to inform students about the author's biography in simple language. We now offer a one-hour course in 5th grade on the biography of a writer.

Topic: Studying the biography of Abdullah Qadiri

I. Aim of the lesson: To inform students about the life and work of Abdullah Qadiri, as well as to expand their knowledge.

II. Course Method: Oral presentation, explanation. Conversation, question-answer.

III. Demonstration: a picture of the author, slides about his literary heritage, and sources from newspapers and magazines.

IV. Organizational part: Greeting, attendance, checking students' readiness for class.

V. Statement of a new topic:

"Dear reader! You've heard that name a lot. Maybe your grandparents or parents showed you books with the words "Last Days" and "Scorpion from the Altar" on the cover, and told you some of their stories. On TV screens, in newspapers and magazines, you have watched feature and video films based on Abdullah Qadiri's works, documentaries about the writer himself, and read articles and memoirs. In the most conspicuous places on the bookshelves of your home and school library, you can see that the books have been collected, and in the spiritual rooms, in the literature class, there are posters with big and small pictures of the author. At the very least, your name or your friends' names can be Otabek, Kumush, Anwar or Ra'no. This means that you are related to the great Uzbek writer Abdullah Qadiri, one of his younger generations."7

After that, the teacher must give the most necessary information about the writer, that is, the writer, poet, scientist, who served to introduce the national intelligentsia - the identity of the people, with the policy of repression, which intensified again in 1937. and the killing of teachers and many others, including Abdullah Qadiri, who was unjustly accused of being an "enemy of the people" and imprisoned for a long time. It should be borne in mind that Abdullah Qadiri's name was justified in the late 1950s and 1960s, but only after independence, when these works were published in full in their original form. plays an important role in the formation of the desired relationship. In honor of independence, the writer was the first to be awarded the Order of Independence and the Alisher Navoi State Prize. Recognition of these aspects leads to a more accurate interpretation of the author's work in the minds of readers. Then, since the next lesson is the author's story "In the Capricorn", it is necessary to provide theoretical information about the story so that the student can understand it as he reads the story.

VI. Homework: Read the story of the kid

CONCLUSION

One of the main goals of the literary education of the independence period is to raise the morale of students, to create information in young people through the teaching of information about the creative life, the formation of creative qualities, This pamphlet is an example of our efforts in this direction, as it is to cultivate a love for science, art and literature.

In the V-IX grades of secondary schools to study the life and work of Abdullah Qadiri, that is, the biography and the story "In the kid", the novel "Scorpion from the altar", "Last days" as

much as possible the rules of teaching literature we tried to learn in style. From the above analysis, it is clear that the writer, in his work of art, embodies only certain aspects of life, expressing his views, knowledge, consciousness, feelings, character to the heroes of the work, their actions, struggles and aspirations. By studying his works as a spiritual factor, he can make education interesting and increase its effectiveness, as well as raise the morale of students by teaching them to feel the warmth of the writer's heart, feelings and psyche. we have come to the conclusion that

Because the work of art is imagined as a whole through literary interpretation, the reader understands the essence of the images. It is important that the facilitator-teacher directs the student to reasonably, logically, and consistently reflect on the work of art. The more passionate, engaging, and warm the interpretation, the more effective it will be. Interpretation is not only a means of directing the reader to read, mastering and analyzing a work of art, but also a way to visualize the image of the creator in the eyes of the reader, the essence of the creative belief, the point of view of the artist. helps them to grasp and understand specific aspects of their thinking.

In this sense, literature teachers need to have interpreter skills. Through literary analysis, the essence of the literary text is introduced, and as a result of the formation of analytical skills in students, the ability to study the specific artistic world of the artist is formed. At the same time, the introduction of advanced pedagogical technologies in literary education, the design of lessons designed to teach the life and work of the writer, interactive, "brainstorming", "cluster", "reading together" techniques, blister The use of yini, zigzag method, verbal statement, insert, venn diagram, branching and other methods and techniques gives high efficiency.

REFERENCES

1. Milliy istiqlol mafkurasi va taraqqiyot. / X. Boboyev va boshq. – T.: Yangi asr avlodi, 2001. – 211 b.
2. Matjonov S. Uzluksiz ta'lim tizimida adabiyotdan mustaqil ishlarni tashkil etish usullari. T.: O'qituvchi, 1995. –96 b.
3. Mirqosimova M. O'quvchilarda adabiy tahlil malakasini shakllantirish va takomillashtirish asoslari. Monografiya. –T.: Fan, 2006. –112 b.
4. Niyozmetova R. XX asr o'zbek adabiyotini o'qitish mazmunini belgilash masalalari. –T.: TDPU, 2000. –105 b.
5. Niyozmetova R. Uzluksiz ta'lim tizimida o'zbek adabiyoti o'rganish metodikasi. –T.: Fan, 2007. –215 b.
6. Ochil S. Mustaqillik ma'naviyati va tarbiya asoslari: (O'zbekiston Respublikasi Prezidenti, akademik I.A.Karimov asarlari misolida). 2– to'ldirilgan va qayta ishlangan nashri.. –T.: O'qituvchi, 1997. –256 b.;
7. Rasulov A.R. Tanqid, talqin, baholash. –T.: Fan, 20 06. – 232 b.