

ISSUES OF TEACHING METHODS OF UZBEK LITERATURE ON THE EXAMPLE  
OF THE LIFE AND WORK OF ABDULLA ORIPOV*Nilufar Ibragimova**2nd year student of the Faculty of Uzbek Language and  
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**Abstract:**In this article, we will consider literature, literature education, teaching, learning and teaching methods. We will also talk about a deeper understanding of the creative examples of our famous poet Abdulla Oripov, presented in school textbooks, and the formation of the ability of students to draw the necessary conclusions from the work of poets and writers.

**Keywords:**Education, teaching, learning, literature, poetry, author, poem, drama, role, comparison, reading, writing, aesthetic perception, similarity.

One of the brightest representatives of Uzbek literature, Abdulla Oripov, entered the world of poetry with a new style and direction. In the words of the master writer Ozod Sharafiddinov, there have never been such impressive, sharp, truthful poets among poets. That is why the work of Abdulla Oripov is loved and studied by all Uzbek and all the world of people. It is no coincidence that many of his poems, odes and dramas are presented to students in school textbooks. However, in order for these works presented in literature textbooks to remain firmly in the student's memory, we need creative and effective teaching methods. Since our topic is about methodology, first of all, let's touch on the important concepts of literature teaching methodology.

When you come across the concept of **education**, all the activities that your mother and father taught you for the first time since you were a child, such as eating, drinking, walking, talking and so on, are called "**education**". However, if the knowledge and experiences you have learned with the help of your parents and other relatives are taught without a plan, without a schedule or without a break, you may not be able to achieve your desired goal. That is why our teachers provide effective education in schools, from which we learn all the knowledge regularly and continuously. It is not for nothing that one of the Turkish experts said, "In such an environment, children are raised on the principle of "making the individual useful to society", which is the most general goal of education."(Küçükahmet, 2002, 2)<sup>1</sup>

Teaching: This is all the formal processes used to implement learning and develop the necessary qualities and behaviors in an individual. (Varish, 1987, 132). In other words, programmed education is called "teaching". (Küçükahmet, 2002, 3)

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<sup>1</sup> "Objectives in literature education and methods, techniques and examples of practice for these objectives ".  
Abdurrahman Güzel. ( other ideas from this book are listed in parentheses)

**Learning:** This is the change in a person's behavior as a result of experience. When a person forms a new or old behavior and performs a new behavior, he changes his behavior in relation to the old one. (Basharan, 1987, 132)

**Teaching method:** The word "method" is derived from the Latin word "methodus"; if we say it is a way of teaching and learning something, you can understand it better. But since our subject is called "teaching Uzbek literature", this means that new and creative methods should be used better and more in learning and teaching literary subjects.

Literature is a beautiful language, the art of speech that helps a person spend his time in an enjoyable way, fills his mind with interesting stories, gives strength to the soul and increases the energy to live, helps to discover life, is a source of guidance, and encourages creative activity. (Oguzkan, 2001, 5-7) If we define it from our point of view, literature is a collection of works, novels, and poems that make a person human, distinguish him from other creatures, and help him become independent, intelligent, and conscientious. If you pay attention, the goal of literature is to improve a person and his feelings, and even the main focus of education and upbringing is to educate humanity. From the unity of the two, a perfect "literature education" is created. According to the book "Edebiyat eg'itiminda amaclar ve by amaclara yo'nelik yo'ntem teknik ve o'rnek uygulamalar", literature education provides the following:

- To develop an aesthetic worldview, to develop a person's reading, listening, writing and speaking skills through reading, writing and listening to literary texts.
- To provide an opportunity to express everyday feelings and experiences using literature, to learn where and what words to use.

According to the book "Edebiyat eg'itiminda amaclar ve by amaclara yo'nelik yo'ntem teknik ve o'rnek uygulamalar" the "basic teaching strategies" can be discussed in five groups. These are direct teaching, indirect teaching, interactive teaching, independent learning/individual teaching, and experimental teaching strategies.

These are the basis not only of the Turkish language and literature, but also of the Uzbek language and literature. Now, based on the information about the life and work of Abdulla Oripov in the 9th grade "Literature" book, and the drama "Sohibqiron", we recommend the following lesson methods, introducing innovations into the traditional methods of teaching literature.

New methods for studying the life of Abdulla Oripov	Disadvantages of old methods in teaching the life of writers	New methods for teaching understanding and the drama "Sahibqiron".	Advantages of the proposed new methods
When reading information about the poet, it is not necessary to know in what year and at what age he	Years, centuries, years of creativity, in general, indicated about the poet – all this causes a feeling of boredom in students. In addition, this clearly	After teaching this drama, students are invited to draw a picture of Temur in their imagination. In the next lesson, students, together	The advantage of this method is that students compare the Timur they imagine with the Timur they see

<p>wrote his works; what position he held and how long he worked in this job.</p> <p>Information should be provided about why the work was written, what prompted it to be written, what situation and environment it was written in, what interesting or bad events happened while it was being written.</p>	<p>indicated information is mainly memorized by students. This leads to a decrease in the child's thinking ability and imagination and the child getting used to memorization. The student does not enjoy reading examples of the poet's work, but thinks that the teacher will punish him if he does not memorize the information.</p>	<p>with the teacher, watch a speech on TV by Tesha Muminov, one of the Uzbek artists who played the role of Amir Temur in the theater. After that, they will need to analyze the similarities and differences between the Amir Temur they created in their imagination and the Temur on stage.</p>	<p>with their own eyes. During this comparison, they think, create a symbol, and in creating this picture, they reflect all the qualities of Timur mentioned in the work. The pictures may be similar, but the details they introduce show that they are searching for them</p>
<p>After the poet's memoirs from his biography ("Ko'rgan – bilganlarim" – What I saw and knew") are presented, cut out that part of the film about the poet's life and have the students watch it.</p>	<p>This method helps the student to have a full picture of the character and qualities of the poet, his personality, the nature of his poems.</p>	<p>Compare with another work with the same theme (regardless of language and era)</p>	<p>This study is important for a deeper understanding of the language and character of the work, revealing its unique aspects, and further realizing the poet's talent.</p>
<p>After reading the biography, the student is asked to tell a story about the poet's childhood his situation at the time of writing the work and</p>	<p>In the process of writing a story, it becomes clear how much the child remembers events and information, the richness of his imagination, and what he thinks about the poem.</p>	<p>They will need to briefly play the roles of the characters in the work.</p>	<p>They can even play the role of heroes and compare their feelings at that time, how the situation was, the relationships between people,</p>

interesting events.			friendship in the drama and the friendship between their own friends, and apply them to everyday life.
The class is presented with a number of exhibits, such as paintings, films, and slides, as well as proverbs and riddles, and students are tasked with figuring out which work or title the question is about, or else figuring out which event within the work is being referred to.	This preparation makes a great contribution to the development of children's mental abilities.	Continue the sentences "If it were not so..", "If I were.."	Answering such questions develops the student's ability to find a problem and solve it based on their own ideas.

Let's practice the last method of studying the poet's work with an example.

If I were Kasim Yasovul, I would ask for something else as a reward for the message I brought from Temurbek...

If I were Bayazid, I would have made peace with Temurbek, the people of my homeland would not have died from the war.

If Bayazid had not killed Kayhisrav's father, he would not have remained in sin and incurred Kayhisrav's hatred.

If Temur had not died at that time, he would have built many structures...

In conclusion, literature education allows a person to improve himself, find and solve problems, ensure his intellectual development, compare works with real life, say the right thing when necessary, and form the ability to think broadly. We gave these as examples in the process of studying the life and work of the great star of Uzbek literature, Abdulla Oripov. If we focus literature lessons not only on information that needs to be memorized, but also on tasks that

direct children to think and search, we hope that the level of knowledge of our students will be even higher.

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