

**ONA TILI VA ADABIYOT DARSLARIDA O'QISH SAVODXONLIGINI
RIVOJLANTIRUVCHI O'QUV TOPSHIRIQLARI**

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Annotasiya: Maqolada badiiy matn ustida ishlash, o'qib tushunish ko'nikmalarini rivojlantirish, matnni anglash, muallifning maqsadini tushunish, yashirin va oshkora aytilgan fikrlarni ilg'ash, matn ustida ishlash orqali notanish so'zlarning ma'nosini o'rganish, mustaqil mushohada qilishga yo'naltiruvchi o'quv topshiriqlarni ishlab chiqish haqida mulohaza yuritiladi.

Kalit so'zlar: Matn, o'qish savodxonligi, badiiy asar, muallif maqsadi, asar g'oyasi, kalit so'zlar, muhim jumla, o'qib tushunish, matnning anglash, savol, mustaqil fikrlash

**ОБРАЗОВАТЕЛЬНЫЕ ЗАДАНИЯ, РАЗВИВАЮЩИЕ ГРАМОТНОСТЬ ЧТЕНИЯ
НА УРОКАХ РОДНОГО ЯЗЫКА И ЛИТЕРАТУРЫ**

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Аннотация: В статье рассматриваются вопросы работы над художественным текстом, развития навыков понимания прочитанного, понимания текста, понимания замысла автора, продвижения скрытых и прозрачных мыслей, изучения значения незнакомых слов через работу над текстом, разработки образовательных заданий, направленных на самостоятельное наблюдение.

Ключевые слова: Текст, грамотность чтения, художественная литература, цель автора, идея произведения, ключевые слова, важное предложение, понимание прочитанного, понимание текста, вопрос, независимое мышление.

**EDUCATIONAL TASKS THAT DEVELOP READING LITERACY IN THE LESSONS
OF THE NATIVE LANGUAGE AND LITERATURE**

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Abstract: The article discusses the issues of working on a literary text, developing reading comprehension skills, understanding the text, understanding the author's intention, promoting hidden and transparent thoughts, studying the meaning of unfamiliar words through working on the text, developing educational tasks aimed at independent observation.

Keywords: Text, reading literacy, fiction, the author's goal, the idea of the work, keywords, important sentence, reading comprehension, text comprehension, question, independent thinking.

INTRODUCTION

Mother and literature education has fully created its new methodology, which we cannot say is being used effectively today. Because no matter how much we study the world experience, there are also concepts of national mentality, heredity, which we should definitely learn about the rich experience of our ancestors, who gained world fame in the distant past. We must integrate its elements into today's educational process. In this regard, historians, ethnographers, filmmakers, Orientalists, writers should help us.

When it comes to intellectual potential, genius, Alisher Navoi comes to our attention. It is not for nothing. Because Navoi's work, the product of his thought, is a treasure that has not been fully studied, dug up. What is of interest to us is that how did such a genius, a thinker grow up, what were his factors, causes, conditions, what kind of Education did Navoi receive?

Recently, the novel "Alisher Navoiy" by isajan Sultan, a talented writer, author of works such as "geneticist", "Immortal", which serve to raise the thinking of the nation, increasing the number of readers not only of Uzbeks, but also on a global scale. About the artistic value of this, social significance, our citizens, intellectuals of the nation expressed their relationship.

The product of this thoughtful thought was also appreciated by our state. The writer was personally assigned the title of "people's writer of Uzbekistan" by the head of the country. It was the highest appreciation given to the work. The peculiarity of the works of Alisher Navoi is also that everyone who reads it can find the necessary meaning for himself. For example, there has been multiple proof that one Ghazal can be interpreted in two or three different ways.

Since isajan Sultan's novel "Alisher Navoiy" was rich in factual material along with being a work of high fiction, it has also been a necessary resource for historians, Antiquaries, politicians, orators. It should be noted that this novel also serves as a valuable resource for the methodology of teaching native language and literature, national pedagogy.

One of the main issues in the implementation of the "development strategy" for the third renaissance in the country, including in the educational system, radical turns in the training of modern personnel, effective reforms, intellectual elevation of the nation, increasing the prestige of the teacher in society, is one of the main issues.

On social networks, information related to the extreme appreciation of the master in developed countries is being discussed with enthusiasm over and over again. The culture of Japanese and other intellectually progressive countries is being promoted, such as walking seven steps back so as not to overtake the shadow of the master. It's good. But the classical teacher-disciple tradition in US was not inferior. This is evidenced by historical facts, the first and second renaissance that occurred. We had moved away from this tradition for a while, here is no wonder if novels like "Alisher Navoi" will return to this environment again.

The work clearly expresses how the great poet matured, the persons, factors and means that caused it. This was very important for our national methodology, as well as our pedagogy.

Today, the achievements of classical education should be used in the development of a modern methodology for teaching language and literature. It is noteworthy that Isajan Sultan's novel "Alisher Navoiy" has such specific approaches that its application to the teaching of today's language and literature, especially the use of such conversations in Literature lessons, is of great effect.

In particular, in one of the first chapters of the work, the poet's childhood, the process of his education, the attitude of the teacher to the disciples, the questions to which he asks the readers

are skillfully described. What attracts attention is that today the teacher does not sit down explaining how the knowledge he is giving the student is important, while in the Navoi period, special attention was paid to it. Classroom activities in the form of repeating what has been done usually start with questions, (mental attack), with the following content:

"Mudarris alik olib, darsni savol bilan boshladi:

- Ayting-chi, Qur'onni ne uchun o'qiydurmiz?
- Alloh taoloning hukmlari bo'lgani bois.
- Balli. Handasani-chi?
- Hisobda xatolar bo'lmasligi uchun.
- Xo'sh, unda abiyot-u nazmni-chi?
- Go'zal qo'shiqlar kuylamoq uchun.
- Xayr, deb javob qildi mudarris. Shul sababdinkim, el-ulusning, rayiatning ulug'lari so'zini go'zal aytmq uchun..."Ko'rinib turibdiki, mudarris o'quvchlarni fikrlashga undayapti, xato javob bersa, hafsala bilan uni tuzatib turibdi.

Mudarris goes on to say, "I will tell you about the most powerful weapon of the universe," mudarris says. Find out, what?". This is the best way to motivate students to think, reflect, to be interested in training. It was practiced almost six hundred years ago. When Mudarris asks the question, the students say all sorts of things they imagine:

- Manjinaq.
- Ho'kiztumshuq.
- Fil. Shunda mudarris yoyilib jilmayadi va yo'q, men aytmoqchi bo'lgan narsa ulardan ham kuchli. U so'z deydi.

Mudarris gives an example from animals that children know, dogs make three different sounds: howling, angling, barking. These three sounds are enough for his lifetime. In general, in this place, mudarris explains the importance of the word in human life on the example of the universe and Man, and along the way, he will also ask readers significant questions, either applauding or filling in their answers. Especially after the commentary on the Arabic word camel, Abu Abdullah kulohiy, the teacher of the young Alisher through the word horse, explains that the Turkic language is beautiful and rich with specific examples (qulun, toy, aygir, biya, touriq, saman, Tarlon, tulpor). Training is carried out on the word and its meanings. So, as today, it is not confused with memorizing dry grammatical rules.

There are a lot of places in the work that attract attention. For example, in the chapter "Flower Island" there are also scenes in which two ordinary citizens quarrel in defense of their native language. In the course of events, there are dialogues in which you involuntarily approach the psyche of that person, saying that you are an ordinary person like us. It is not surprising that the great poet, having lost his money on the day he went to Samarkand, struggled because he did not know anyone, and those who wanted to buy a chopper and get a cheaper chopper, taught the reader to find ways out of random problems in life.

In national pedagogy, it is not studied that the role of uncles in the upbringing of a child, especially a boy, is important. For example, in the upbringing of a child, the issue of the influence of a parent, family is widely studied. Many of the people who achieved high results in life had great influence from the uncles. For example, Free Vohidov, which we know well today, claims for themselves that the great success of a number of creators, such as Tohir Malik, was caused by his uncles. Nawai was also influenced by his uncles Qobuli and Ali Gharibi in becoming Sultan, great Contemplator of the poetry estate. They would take Alisher to many poetry evenings, applaud him for the poetic exercises he wrote, and inspire an incentive for the future poet to write excellent works.

In his work, Isajan Sultan paid special attention to the manashu aspect. Alisher describes the process of becoming a Navoi from thread to needle. It represents the factors and tools that served it, one by one. In a word, there will be no exaggeration to say that the writer, relying on historical facts, brought reliable artistic textures and created a national model of the cultivation of creative thinkers in a hall he did not know about.

To date, it can be said without underestimating the works created about the Great Navoi, that there is a person who reads the novel "Alisher Navoi", which would seem to see both the poet Navoi, Nizamiddin Alisher and the Emir Alisher Navoi. Uzbek literature, literature as a rare phenomenon for the teaching methodology of this novel, including other works by Isajan Sultan, serves to form creative thinking and a broad worldview in the younger generation in the system of continuing education.

The reader of the novel, Alisher, reinvents Nawai, involuntarily plunging into the work of the poet. The work directly helps to understand the Navoi. To do this, one can say allusions to the artistic skill of the writer, how wide the boundaries of thinking are, after all, the work acts as a bridge in the taeran realization of the poet, in the transition to the Bosphorus of poetry.

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