

# Improving the Effectiveness of the Educational Process through the Use of Spiritual and Enlightenment Views of Alisher Navoi in Textbooks for Grades 1-4

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**Abstract:** *This article creatively analyzes the talent of the scientist, poet, writer in the creation of the image of our past in revealing the issues of medieval life, culture and literature. It was noted that in providing primary school pupils with a comprehensive knowledge of Alisher Navoi, it is of overriding importance to acquaint them with the creative world of the poet, to teach them lessons from the life of great ancestors and to strive to become worthy heirs to such great figures.*

**Keywords**— education, creation, textbook, poet, scholar, upbringing, knowledge, prose, folklore, proverb, ghazel, story.

## 1. INTRODUCTION

Primary school textbooks are published in accordance with the needs and requirements of the rapidly evolving new, third-millennium student. In particular, it is noteworthy that the themes and contents of the texts and literary samples in it, the current importance, the extensive coverage of the life of our great ancestors and great thinkers. In particular, the interpretation of the works of Alisher Navoi, the sultan of the word property, the founder of Uzbek literature, is of special importance. Grade 1 The first pages of a textbook begin to tell about a great figure. The following sentences can be read in the text of the textbook "Buyuklar vatani": "Alisher Navoiy yurtimiz go'zalligini she'rlarida ifoda etgan. Bu yurt –shunday allomalar yurti."<sup>1</sup>

This is the first understanding of our great thinkers. Introducing students to the works of A. Navoi begins on page 21 of the textbook. In the text of 30 words "G'azal mulking sultoni" the main ideas are given: "Bobomiz Alisher Navoiy buyuk shoir, olim va davlat arbobi bo'lgan. Besh-olti yoshidayoq ko'p she'rlarni yod olgan. Bobomiz bizga juda ko'p asarlar yozib qoldirgan. Bu ulug' zot shoirlarning sultoni bo'lgan."<sup>2</sup>

## 2. ANALYSIS

The information in the text is clear to the first-grader, which lists the main talents of the great poet.

In the work of "Alisher Navoiyning hikmatli so'zlari", there are elucidated some proverbs like: "Bilmaganni so'rab o'rgangan olim, orlanib so'ramagan o'ziga zolim", "Oz-oz o'rganib dono bo'lur, qatra-qatra yig'ilib daryo bo'lur", "Yaxshi kishi yomonlarga ham yaxshiligini unutmas", "Yaxshilikni bilmasang, yaxshilarga qo'shil". Of course, it is

recommended that students memorize the text and words of wisdom. At the same time, they can now learn to analyze the content of the text. Attention is also paid to the work of the dictionary. Pupils need to have an idea of words and concepts like "shoir", "olim", "davlat arbobi", "shoirlarning sultoni". It is expedient for the teacher to consider the similarities and differences between the poet and the scientist, taking into account the fact that the student is in the 1st grade. For example, those who write poetry, that is, those who create poetry, are called poets, prose writers, or prose writers, and scientists are said to do research and make discoveries. Pupils are also taught that a statesman is a person who is directly involved in governing the country, politically savvy, intelligent and patriotic. In this way, it becomes clear that Alisher Navoi has the above-mentioned talents.

In studying the words of wisdom of the great poet, it is expedient to memorize him, to understand his content, as well as to explain his genre, folk proverbs, proverbs, or hadiths, as well as different aspects. we cry This is because the first-grader will be introduced to examples of folklore, including proverbs, during the period of literacy, that is, through the book of the alphabet. Now it must be distinguished from the word of wisdom. We know that a proverb, an article is a small work, a word or a speech. "Hayotiy tajriba asosida xalq tomonidan yaratilgan, odatda pand-nasihah mazmuniga ega bo'lgan ixcham, obrazli, tugal ma'noli va hikmatli ibora, gapdir."<sup>3</sup> (It is a concise, figurative, complete and wise phrase, created by the people on the basis of life experience, usually with the content of instruction.) Aphorisms, on the other hand, are words of wisdom that are concise, profound, and do not confuse the reader if they are explained to the reader. Or that the hadiths are the words, deeds, images and biographies of the Prophet Muhammad (peace and blessings of Allah be upon him), and that they contain only wisdom about him. They can understand the essence of the genre if these three forms are explained to them through examples, working in small

<sup>1</sup> T. G'afforova, E. Shodmonov, G. Eshturdiyeva. Textbook. Textbook for 1st grade. T.: "Sharq", 2010. –B.7

<sup>2</sup> T. G'afforova, E. Shodmonov, G. Eshturdiyeva. Textbook. Textbook for 1st grade. T.: "Sharq", 2010. –B.21

<sup>3</sup> Annotated dictionary of the Uzbek language. Tashkent, "OzME", 2006. –P.569.

groups. For example, first graders are divided into three groups; If twelve pupils join a group and recite folk proverbs, the second group will say a wise word and find its author. The third group cites examples from the hadiths. This, of course, is done on the basis of teacher training. They are mixed up on the board or on separate posters, and pupils find it based on their group's task, tell it from themselves, and try to comment. For example, "Beshikdan qabrgacha ilm izla", "Jannat onalarning oyog'i ostidadir", "Bolalar jannatning gulu rayhonlaridir", "Otang o'tirgan uyning tomiga chiqma"; "Oz-oz o'rganib dono bo'lur, qatra-qatra yig'ilib daryo bo'lur", "Tilga e'tiborsiz-elga ixtiyorsiz"; "Ota rozi, xudo rozi", "Birni o'rsang, o'nni ek", "O'roqda yo'q, mashoqda yo'q, xirmonda hozir".

The concise form, melody, and purity of the above examples justify their similarity. Therefore, small students may be distracted. But if the teacher knows their peculiarities well, he can explain them to the student in a simple way.

Words of wisdom, that is, aphorisms, are best remembered by students when memorized together with their authors. Alisher Navoi's aphorisms need a deeper approach in this regard.

In general, the study of the works of A. Navoi is carried out in primary school in a variety of ways. On page 23 of the textbook there is an excerpt from Oybek's story "Alisherning yoshligi". It tells the story of a deer that sniffed little Alisher and learned to recognize and care for him.

This passage is really relevant to the age and interests of the 1st grade student. At the age of 5-6, children are very interested in animals, make friends with animals, or are very playful. That's why Alisher's uncle brought him a deer from the steppe to have fun. Seeing that the deer has become accustomed to Alisher because of his good care, his friends are really envious of him and even decided to become a hunter when they grow up: "Men ham kelgusida ovchi bo'laman-deydi bolalardan biri." (I will be a hunter in the future, says one of the children.)

"Ovchilik, merganlik ermak narsa, lekin eng zaruriyati maktabdir. Turmushning ko'p sirlarini maktab o'rgatadi –deb javob beradi Alisher." (Hunting is a hobby, but the most important thing is school. Many secrets of life are taught in school, says Alisher)

In order to deepen the content of this short story, the teacher can use videos of medieval social life, the kingdom, the struggle for the throne and the upbringing of princes. In addition, it is necessary to talk about why Alisher considered school a necessity in life and the proof of this idea. The work is also important in that it can contribute to the formation of spiritual and environmental education of students.

In addition, on page 25 of the textbook there is a narration "Non isi", which describes the wisdom of the poet. The narration really serves to perfect the image of the great thinker. Helps to explain his scientific, creative, and

multifaceted talents to children in a way that is appropriate and unique. After all, this story can be told in a lively, unconventional way. Let's say that during the lesson you can bring some hot bread and bake it, to prove to the students the truth of the story. It is also a good idea to encourage students to think about difficult situations, even if they are simpler. You may also be asked how to make bread, poems, proverbs, or a story about bread.

This means that students will first get an idea of such great figures as Alisher Navoi, then Ibn Sino, Ulugbek, Zahiriddin Muhammad Babur. In the first grade he learned that Alisher Navoi was the sultan of the ghazel kingdom, that he was a great poet, scientist and statesman, that he memorized many poems at the age of five or six and that he wrote many works for us. It is very good to start the study of the great "guhari sharifi" of the art of speech from the threshold of spirituality, which is able to make an eternal statue of itself in the literature. It is a priceless treasure to teach young souls, who are just beginning to learn to look at the world, to recognize their beacons, to see the bright stars in the sky of spirituality, to learn from them. Thus, the first-graders step into the Navoi garden. The proverb of the great poet will help in this: "Oz-oz o'rganib dono bo'lur, qatra-qatra yig'ilib daryo bo'lur".

### 3. CONCLUSION

Apparently, Alisher Navoi's proverbs are as concise as folk proverbs, but they leave an indelible impression on the hearts. In general, Alisher Navoi is a great artist of words, who created the masterpieces of Turkish poetry and prose. For centuries, the invaluable scientific and literary heritage of this great genius has been a worthy service to the spiritual maturity of mankind.

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