

Methods of Teaching Adil Yakubov's Work in The Process of Literary Education

Komiljonov Jahongir

Kimyo international university in Tashkent, independent researcher at Namangan state university, Uzbekistan

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Abstract: This article analyzes effective methods and means of teaching the artistic heritage of one of the great figures of Uzbek literature - Odil Yakubov - in the process of literary education. By analyzing the national spirit, humanistic ideas and socio-moral issues in his works, ways of forming artistic thinking in students and providing spiritual education are revealed. The advantages of using modern technologies such as interactive methods, cluster, insert, role-playing games in the lesson process are also highlighted.

Keywords: Odil Yakubov, literary education, artistic analysis, interactive methods, spiritual education, work analysis, teaching methodology, literary hero, national spirit, social problem.

Introduction: Educating young people in the spirit of love for the Motherland, loyalty to our rich history, to the great spiritual wealth created by our ancestors; educating patriotic, nationalistic, selfless young people who live and work in the interests of the people and the country has risen to the level of state policy. Improving the spirituality of students through the use of effective teaching methods in the process of literary education is also one of the urgent issues. The deep rooting of high human feelings in the hearts of young students has an impact on the spiritual life of society, and the transformation of spirituality into a powerful force is accelerated.

METHOD

Professor Q.Yuldoshev in his manual "Scientific and Theoretical Foundations of Literature Teaching" says: "...literature textbooks always provide information on the biographies of writers. This information is often repeated in several grades and does not differ significantly from each other. In higher grades, a much larger place is devoted to biography, and the life and creative path of the writer is discussed in more detail. Until now, the main focus of such information in textbooks was not on revealing the individual image of the writer, his uniqueness as a person, his soul as a creator, but rather on not showing these very aspects. That is why our students could distinguish writers only

by their names and the works they wrote. The life paths of such writers as Uygun, Gafur Gulom, Oybek, and Abdulla Qahhor were interpreted in very similar ways" [5.63] , – he wrote, drawing our attention to the main flaw in teaching the life and work of a particular writer. As the scientist emphasized, in explaining to the reader the unique creative image, style, and unique features of the artistic world of each word artist, it is necessary to use the analysis of their works, which Professor B. Tokhliyev drew attention to in his textbook "Methodology of Teaching Literature" [7.163] .

This article studies the specific features of the biography, creativity and personality of Odil Yakubov on the basis of scientific and theoretical analysis. In studying the writer's life, creative activity and place in society, methods such as biographical analysis, analytical-comparative and contextual approaches were used. In particular, his life path, stages of creative formation and personal experiences were studied through biographical analysis. Using the analytical-comparative method, Odil Yakubov's work was compared with other Uzbek writers, and common and different aspects were identified. The contextual approach made it possible to analyze the writer's life and works in connection with the socio-political and cultural conditions of a particular period. Also, through pedagogical analysis, the possibilities of using the writer's personality as a model image in the

educational process were considered. As a result of the analysis, it was substantiated that Odil Yakubov's personal qualities and creative heritage are of great importance in shaping the personality of the student, not only in literary terms, but also in spiritual, educational and educational terms.

RESULTS AND DISCUSSIONS

The study of examples of Odil Yakubov's work at various stages of the national education system was mainly established in the years after independence. Teaching the works of this great creator, who sought to introduce the Uzbek people to their identity, bring them closer to it with a beautiful and touching expression of delicate feelings, high spiritual qualities, to the youth of the nation is an extremely important pedagogical task. Because Odil Yakubov's works reflect the spirit of the nation, are impressive and deeply rooted in the hearts, and are capable of forming the highest noble spiritual and moral qualities in students of different ages. That is why the "Literature" curriculum, which was created for all stages of compulsory education after independence, provides for the teaching of the writer's works.

Odil Yakubov's works have the potential to have an educational impact on young people, from young students to teenagers and adolescents studying in high schools, as well as adults studying in lyceums and vocational schools, and to form noble moral qualities in them. It is only necessary to select from the works of the writer those that correspond to the age and psychophysiological characteristics of students at each stage and to be able to teach them in the most appropriate ways to the intellectual and spiritual capabilities of students at a particular stage.

The current "Literature" program of general secondary schools provides for the study of Odil Yakubov's work in grades 6 and 9. As is known, at this stage of literary education, although literature is taught as a separate independent subject, the priority is not to view literary phenomena as a systematic course, but as a literary reading style. The goal of teaching "Literature" is not to instill in students concepts specific to literary studies, but to form them as avid readers and noble spiritual individuals who read good works of art.

It is noteworthy that today, students are introduced to examples of the great writer's work starting from the 6th grade. According to the current "Literature" curriculum, in the 6th grade of secondary schools, it is planned to study Odil Yakubov's story "Goodness" for two hours. In order to achieve effectiveness in teaching this story, which awakens the writer's desire for self-realization in the national psyche of our people, special attention should be paid to which column of the

textbook this work is located. After all, in grades 5, 6 and 7, the materials in the "Literature" textbooks are placed on the basis of certain columns. Only when these materials are taught, taking into account the columns in which they are presented, can the expected didactic effect be achieved. Because the literary materials intended to be studied in the "Literature" program of these classes are selected and placed in accordance with certain moral qualities that are intended to be formed in students. Consequently, the same aspect must be reflected in the program interpretation of the work.

The story "Goodness" is included in the 6th grade curriculum, Season 1, "Every Day is a Lesson." The story "Goodness" that we are reading tells about the life of our people during the Second World War.

In the 1940s, many countries of the world, including Uzbekistan, were engulfed in a major war. Although there were no direct hostilities on the territory of Uzbekistan, many men and young men took up arms and went to war. In cities and villages, mainly women, children and the elderly remained. Instead of the men who went to war, they eagerly awaited letters from their families and relatives, indicating their well-being. [6.62] Therefore, textbook authors should follow this programmatic interpretation when presenting the text of the work and giving questions and assignments on its analysis, and literature teachers should follow this programmatic interpretation when passing this story.

[4.58], one of the earliest works by Odil Yakubov. However, the program does not indicate how to interpret this work, but the textbook provides questions and assignments on the analysis of the work. Through this work, which reflects the mental state of a child of primary school age, it would have been important to direct students to think about the socio-psychological situation of the first half of the last century, the losses of war, people going to war and life behind the front. At the same time, there was an opportunity to search for commonality between the images of the uncle, daughter-in-law, nephew and grandmother in the story, to think about the feelings of a child who strives to do good, to encourage them to think about the factors of change in natural phenomena, that is, to develop students intellectually. However, the author of this textbook, which was created for the 6th grade, did not take into account the characteristics of the child's age, because the work exaggerated the experiences of the young bride and groom on the threshold of a new life. Therefore, these experiences are incomprehensible to a 6th grade student, which means that it is difficult to achieve the intended goal of the story. Unfortunately, the authors of the textbook did not use this opportunity. The

textbook does not provide any keywords or tasks for the story "Ice Cream", which is given to students for independent reading.

It is known that in Soviet literary education, all works intended for study by students were approached from an ideological and ideological point of view. In grades 5-9, 12-14 hours were allocated in the curriculum to teach in detail biographical information about the lives of such Uzbek literary figures as Oybek, Abdula Qahhor, Hamid Olimjon, Zulfiya, Mirtemir, and to draw students' attention to individual examples of their work. The program's explanatory note states: "In literature classes conducted in grades IV-VII, students are educated ideologically and morally and have an initial idea of the best qualities inherent in Soviet people."

In the methodological manuals created in the 60s-80s of the 20th century, it was also stated that grades IV-VII constitute a preparatory stage for teaching the life and work of the writer as a literary history course. The main goal was to teach the ideological content of works of art. According to the principle of idealism, any lyrical hero or artistic image created in accordance with ideological and ideological patterns was interpreted as a positive hero. This hero class characteristic to give work from the analysis intended purpose was .

Today's literary education requires taking into account the fact that a person is an extremely complex being, that he has such high characteristics that he cannot fit into pre-prepared socio-political, aesthetic-ideological molds. As emphasized in the "Concept of Creating a New Generation of Educational Literature", it is no longer enough to simply agree with the opinions and conclusions expressed by others in textbooks about a work of art. The main task of modern literary education has become to help the student understand and feel the soul and personality of the creator by making him understand that a work created by a creator is an expression of a certain situation or mood in his life.

Now, the way teachers approach the literary work studied in the process of literary education should also be significantly different from before. To achieve this, in addition to a new approach to training teachers, the programs and textbooks, teaching and methodological manuals being created on literature should be free from previous unhealthy views and aimed at ensuring independent thinking and activity of students. Unfortunately, it can be seen that some of the teaching aids currently being created for the subject of literature still have the same shortcomings that existed before.

In 2006, the "9"Methodical Guide to Literary Lessons", co-authored by Q. Yuldoshev, V. Qodirov and J.

Yuldoshbekov, clarified this important methodological issue: " The teacher will need to pay special attention to another aspect when determining the direction of literary education in the ninth grade. As is known, in literature lessons in grades 5-8, no special time is allocated to teaching the biography of the writer. For students, the knowledge about the writer acquired in those classes was additional information. Since literary education in these classes was completely organized in the form of literary reading, the connection between the writer and his studied work was not noticeable. Starting from the ninth grade, the teaching of literature becomes somewhat closer to a systematic course, and students are also at an age where they can notice the connection between the personality of the creator, his life path, and a particular work. Therefore, starting from the 9th grade, it is considered appropriate to devote a special time to teaching the biographies of writers and literary figures " [5.4] .

Interestingly, in the sixth grade, where didactic methods for passing the story "Goodness" should be shown, they are content with a brief information. It would be better if there were a lot of information about the life and creative path of the writer, as well as a detailed discussion of his novels and other stories. In particular, the fact that the hero's views on the subject of chimildiq are given in the work can serve as a basis for a firm decision that this work is not suitable for the age and mentality of the student.

It seems that there is a serious flaw in the creation of a methodology for teaching Odil Yakubov's works in the 6th grade of secondary schools. It is worth noting that the methodology for teaching the works of the heroic writer has not been developed as desired in the 9th grade of secondary schools either. In this regard, especially the shortcomings in the interpretation of the curriculum, the inconsistency of the curriculum and the textbook, and, moreover, the disproportionate amount of literary texts presented to students for study and the amount of time allocated for their mastery, have a serious negative impact on increasing the effectiveness of teaching Odil Yakubov's works.

The "Literature" program, created for secondary schools, allocates five hours to teach Odil Yakubov's work in the 9th grade and provides a programmatic interpretation of the works to be taught. The 9th grade is intended to teach the life and work of the writer, an excerpt from the famous novel "The Treasure of Ulugbek", and "Literature" presents the part of the novel that begins with the events of Abdullatif's betrayal of Mirzo Ulugbek [5.207] . The work is divided into three parts in the textbook, and after each part, separate questions and answers are provided. The first question in the textbook is in the form of " What do you

think the hesitation in the eyes of Prince Abdulla and Abu Said Mirzos and the intolerance in their actions indicate? ” It serves to bring students closer to the work. Regarding text analysis, the second question posed in the textbook as “What aspect of Ulugbek’s personality does his desire to meet Abdullatif show?” is methodologically correct. First, although the writer stated “to analyze the psyche of Mirzo Ulugbek and find his experiences,” re-analyzing it based on the text is a pleasure for the reader. Therefore, it is not logical to pose the question as above. After all, a second-grader did not and cannot say this. Regarding text comprehension, the task is given as “ Read the poem expressively and memorize it.”

It seems that these questions and tasks do not activate students, do not draw them into the text, do not convey the essence of the work, and therefore do not serve to form certain spiritual and moral qualities in elementary school students.

In the 9th grade "Literature" textbook, created by Q. Yuldoshev, V. Qodirov, and J. Yuldoshbekov and published by the "O'qituv" publishing house in 2019, it is noticeable that, on the one hand, there are places that do not correspond to the program, and on the other hand, the volume of works that students need to study is too small compared to the time allocated to study them [5.224] .

If the program presents only a small excerpt from the novel "The Treasure of Ulugbek". After all, in order to raise a well-rounded generation, educators are required to put young people in a position where they work tirelessly on themselves, constantly search, in other words, teach themselves. For this, it is necessary to be able to impose a sufficient didactic load on them. After all, superficiality in the teaching process leads to inefficiency in education.

Odil Yakubov's prose, both in terms of content and originality of expression, and the difficulty of finding the meanings underlying the images, are works that force not only readers but also teachers to think seriously. Therefore, the more questions and assignments that help students delve deeper into these works, the easier it will be to analyze these works, reveal their hidden meanings, and understand how the writer's figurative skills are manifested in them.

It is true that the questions and assignments in the textbook are set in a conceptual way that directs students to think about the text, research, and re-perceive certain parts of the work. For example, assignments such as “ Find and explain evidence from the text of the work that shows that Karnaqi’s intentions are not bad ” given for the analysis of the poem “The Treasure of Ulugbek” encourage the

student to work on the text. However, increasing their number would serve to deepen the analysis.

CONCLUSION

There are certain shortcomings in the teaching of Odil Yakubov's work at all levels of secondary schools, which have a negative impact on the effectiveness of education. Further improvement of curriculum development and textbook creation, increasing the effectiveness of practicing teachers, providing them with the necessary methodological materials and manuals for the educational process; raising the scientific level of articles in methodological manuals are urgent tasks.

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