

Using the Works of Alisher Navoi as Teaching Material

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Abstract: This article discusses the importance of teaching Alisher Navoi's works in secondary schools and traces the history of their inclusion in textbooks since the years of independence. The choice of educational material and its proper presentation to students are critical for effective literary education. The necessity to stimulate interest in reading works of art, for the development of creative competence and reader competence, suggests that successful cooperation between the teacher and students is key to an effective learning experience. There is a significant divergence between the language used in Navoi's works and the contemporary Uzbek literary language, which makes reading and understanding the poet's work somewhat challenging for schoolchildren. Consequently, practical suggestions for studying the article "Hilm" from Alisher Navoi's work, "Mahbub ul-Qulub", are provided. It is suggested that employing the global experience of learning a foreign language through classical literature could be beneficial in teaching the Navoi language to children. Attention is drawn to the observation that educational material, presented in the form of exercises, encourages students to repeatedly refer back to the original text, thus reinforcing their understanding through varied interaction with the material.

1 INTRODUCTION

Among the prominent figures in the annals of human history and world literature, there are only a few who have captivated people of all eras and transformed language into an instrument of theology and its power. Dante, Navoi, and Shakespeare hold distinctive positions among them, revered as timeless true geniuses of words, thoughts, and love. They do not belong to a single nation or region but rather resonate universally across humanity.

The matter of incorporating Alisher Navoi's work into school curricula has perennially been of crucial significance. Owing to his abundant legacy and superior artistic prowess, future generations will invariably feel the necessity for Navoi's work, especially due to the recurring theme of humanism in his writings. After all, "Humanity is the most magnificent manifestation of culture. It is the pinnacle of cultural achievement. When signs of fracturing in humanity begin to appear, it can be discerned that the very fabric of culture is unravelling there. Humanism is the greatest achievement of

human intellect, and humanity is the ultimate accomplishment of historical processes. No matter how much a culture that fails to honour human existence may develop, it cannot be considered true culture, nor genuine civilisation. It belongs to man, and there cannot be a civilisation that is removed from man" (Ahmedov S., Kochkarov R., Rizayev Sh. (2017)).

2 EXPERIMENT TECHNIQUE

Consequently, Navoi's works are consistently included in nearly every class curriculum across Uzbekistan. In textbooks published during the years of independence, attention was given to presenting Alisher Navoi's work with increasing complexity. The focus was not only on the poet's work, but also on works about Navoi. Reviewing the textbooks from this period reveals that in the 5th grade "Literature" textbooks, beginning with the 1999 edition, the topics are organised not chronologically, but under thematic headings such as: "Masterpieces of Wisdom", "The Magical World of Fairy Tales", "The Sound of

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Legends", "Journey to Mumtoz Literature", "The Innocent World of Childhood", and "To Love the Country is a Matter of Faith" (Alavutdinova N. G. (2008).). Texts about Navoi were included in the "Journey to Classical Literature" section. Presenting literary texts in this unique format, grouped in special sections, guides the teacher on how to approach the literary text. Grouping related works in one chapter keeps the reader's focus on a particular theme for an extended period. This fosters a consolidation of their views on the subject matter.

The "History of Uzbek Literature" section of the 6th grade "Literature" textbook, 1995 edition, features stories from Alisher Navoi's epic "Hayrat al-abrar" ("Wonders of Good People") such as "Hotami Toy", "Two Loyal Lovers", and "Dove". The article "About Alisher Navoi and His Stories" discusses the poet's life, the stories' content, and the embedded ideas. The quizzes also prioritise studying the article over the literary text. Regarding the stories taken from "Wonders of Good People", the format of the questions remains consistent, such as: recount the content of the story "Hotami Toy" and describe the characters therein, or discuss the meaning and idea behind the story "Dove" in the epic, and so forth (Husanboyeva Q., Niyozmetova R. (2022).). In the study of Alisher Navoi's life and work, published in 1991 for the 7th grade, considerable space is devoted to the works: Rubaiyat, Ghazal, "The Story of a Stranger from the Fifth Climate". The given texts are primarily elucidated to the reader through an accompanying article about the work. For example, information about the Rubaiyat's theoretical aspects is presented. This information is brief, concise, and showcases specific genre elements. For instance, the content of A. Navoi's poem "Kamol et kasbikim" is explained by highlighting the language from which the poem is derived, its meaning, the prevalent use of the lyrical genre of wisdom in classical Eastern literature, its structure, and its rhyming scheme.

In the 2005 edition of the 7th grade textbook, the scientific method is employed to cover the activities of Mirkarim Osim (Karimov N., Normatov U. (1999).). In the article oriented towards Hasbi, the works of the historical writer are grouped both chronologically and thematically. A relatively brief article, taken from Sabir Mirvaliyev's book "Uzbek Writers", more exalts the character of the historian-writer rather than examining his life. The stories "The First Spring of Youth", "Summer Desert", and "Language of Birds" were included in the short story collection "Darkness in the Light". Providing specific

questions and tasks after each story enabled the reader to thoroughly grasp the brief text and drew their attention to the truths intended by the writer—truths which the young reader should comprehend and "see": "Observe the development of the abilities of the boy, Alisher. Consider how the family environment played a role in his growth. What do you believe was the influence of his father, mother and uncles in his upbringing? Identify and explain instances where Prince Hussain—the future ruler—displays characteristic traits. Carefully read the sections where the instability of the political situation in the country, along with its causes and consequences, are explained and depicted. Pay attention to how, through whom, or by what means the writer conveys these elements. Any minor scenario in the works that serves to boost the student's morale and foster national pride is revisited through the medium of questions, and the student is "coerced" to rely solely on their own opinion in their response: 'Pay attention to the story about Alisher's encounter with Attar. How do you interpret the incident where the Mongolian soldier sold a man of Maulana's stature for a mere handful of straw, and the poor farmer parted with his last possessions— his straw—to help an old man?' and so forth.

The student who answers such questions feels a sense of pride in belonging to a nation that values knowledge and scholars, a nation that has nurtured great individuals who have significantly contributed to world civilisation. Some repetition is observed in the questions and tasks: after the task 'Considering the way Ghiyasiddin Bahadur communicates with his son, explain what kind of person he is', another task is given: 'Discuss Alisher's father's relationship with his teacher. Based on that, infer what kind of people they are.' Although the second task requires a more comprehensive response to the first question, it directly necessitates a partial repetition of the initial answer.

3 RESULTS AND DISCUSSION

Studying the works of Alisher Navoi is intrinsically linked to the culture of reading. The development of a reading culture represents one of the most pressing academic issues within literary education, and primarily, it's the work that cultivates aesthetic taste in students, helps identify beautiful qualities, and promotes mastery of writing skills, understanding of poetic structures, and appreciation of the arts. Currently, the development of reading competence is

a significant focus not just in general secondary education, but across all forms of ongoing education. "Literature as an art form brings about change and renewal in the human psyche (especially emotions, intellect, and thinking)" (Sarimsakov B., Khalilov T., Gurbanboev B. (1995)). When exploring literary materials, the teacher should sincerely believe in the potential of each student. The confidence that they will succeed in comprehending literary works, combined with sincere, friendly interaction, and a mutual desire for understanding, has a tremendously positive impact on the teaching process. The secret to fostering a student's interest in reading works of art lies in the teacher's ability to organise collaborative engagement with them. This is such an activity that encourages the student to feel not as an object of education, but as an independent, freely active individual—a participant. Sincere consultation with the student during the organisation of the educational process offers them an opportunity to willingly partake in this process. The teacher's sincerity and respect towards the student inspires reciprocal respect and fosters voluntary participation in the educational process. It is only by respecting the student as an individual that feelings of empathy and responsibility towards others can be nurtured within them.

School lessons serve not only as the primary form of organising education but also as the main process directing each student towards their personal life. Therefore, literary materials, which form the core of literature classes, should be presented with these aspects in mind, and particular attention should be paid to segments that directly relate to the student's daily life when working with them.

Working with the text of a piece and mastering the artistic text is an intricate process in its own right. A critical factor in this process is the specific emotional and cognitive activity that emerges in late adolescence. Thus, the artistic work presented to students of this age for learning, with its content, character behaviour, plot development, and artistic nature, should provide a foundation for students to express their thoughts within their own understanding and engage in free discussion. Educational materials that have a wide content scope, but are not immediately apparent, and "guide" the student, facilitate their comprehension of the literary text.

Works that portray genuine human qualities, feelings of responsibility, that depict individuals and the complexities of life, that vary according to genre and writing style, and that reflect the national values of

diverse cultures, play an important role in shaping a student's spirituality.

A deep understanding of a work of art wholly depends on comprehending it and engaging in conscious reading. As a result, students have the opportunity to think critically and draw conclusions about societal relations, thereby equipping themselves to resolve potential problems they may encounter in life. This process then fosters student creativity as a competence: students develop the skills to approach their work innovatively, find solutions to problematic situations, and make independent decisions. In this regard, it is crucial to present educational material to students appropriately.

The secret to fostering students' interest in reading works of art lies in the teacher's ability to organise collaboration with them. This approach allows the student to feel not as an object of education, but as an independent, freely acting individual—a participant. Sincere consultation with the student during the organisation of the educational process creates an opportunity for them to willingly partake in this process. The teacher's sincerity and respect towards the student inspires reciprocal respect, fostering voluntary participation in the educational process. Feelings of empathy and responsibility towards others can only be nurtured within the student by respecting them as an individual. The educator's humanistic approach should involve accepting the student as they are by nature, understanding their life circumstances and behavioural factors, and ensuring that their perspectives harmonise with the student's. This harmony greatly aids the process of exploring literary materials in literature classes that form important human values and promote a healthy attitude towards life.

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within their own understanding and engage in free discussion.

There is a significant difference between the language of Navoi's works and the current Uzbek literary language. Therefore, reading and comprehending the poet's work can be somewhat challenging for a school student. One of the factors creating a "chasm" between scholars and teachers in teaching Alisher Navoi's works to schoolchildren is the issue of teaching the prose interpretation of the works. While most teachers in practice argue that it is a major achievement if students understand the essence of the text, even if they master the prose interpretation, scholars contend that if the students' skills are adequate, they will not face difficulty, and a prose interpretation cannot truly represent high literature. Therefore, using Alisher Navoi's work "Mahbub ul Qulub" as a methodological aid in teaching sixth-grade literature is recommended (Yoldoshev Q., Kasimov B., Kadirov V. (2005).). It would be beneficial for children to utilise their experience of learning a foreign language to learn the Navoi language in classical literature. "The unique process of applying necessary knowledge, methodologies, and acquired experience to a new educational situation as the need arises fosters decision-making abilities in children" (Native literature. (1991)). Emphasis has been placed on the fact that providing educational material in task format encourages students to repeatedly refer back to the original text, and that this action is presented in a different form each time. "In addition to being demonstrative and organisationally perfect, achieving mastery in a lesson also requires students to enhance their independent activity and apply their theoretical knowledge in practice" (N. Eshanqul. (2014)).

The tasks provided below are intended for students who have read the prose interpretation of the article and should have familiarised themselves with it as homework. Some words have been omitted in the text and replaced by a line:

1. Insert the missing words into the text in place of the lines:

- (a) River
- (b) Blue
- (c) Soil
- (d) Garden
- (e) Mountain
- (f) Crown

Some archaic words (words that are not in use today but have contemporary synonyms) are highlighted in

a different colour. You are asked to place their synonyms in parentheses.

2. Identify the meaning of the highlighted words in the text from the given words, and write them in brackets:

Mockery, disreputable, young, frivolity, hard, heavy, battle.

In the next task, some words whose meaning can be deduced from the context of the text are listed and numbered. For example, a passenger ship (Umurov Z.). The word "anchor" should be there. Images are provided in the task. Based on the content of the text, you are asked to organise the pictures in order according to their numbers.

3. Number the pictures based on the text.

4. Match the metaphors for gentle and rude people:

Orchard

Rich mountain

Durable fabric

Expensive dress

Characteristic

Wind

Snake

Grass

Rock

Red mute

Assign each of the above to either 'Gentle nature' or 'Rude nature'. Through these exercises, the student revisits Navoi's work multiple times. They understand the text through their own investigation, and their interest is consequently piqued.

4 CONCLUSION

For the physical, mental, and intellectual development of a teenager, it is necessary to utilise educational materials that illuminate the essence of the literary text and encourage thinking and engagement in literature classes. When selecting educational material for literary education, consider the following:

- Gradually increase the complexity of questions and tasks;

- Ensure coherence between the questions, tasks, and the artistic text. That is, guide the student to express their opinion directly based on the artistic text when completing the questions and tasks;

- Encourage students to compare and contrast the characters of the work of art with themselves and their peers, and draw certain conclusions. Social comparison is a fundamental phenomenon in psychology that prompts independent thinking. Comparing oneself with the heroes of the work serves to evaluate one's own thoughts, abilities, and capabilities;
- Take into account the noted features of adolescence when presenting examples of works of art (excerpts from works are provided);
- Offering didactic tasks that highlight the writer's skill and the power of artistic words can increase the student's interest in literary education, thus positively influencing and educating the teenager. In addition, when working on literary materials at school, the teacher should sincerely believe in the capabilities of each student. The conviction that they will succeed in mastering literary works, alongside sincere, friendly communication and the desire for mutual understanding, can significantly enhance the teaching process. The impact becomes even more profound when it specifically pertains to the work of Navoi.

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