



# **THE USE OF INTERDISCIPLINARY INTEGRATION TECHNOLOGIES IN THE PROCESS OF LEARNING THE LIFE AND CREATIVITY OF ALISHER NAVOI AT THE STAGES OF THE EDUCATION SYSTEM**

Abdullayev Komiljon Abduganiyevich

Namangan State University Associate Professor of "Uzbek

Literary Studies", Candidate of Pedagogical Sciences

komiljon.abdullayev.1961@mail.ru

<b>ABSTRACT</b>	<b>KEY WORDS</b>
The article examines the use of interdisciplinary integration technologies in teaching the life and work of Alisher Navoi at the stages of the education system, shows the use of fine arts, music, information and communication technologies to increase the activity of students.	Alisher Navoi, continuity, membership, primary education, interdisciplinary integration, curriculum, pedagogical technology, "Word and picture", "Work in small groups", "Who is inventive?", "Free writing".

## **Introduction**

The unique embodiment of greatness and eternity, the owner of high talent, the thinker poet, scientist, our esteemed President I.A. Karimov, who described Mir Alisher Navoi as follows: "If we call this great personality a pioneer, then he is the pioneer of pioneers, if we call him a thinker, then he is the thinker of thinkers, if we call him a poet, then he is the king of poets" [2, 47], highlights the importance of our national treasure in achieving spiritual perfection and promoting self-awareness.

It is the sacred duty of us, the descendants of our great grandfather, to enjoy the secrets of this treasure and to make others enjoy it as well.

It would be appropriate for the young generation to benefit from these exemplary resources if it starts with the family, preschool educational institutions, general secondary education schools, and if continuity and integrity are ensured.

Teaching the works of great scholars, including Alisher Navoi, in the educational system, including in the primary and upper grades - to educate students with such beautiful qualities as incomparable spiritual wealth, talent, hard work, patriotism, dedication, honesty, humility, diligence, generosity, care, justice. it means to introduce, to form feelings of national pride in them.

In fact, we, as pedagogues, deeply feel that it is our main duty to convey the rich history and literary heritage of our great ancestors to the younger generation, and we would like to highlight the

expediency of starting its systematic, continuous and organic teaching from the primary education process, and only then can we achieve the expected results.

If we observe the coverage of this problem on the example of the 3rd and 4th grade "Reading" textbooks of general secondary schools, we can witness that quite positive results have been achieved.

The proof of our opinion is that the above-mentioned textbooks include a number of instructive texts that tell about the life and work of great scholars such as Jaloliddin Manguberdi, Alisher Navoi, Abu Ali ibn Sina, Amir Temur, Zahiriddin Muhammad Babur, Pahlavon Mahmud, Abu Rayhan Beruni. In particular, Mirkarim Asim's "Jalaluddin Manguberdi", Oybek's "Child Alisher" (excerpt from a short story), Mirkarim Asim's "Young doctor", "Ibn Sina's Disciples", Boriboi Akhmedov's "A man who lived for his people, for his country" in the 3rd grade "Reading" textbook. ", the story of "Sahibgiron Baba Temur", "The wise man of the wise", "Friend of Navoi" by Abduqadir Hayitmetov, "Zahiriddin Muhammad Babur" by Khairiddin Sultan (excerpt from the work), "Sayilda" by Mirzo Karim, "Babur and Humayun" by Pirmkul Kadyrov (excerpt from the work) ) works; The story "Pahlavan and the poet" by Hamidjon Hamidov in the 4th grade "Reading" textbook, "Alisher's youth" (excerpt from the story) by Oybek, the narration "Sultan Mahmud and Beruni", the narration "Tanbeh" by Khondamir, Tursunboy Adashboyev's poems "Navoi Babam", "From its scent, language and taste" narrations are among them.

Separate lesson hours are allocated in the curricula and plans for the consistent teaching of the above-mentioned textbooks. We found it necessary to demonstrate the teaching of these texts on the basis of the technology of interdisciplinary integration of the topic "Alisher's youth" included in the 4th grade "Reading" subject plan.

For teaching this topic 2 hours are allocated in the curriculum, and it is appropriate to divide it as follows: work on the text - 1 hour, conversation about the passage "Alisher's youth" - 1 hour.

Small group members name the pictures as follows and give their opinions based on their plans:



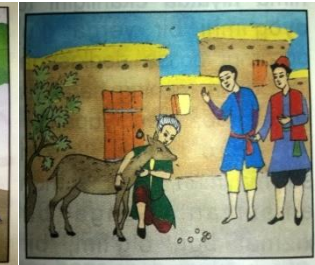
Picture 1



Picture 2



Picture 3



Picture 4

**Picture 1: Bowing to the teacher**

- Father's advice
- At school
- Teacher's trust

**Picture 2: On creation**

- clever childhood
- The first homsanavis
- Hymn of teachers

**Picture 3: Two friends**

- Alisher's best friend
- Loyalty to a friend
- Husayn Boykara's forgiveness

**Picture 4: A wonderful animal**

- Two friends
- A wonderful animal
- School is the best necessity

"Who is resourceful?" in the implementation of the method, the members of the small group were taught the life and work of Alisher Navoi in the 3rd and 4th grade "Reading" classes (Oybek's "Child Alisher" (excerpt from the story), Abduqodir Hayitmetov's "The Wise Man", "Navoi's Friend",

Oybek's "Alisher's youth"(Excerpt from the short story), the following excerpts, which serve to repeat the previous topics, are assigned to remember which characters' speeches are typical and to interpret them:

"Domullo is a respectable person. Respectfully greet and kiss his hand!", "Borakallo, have you come to study? Balli, my son!", "... the flesh is yours, the bones are ours", "May you become Alisher Mullah!"; "You don't care about the language - you don't pay attention to the hand", "Who taught you one letter on the path of truth, with pain, and the truth is with a hundred treasures", "A scholar who learned what he didn't know by asking"; "The poet loves him very much, considers him a dear friend and confidant", "he informed that... he had committed a sin", "... let me wear a short dress like the one given to ... and walk around the street with my friend"; "I let the birds walk, I see each other...", "Look, see the dance of the pigeons!", "The boy is not a slob, let him protect him from the prying eyes!", "A learned man will not be despised."

Based on the impressions of the studied texts and personal opinion (in accordance with the "Free writing" method), the students are asked to write "The teacher is as great as your father", "Why do we honor Alisher Navoi?", "True friend", "Let's protect nature!" assigns a homework to create a text based on one of the topics. The life and work of Alisher Navoi will continue to be studied consistently in grades 5-11 of the general secondary school. For this purpose, lesson hours are allocated in the curriculum as follows: in the 5th grade the story "Curveness and Straightness" from the epic "Hayratul-Abror" - 3 hours, in the 6th grade an excerpt from "Mahbubul Kulub" - 4 hours, in the 7th grade from the epic "Sabai Sayyor" the story of the stranger from the fifth climate - 3 hours, in the 8th grade rubai, examples of ghazals - 4 hours, in the 9th grade the epic "Farhad and Shirin" - 10 hours, in the 10th grade the poet in memory of his contemporaries, lyrics: ghazal, rubai, continents analysis - 6 hours, his life and work in the 11th grade, "Saddi Iskandarii" saga - 4 hours. Academic Lyceum II, III semesters: poet's life and work - 2 hours, lyrics - 2 hours, epic works - 2 hours, "Hayratul-Abror" epic - 2 hours, "Farhod and Shirin" epic - 2 hours, "Layli and Majnun" " saga - 2 hours, "Sabai Sayyor" saga - 2 hours, "Saddi Iskandari" saga - 2 hours

Since we are conducting research on a comprehensive and interesting issue such as the use of interdisciplinary integration technologies in the literary education process, in the process of teaching Alisher Navoi's life and work in the 5-11th grades of education, history, visual arts, music, historical and artistic works are based on new pedagogical technologies. We are witnessing that the use of such types as "CASE - STUDY", "Cluster", "BBB", "Free writing", seminar, conference, discussion, meeting, complex, online, video lesson gives the opportunity to achieve the expected results.

When talking about the period in which the poet lived, introductory lessons, work on the text, analysis of a literary work, work on a particular symbol, in the final training processes, materials from the history of Uzbekistan, historical and artistic sources (Khondamir's "Makorimul Akhlaq", Zayniddin Vasifi's "Badoe'ul Waqoe", Davlatshah Samarkandi's " Tazkiratush Shuaro", Oibek's "Navoi", Amon Mukhtar's "Navoi and artist Abulkhayr") and examples of visual art, modern technical tools: information and communication technologies, videotapes, Internet messages will be appropriate.

In the analysis of the text of lyrical works, it is appropriate to refer to music more when revealing the spiritual world of a literary character.

In the process of organizing extracurricular events dedicated to the study of Alisher Navoi's life and work (literary week in cooperation with teachers of various subjects, literary evening, discussion, meeting, conference, question-and-answer session), the materials of the history of Uzbekistan,

historical and artistic sources, works of visual art and music are combined. use, establishing cooperation of teachers of different subjects gives effective results.

If we refer to the concrete evidence: "The nightingale with Alisher", "The power of the point", "Ant", "The bird that built a nest in the tent" are included in the collection "If people, then Navoi... (narrations about Hazrat Mir Alisher Navoi)" [4, 160]. From stories like "Cut one, plant ten", "Bring the best smell in the world", "Humility"; "Original school", "Both disciple and master", "Navoi - builder", "Last moments" included in Izzat Sultan's collection "Navoi's heart notebook" [3, 376]; "Meeting in Taft City", "Poetry Debate", "End of Life" in Aziz Kayumov's book "Alisher Navoi" [5, 160]; Based on the topic, purpose, and task of the lesson, extracurricular activity from the sources selected from the collection of "Wise stories and characteristic proverbs" [6, 520]. It is natural that its appropriate and moderate use serves as a basis for the expected results, and ensures that the training and event are conducted in an interesting, meaningful, and effective manner.

Based on our many years of experience and observations, we can make the following conclusions: in the process of teaching Alisher Navoi's life and work on the basis of continuity and coherence in the literature classes of all educational levels, the use of interdisciplinary integration technologies in the course of lessons and extracurricular activities and the establishment of cooperation of teachers of different subjects in this: it helps to acquire the necessary knowledge, skills, indicated in the Standards of Governmental Education; helps to understand the studied materials more fully and deeply; encourages to think, to work creatively; ensures the quality and efficiency of the lesson, develops oral and written speech, develops the skills of independent and creative work; enriches, consolidates, summarizes students' knowledge; develops thinking, imagination, worldview, increases interests; expands the spiritual outlook, cultivates feelings of love for art and the Motherland; increases interest in literature and life, respect and imitation of great scholars, in particular, our great grandfather Alisher Navoi; serves to educate in the spirit of patriotism, humanitarianism, respect for our national traditions and values, pride.

## References:

1. Mirziyoev Sh.M. Important tasks for raising the morale of young people and meaningful organization of their free time were determined. The speech of the President of the Republic of Uzbekistan Sh.M. Mirziyoev at the meeting of the video-selector on March 19, 2019 // *Xalq sozi*, March 20, 2019.
2. Karimov I. High spirituality is an irresistible force. - T.: Ma'naviyat, 2008. - B. 47.
3. Sultan, Izzat. Navoi's soul notebook: the life and work of the great poet in the image of himself and his contemporaries / I. Sultan; Responsible editor Naim Karimov. - 3rd updated and revised edition. - Tashkent: Publishing house named after Gafur Ghulam, 2010. - 376 p.
4. If people, then Navoi... (narratives about Hazrat Mir Alisher Navoiy) // collected and prepared for publication by M. Joraev; // Artist L. Ibragimov - T.: Cholpon, 1991. - 160p.
5. Kayumov Aziz. Alisher Navoi (films about the poet's life and work). - Tashkent, 1976. - 160p.
6. Instructive stories and characteristic sayings. Preparers for publication: A. Tilavov, I. Saydullaev. - Tashkent: Sano-standard, 2016. - 520p.