



STUDYING WORKS ON HISTORICAL TOPICS IN STUDY LESSONS

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ABSTRACT	KEY WORDS
In this article, the methodology of studying historical works in reading classes is studied, and information is given about the innovative technologies used in the course of the lesson.	reading lessons, historical works, story, myth, Jalaluddin Manguberdi, innovative technologies.

Introduction

The native language and literature of any nation is the basis of its national spirit and identity, cultural and educational world, national idea. Our enlightened grandfather Abdulla Avloni said, "The mirror of every nation's existence is its language and literature. His wise words, "To lose the national language is to lose the soul of the nation" clearly confirm this opinion. As our honorable first president has emphasized: "It should be clear to all of us that wherever carelessness and indifference reigns, when the most urgent issues are left to arbitrariness, that is where spirituality becomes the weakest and weakest point. And on the contrary, where vigilance and enthusiasm, high intelligence and thinking reign, there spirituality becomes a powerful force.

It is natural to emphasize that the ancient Turkic language contributed to the all-round development of the Uzbek language and literature and its emergence as a literary language. In this regard, it should be noted that the service and legacy of such figures of science and literature as Mahmud Kashgari, Yusuf Khos Hajib, Ahmad Yugnaki, Atoi, Sakkoki, and Lutfiy have taken an important place.

Many of our ancestors fought valiantly against the enemies and showed heroism in order for our beautiful country to reach today's bright days. including They left an indelible mark in the hearts of our people with their heroism. To inculcate in the minds of the next generation that we are the descendants of such great ancestors, to be a generation worthy of such great ancestors, as well as the heroic deeds of our great ancestors, the spiritual wealth they left us and their courage, bravery, patriotism and similar human qualities. In order to awaken infinite feelings of pride in the hearts of the generation, the respect shown to our ancestors by every patriot in our country serves to ensure that the work done by our great ancestors does not go to waste and perpetuate their name. For example, films are being made that tell the story of the life of our great ancestors, songs and tunes are being played in praise of their bravery, streets and alleys are being named after them in order to perpetuate their name, and high titles and badges are also being named after our patriotic ancestors.

In order to educate the young generation in the spirit of respect for their ancestors, elementary school textbooks contain many stories praising the life, bravery and heroism of our great ancestors. In

particular, the story about the life of our great grandfather Jaloliddin Munguberdi has its place in the 3rd grade textbook. This story was written by the great writer Mirkarim Asim, and it briefly tells about the irreconcilable battles between our great ancestor and Genghis Khan. During the story, in these uncompromising battles, sometimes Prince Jalaluddin wins, and sometimes Genghis Khan wins. In the story, the writer, in the person of Jalaluddin Manguberdi, embodies the patriotism, patriotism, courage, and honor of every Uzbek young man, and at the end of the story, even Genghis Khan admires the bravery of Jalaluddin, who was considered his enemy, and tells the soldiers that they should follow his example, who read this story the feelings of pride for the ancestors are kindled in the heart of every student, the respect for them increases in the soul.

The stories about the ancestors, who were able to surprise even the enemy with their bravery, have a positive effect on the moral, cultural and world outlook of the students. Of course, the services of our great writers like Mirkarim Asim are incomparable.

Topic: "Jalaluddin Manguberdi" story (Mirkarim Osim)

The Purpose of the Lesson:

Educational: introducing the content of the story, developing skills to work on the text.

TK 2: make students work with the textbook in each lesson, explain the purpose of learning the story.

FT 1: Developing students' speech by reading and telling a story.

Education: teaching students to love and protect the motherland and educate them in the spirit of humanity.

Developer:

TK 2: Development of students' creative thinking abilities, working on vocabulary, conscious and expressive reading skills.

Type of lesson: Forming new concepts and knowledge.

Teaching methods; Conversation, question and answer.

Lesson equipment: pictures on the topic, handouts, multimedia applications.

The course of the lesson:

I. Organizational part:

Greetings

Attendance determination

Prepare students for the lesson

II. Asking for homework and strengthening the subject

"Tashkent" text, the content of the text is re-narrated in the "Continue" method. Based on the text, the city is defined by the method of "branching".

There will be a quick question and answer session about the text.

- How did the word "Tashkent" appear?

- What gates were built in the city?

- With which cities did the city of Tashkent trade the most?

III. Explaining a New Topic.

- Today we will introduce you to Mirkarim Asim's story "J Manguberdi" (the teacher will give brief information about the author).

The text of the story is read expressively by the teacher. The content of the text will be explained. Questions and answers will be held based on the text.

- Who is the story about?
- What trick did Genghis Khan use?
- What did Jalaluddin do?
- Why did Genghis Khan stop the soldiers that Jalaluddin wanted to chase?
- Which event in the story excites you?
- Jalaluddin ran away and how did he die?

The teacher fills in the answers and an educational summary is issued. Vocabulary work is conducted on unfamiliar words in the story.

Vocabulary work: Jayhun is the old name of Amudarya

A dispute is a disagreement, a small quarrel

The beach is the coast

A video about J. Manguberdi will be shown.

A minute of rest will be held.

IV. Consolidation of a New Topic

Working with the textbook: the story is taught to students in turn, using the "resume" method, students are given the task of describing the characters of the story:

Jalaluddin: Chingizkhan:

brave, brave villain

turn to patriotic wealth

loyal trickster

proud namer

Using the "domino" method, the teacher tells the students one word from the story, and the students have to find and say the word that starts with the last sound of the word in this text.

V. Concluding the lesson and evaluating the students.

Students are asked the following questions in order to strengthen their knowledge, skills, and abilities on a new topic.

- What did you learn about the subject in the lesson?
- did you like the story?
- What conclusion did you draw after reading the story?

Students' answers are filled in, summarized and the lesson ends.

During the lesson, the scores of the group that participated actively will be announced and encouraged. Students' activities in groups are analyzed and evaluated.

Vi. Homework Assignment

Reading the story and preparing to retell its content is given as homework.

Of course, studying works on historical topics firstly allows to connect history and the future in the child's mind. Also, warm impressions of the bravery of our great ancestors who lived before us will appear in the child's heart.

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