

## METHODS OF IMPROVING STUDENTS' SPIRITUAL AND MORAL QUALITIES (IN THE EXAMPLE OF ABDULLA QADIRI'S NOVEL "MEKHROBDAN CHAYON")

**Maftuna Hasan kizi Khidirova**

Teacher, Jizzakh State Pedagogical University

### ABSTRACT

This article is devoted to the study of the role of literary works, in particular, the novel "Mehrobdan Chayan" by Abdulla Qadiri, in improving the moral and moral qualities of students in the 7th grade of general education schools. In the article, the work of art is studied and analyzed based on the reader's receptiveness and the laws of artistic thinking. For this purpose, recommendations are given regarding the use of convenient methods in teaching the characters of the novel "MEKHROBDAN CHAYON". In the course of the lesson, to determine the peculiarities of the fable, plot and composition of the novel and to determine the aesthetic need that caused these peculiarities, to study their national roots, to determine the path taken by the writer in depicting the social environment, and to determine the main aspects of the author's speech, his the focus is on showing the way to understand the events and environment. As a result, it has been shown that teaching on the basis of new pedagogical technologies gives effective results.

**Keywords:** Traditional, non-traditional, educational, educational, developmental, "Brainstorming", "Networking", discussion, "Challenge of Leaders", summarizing

### INTRODUCTION

Due to the great possibilities of school literary education in the formation of moral values, since the day of independence, the main attention was focused on using its effective methods. Answering the questions of the correspondent of "Turkiston" newspaper, the first President I. A. Karimov spoke about the harmony between the spiritual and cultural values of the Uzbek people and other peoples of the world, and said that they cannot be contradicted. "It is necessary to creatively study universal values and apply them to our land. At the same time, it is necessary to preserve and promote our national identity, our traditions that have passed the test of centuries, and our life principles such as always living with faith" [2;304].

## LITERATURE ANALYSIS AND METHODS

Inculcating the spiritual heritage of our ancestors, who made an unparalleled contribution to the development of world science and culture, to the students who are the future of independent Uzbekistan is one of the urgent issues of today. It is more up to literature to do this. That's why "The main goal of teaching literature in school is healthy, religious, understanding of other people's feelings, sharp emotions, high taste, moral integrity, intellectually mature, responsible for their actions. It is the formation of the spiritual world of a perfect person who can be ul", it is specially emphasized in the "Literature" curriculum of general secondary education" [5; 166]. Abdulla Qadiri's novel "Scorpion from the Altar" plays an incomparable role in shaping the spiritual world of a perfect person.

Excerpts from Abdulla Qadiri's novel "The Scorpion from the Altar" are taught in the 7th grade. Passing the novel "Scorpion from the Altar" is planned for three hours, and in the first hour, brief information about the history of the creation of the novel "Scorpion from the Altar" and about the positive and negative images in it will be given. In the second hour, the content of the novel will be delivered to the readers in its entirety, an excerpt from the novel "A Scary Courage".

## RESULTS AND DISCUSSION

At school, the work of art is studied and analyzed based on the student's receptiveness and the laws of artistic thinking. For this, first of all, the reader should be fully familiar with the passages from the novel.

After that, the following aspects of the novel "The Scorpion from the Altar" will be studied by the students:

- to determine the peculiarities of the fable, plot and composition of the novel;
- determining the aesthetic need that gave rise to these peculiarities, researching their national roots;
- to determine the path taken by the writer in describing the social environment;
- defining the main aspects of the author's speech, showing the way to understand the events and the environment;
- to reveal the national color of your writers, the skill of creating an environment through the peculiarities of the speech of the characters;
- characterizing characters and events.

It is very important to draw up a synopsis based on a certain plan regarding the scientific methodical foundations of the subject. Creating a lesson outline is important in the educational process. Below we will try to show an example:

"Today we will start with you the life and work of our beloved writer Abdulla Qadiri. Even before starting the novel Mehrobdan Chayan, he visited Kokan several times, got to know the khan's palaces, inspected the houses and streets. He tries to collect specific materials by talking to the people there.

Most of the information about the harem is recorded by my mother Razia, one of Khudoyar Khan's beloved wives. (names are written one by one on the board).

If we talk about the characters in the work, most of them are people who lived and met the writer. Habibullah Qadiri's work "About my father" states the following:

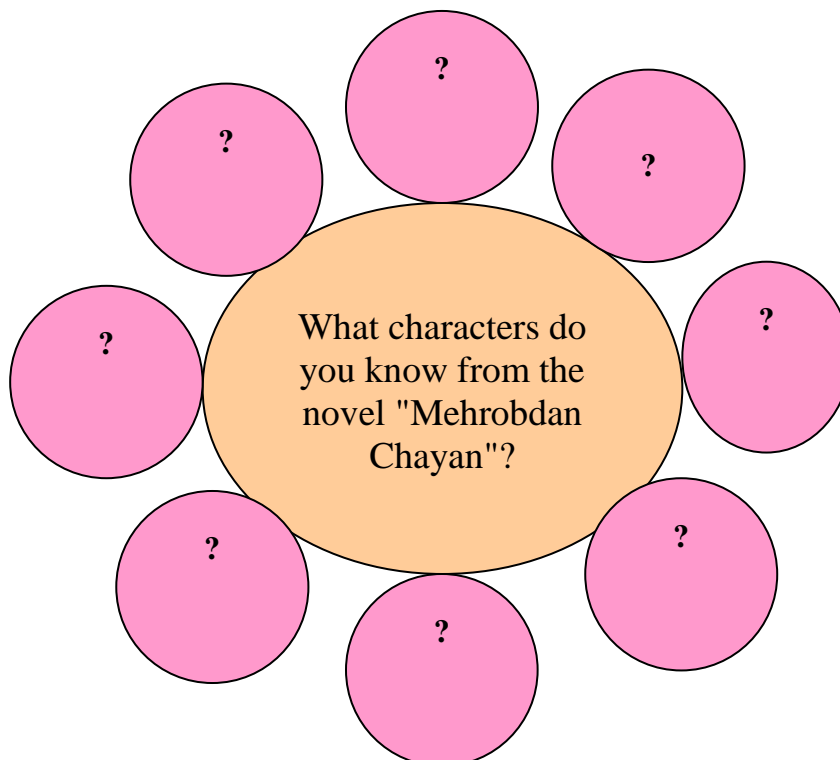
One day my aunt Khosiat said:

- Abdullah revealed the secret of Tolagan's success in "Mehrabdan Chayan".

Of course, this was not said for nothing, because Abdullah had a friend named Tolagan. Tolagan stayed and studied in Bukhara for ten years. Tashkent was heard about how he was studying and what he was doing. Finally, after completing his studies, he returns to Tashkent and becomes an imam in some neighborhood: 1) If we refer to these facts, the image of Mullah Abdurahman is the same person [6; 125]. In addition, after collecting material for the work, the writer spent several months, sometimes crying, thinking about how to start organizing them.

I prepared to write "MEKHROBDAN CHAYON". Everything is a throne: the form of the novel, the characters, events, how the work ends, pass in circles before my eyes. But the question of where to start and how to enter the circle bothered me. One day I had a dream that Mahmoud came out of the mosque carrying meat and onions and beckoned me to him from afar and showed them to me. I woke up. Because the end of the story was determined by the beginning of the novel,[6;125] - said the writer himself. Thus, this work was written in 1928 and presented to readers in 1929."

After conveying this information, the teacher can directly talk about the characters of the novel. In this case, it is advisable to use the cluster method:



In particular, it would be expedient for the teacher to focus on the characters of Anvar and Rana, who are the main characters of the work, and try to reveal them more clearly.

The teacher should provide as much information as possible about the characters of the negative characters Khudoyor Khan, Abdurakhman Domla, Shakhodat Mufti, Qananshakh Mirza, their vices and impurities in the novel.

We think that the teacher should tell the students about the language and artistic features of the novel that the language of the novel is really rich, colorful, simple, expressive, and understandable to the public. At the same time, it would be nice to show a small video clip from the movie based on the novel.

Now, we believe that the teacher himself can complete the previous lesson with the following questions. So, after the topic has been explained, the following questions can be asked to strengthen it:

What do you know about the period when the novel "MEKHROBDAN CHAYON" was created? .

What is the ideological content of the theme of the novel "MEKHROBDAN CHAYON")

What do you think about the character of Mulla Abdurrahman?

What motivated the writer when he could not start the novel "MEKHROBDAN CHAYON"?

What qualities are more revealed in Khudoyar Khan's speech?

What was revealed in Salikh Makhdum's speech?

Talk about the skill of the writer in creating the characters of Anwar and Rana.

Describe the characters of Anwar and Rana.

Your opinion about the negative characters in the novel.

Language and artistic features of the novel.

Have you ever seen a movie based on a novel, what impression did the characters make on you?

Homework: Students can independently plan and write an essay based on the novel "MEKHROBDAN CHAYON" on the topic "The novel "The "MEKHROBDAN CHAYON" is my favorite work".

Teaching students to think freely and lead them to independent reading is of particular importance in the educational system. Analytical skills are improved by recommending students to independently read works of art.

To prepare the student for independent reading, to perceive the literary aesthetic features of the works he has read, the content of the events described in them, to think about them, to draw certain conclusions; work on the text and independent analysis of works of art are taught. It is emphasized that conducting conversations about the works of art recommended for independent reading in the curriculum, organizing debate classes, and creating opportunities for the active participation of students in the readers' conference will also apply in the next stages of education. .

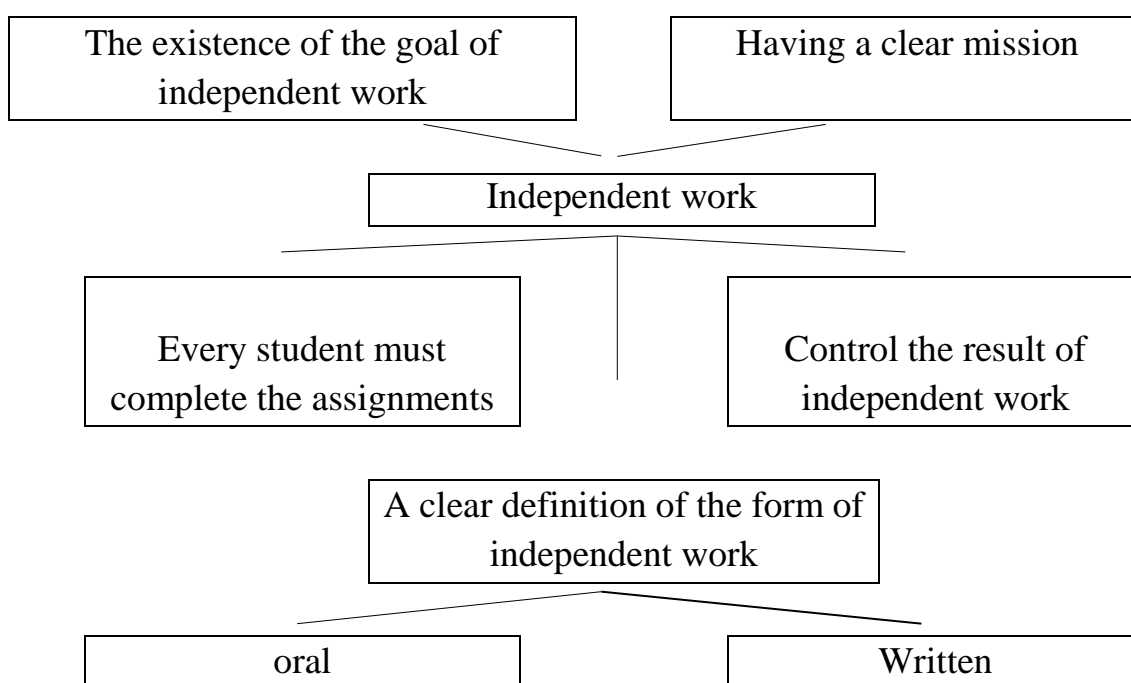
In the literary education of general education schools, it is of particular importance to recommend, along with the works shown in the program, artistic works that have become a major event in the literary life of today and have caused controversy.

If the concepts of "independent work", "independent cognitive activity", "educational tasks" of students are clearly delimited, then the form of independent work is didactically justified, and educational tasks are viewed as a tool that organizes independent cognitive activity of schoolchildren. will be correct. Considering the three concepts in this way allows for a comprehensive review of each of the didactic, psychological, and organizational aspects of the problem. It helps methodologists and teachers to organize and evaluate the pedagogical idea, the character of students' activities and their

independent work in each specific case. The description of independent works is reflected in Table 1.

In order to express the essence of freelance work, it is very important to define what the concept of freelance work is. Broadly defined, any activity of the student (including listening to the teacher's explanation, reading the textbook, answering any questions) is an independent activity. can also be associated with amateur activities. The difference between them has been thoroughly analyzed by scientists. Its main features are: a) lack of support from the teacher; b) students' understanding of the purpose of the work; c) acquire new knowledge; g) creative processing of knowledge and so on.

### Description of independent works



A somewhat clear and complete definition in this regard belongs to the stylist S. Matjonov [3; 297]. The student's independence is manifested in the need to think independently, that is, the ability to create a new situation in the educational process, for example, to receive an assignment and find a way to solve it. He is characterized by a certain level of critical ability, the ability to express his personal point of view. In a number of works of many psychologists and didacts, it is noted that there is a close relationship between the connection of independence and creative thinking in students' cognitive activities. Methodist historians themselves emphasize that there is a clear "difference" between the delivery of ready-made knowledge and the independent work of students.

Based on the above-mentioned opinions, the following conclusions can be drawn:

1. The basis of independent work can be understood as the productive activity of students aimed at processing certain facts, acquiring new knowledge, and solving problems creatively. The description of independent works is reflected in Table 1. Therefore, it does not include simple perception and recall of ready-made knowledge (including reading and reciting the above-mentioned topic).

2. Studying and mastering the period of national-liberation movements in Turkestan in the subject "History of Uzbekistan" is difficult even in the process of independent work by students. The reason, as mentioned, is that the historical process itself is very interesting and has many documents, so the reader can learn it quickly. Moreover, methodological literature is not enough. Therefore, it is planned to gradually master analytical materials recommended by the teacher.

3. Independent work topics related to the "History of Uzbekistan" become important and their mastery is carried out through teacher-student cooperation.

Doctor of Pedagogical Sciences K. Husanboyeva defined independent thinking as follows in her monograph "Basics of Teaching Independent Thinking in Literary Education" focused on researching the problem of teaching students to think independently: "Independent thinking is a problem facing a person. It is a mental activity that consists of solving independently at the level of one's intellectual capabilities, relying on one's knowledge and life experiences, with the help of various ways, methods, tools, setting goals and tasks" [7;9].

The responsibility of today's literary education is to make the child's personality the main value, to ensure the priority of the formation of spirituality, to teach independent thinking, to motivate the child to act in order to acquire knowledge and education, to make him feel the taste of discovery, in the process of literary education achieving the dominance of pedagogical cooperation; The scientist elaborated in his research that there are important tasks, such as getting to see the heroes of the works as living people, not as representatives of ideas.

So, at school, the work is studied and analyzed based on the laws of reception and artistic thinking of the student. Of course, in the last lesson, the students had the necessary information about the novel "The Scorpion from the Altar". Some of the information they need to know is:

Historical events reflected in the novel;

Struggle between forces in conflict with each other;

Heroes with good problems and their high human qualities, friendship and loyalty.

Images with negative characteristics and non-human characteristics characteristic of them.

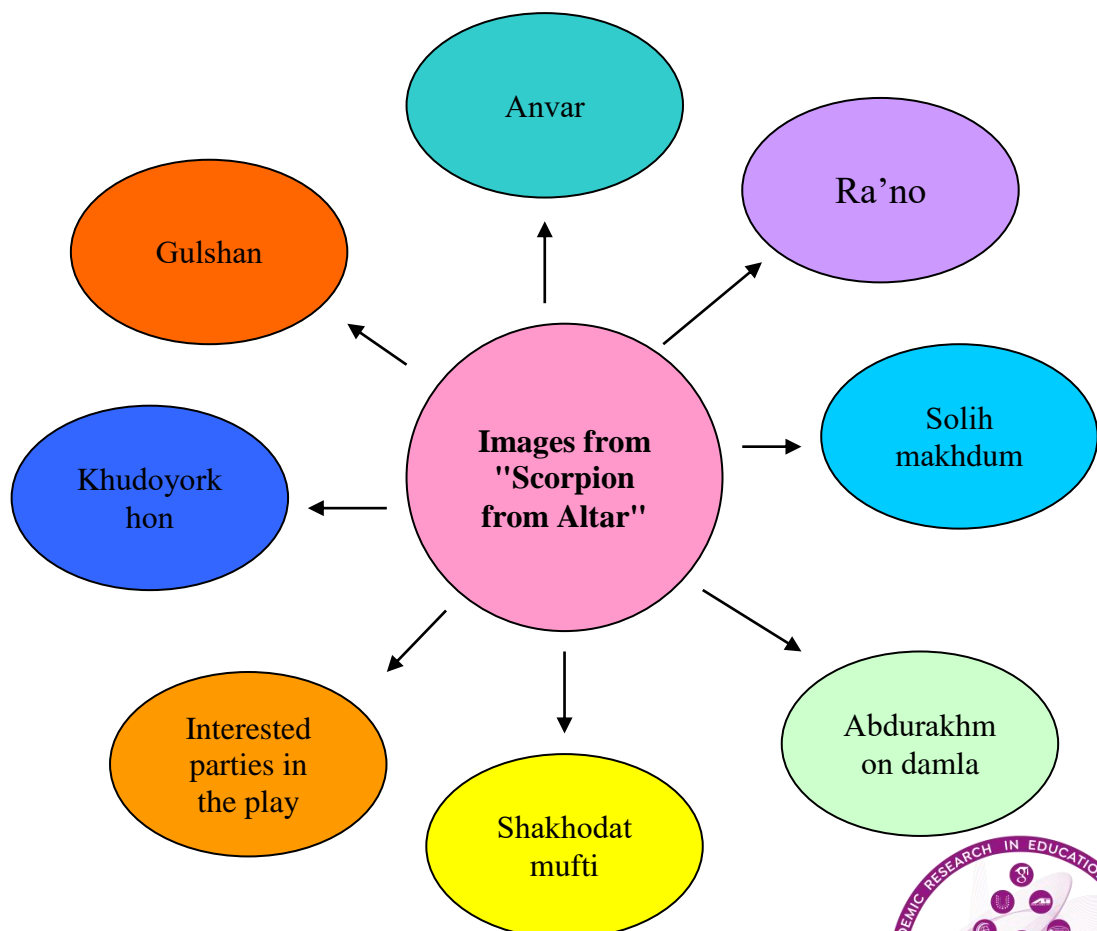
At this point, it should be said that the student's personal opinion, that is, teaching him to think, should be in the first place.

The teacher can read the following information told by Abdulla Qadiri himself to help the students to concentrate their thoughts:

"The theme of the novel is that Khudoyor Khan, the next representative of the officials of Turkestan, sacrifices the masses of peasants and the small class of artisans and craftspeople in the way of his desire, appropriates the women of the country as he wants, and mercilessly punishes those who oppose him, whoever he wants." [1; 109].

In the novel, Abdulla Qadiri reflects the conflict between two opposing forces, exposes the inner and outer appearance and moral corruption of Khudoyar Khan and his emirs and officials. At this point, students are asked to give examples of these places from the novel.

**They describe the characters of the novel "MEKHROBDAN CHAYON") using the "branching" method.**





Readers will focus on the individual characteristics of each character.

At this point, it is necessary to pay attention to the fact that the skill of the writer is revealed in the image of each character he describes. In particular, the image of Anvar and Abdurrahman, the teacher, or Anvar and Khudoyor Khan can be interpreted and analyzed together with the students.

## CONCLUSION

In the writer's work, Abdurrahman summed up the evil qualities of mischievous and evil-minded people in Domla, and embodied him as a real scorpion that comes out of the mihrab, which inflicts calamities on the heads of pure-hearted people and delights in causing them to die. When we read the novel, it is based on convincing evidence that officials with abominable intentions, such as Abdurrahman, Shahodat Mufti, and Kalonshah, together with religious people, will not stop at any mischief to realize their evil and dark intentions.

It is also necessary to dwell on the characters of the main characters of the novel, Anwar and Rana. Because, at first glance, these heroes are reminiscent of romantic heroes, these heroes are intelligent, loyal to their friends, and their courage in the path of justice is deeply logically based by the writer. Of course, the fact that they went to school and received deep knowledge can be an example of this. At this point, one more thing should be acknowledged, when we see the writer in the novel, the subtle poet in the poetic scenes, it gives the readers aesthetic pleasure compared to the heroes, and we draw the attention of the readers that it is the skill of the writer.

In general, we think that in the independent reading lesson, it is important that the students fully open their thoughts about the novel. For this reason, teachers should pay great attention to these lessons.

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