



The Study Of Poems Of Abdulla Avlani In Primary Classes

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ABSTRACT

in this article, Abdulla Avlani's views on the development of modern science as a great thinker, scientist and educator as a harmonious person, as well as the importance of modern science in their time, are currently emphasized to study such importance, pedagogical views of a mature teacher and to pay attention to its role and actual importance in the education of today's.

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Introduction

Abdulla Avlani's textbook "Turkish Gulistan or morality " deserves respect in this sense. He was a moral and educational work, first created and applied Abdulla Avlani in the Uzbek language at the beginning of the 20th century. The main thing is that in this pedagogical treatise there is a separate article with the title "Love The Motherland", which is now listed in the 3-th grade reading book. In it, The Motherland is described as follows: "the city and country in which each person was born is his homeland. Everyone sees his native, grown-up land more than his soul. Even animals. If any animal loses its homeland-sleep, it does not live as comfortably as it did on its land [9].

Avlani approaches the subject from a purely pedagogical point of view. The description given to the motherland is suitable for the minds of students of small age and compact. And for the purpose of further clarifying this concept, it fundamentally cites the instinct inherent in animals as an example. Let's say that the dog can not easily adapt to the second apartment, if we get a yo cat from one yard, which he

gave birth to himself and learned to his people. Either he will run away, or, as before to the new owners, will not behave and show loyalty. Since this situation is also characteristic of children, the pedagogical writer Abdulla Avlani used a reasonable analogy to define “pammak”—an unknown concept. After that, the poet moves to the main provision: “We, the turkistans, love our homeland. The Arabs also see Arabian lands, sand, hot steppes, their land from other lands. If they did not love, they would leave their homeland. Our grandfathers say: "become a gado in your own land until you become a sultan in your own land."”

Materials And Methods

Apparently, roppa-rosa's dreams about her sons, mother-birthplace, which a century ago jadid ADIBS and teachers with great dedication stressed to the younger generation, came true only in the years of independence. Also mentioned in their textbooks, which they wrote for their jadidid schools, is the subject-mundarija sync to today's reading books. In particular, this tradition and harmony are observed more closely in text-articles, poems, stories dedicated to the mother - local tyrant.

The new generation of primary-class reading books is aimed at educating young souls in the spirit of the best human qualities. After all, the texts and articles published in them, literary and artistic works are created out of the hearts of the authors, each example of creativity should serve these great purposes, the little ones should form feelings of love for the soil in which the blood of Cindic was shed, born and raised by himself in the heart. Consequently, the topic of primary school reading books is extremely extensive. First of all, he is the leader of patriotism, the history of our homeland, the heroism of great ancestors, the embodiment created by the kindness of hardworking peasant craftsmen. It is also one of the themes that occupies a special place to glorify, honor the dignity of the native language, which is one of the most basic signs of the nation. It is worth noting that the most valuable topic for any creative person is mother – birthplace, Native Land, native language. The main purpose of creating works on this topic is to educate the growing younger generation in the spirit of love and devotion to the mother-and-stepmother, mother-tongue, memory of the fathers, forming in their hearts feelings of becoming a worthy generation, children.

Consequently, thanks to the independence of this subject, a wide range of reading books from the primary classes is a necessity for the BAIAs it turned out, in each class of the mother-land melody is interpreted in different directions. In particular, in the section “native single, Homeland single” in the 3rd grade reading book is initially given state symbols. After the students have a profound knowledge of the flag and emblem, they will get acquainted with the text of Abdulla Avlani's “love the land” (we analyzed it above), and then, through texts such as “the land is eternal” (Khurshid Davron), “mother - Birthplace ”(S.Hamidova), “pride in our land”(Asror Mumin), which are more widely interpreted, “what is Birthplace himself?”, the essence of the question will reach a solution. Because, in such texts, each concept is revealed in colorful ways.

Already in the elementary school reading books, the history of Mother-Land, stories about great personalities, the colorful polishing of the themes of love for Mother-Motherland in genres is not a completely new phenomenon, but a testimony to the revival of tradition by specific principles. It is not surprising, of course. Abdulla Avlani with her taste, who robbed her homeland, preserves her as her mother, as a child, shows loyalty, gives her every noble work.

In the organization of generalizing classes in the 1st Class reading classes A. It is desirable that the avlonian tales were widely used. In particular, in the 1st Class reading book of Amala, the stories of the poet and writer "being", "mother with a beard", "goose with a boast" are given. It is worthwhile to consider some of them.

BEING

One day, when two children were playing on the street, they found one nut.

One said, "I'll see you first."

The second quot; No brother I will take. I got men off the ground, " he said.

Ikkalasi quarreled. "O lights, do not rush, do not rob, when a guy came. I'll give you a better distribution." He took the nuts from the hands of the children and divided them into two. He gave one pellet to the first child, the second pellet to the second child. "Here's the continuation to the one that's left," he said. The walnut kernels were put in his mouth and left. And the children were surprised to catch a crumb of walnuts.

The following questions can be asked to readers about this story: 1. What did the children Rob ?

2. How did the guy give nuts ?

3. What if it does not satisfy the little ?

In the first classes, a total of 9 hours are allocated to teach the section " husn to a decent person". This section is intended for the fourth quarter. He 15-, 16-, 17-, 18-, 19-, 20-, 21-, 22-, 23- includes lessons. According to the teacher's calendar plan, the lessons will be the last 10 days of April and the first 5 days of May. By this period, children will have learned to build up some skills in school.

According to the plan, the topics were planned as follows.

1. Narrated by "decency".
2. "Sun and decency" P.Mo min poem.
3. Poem of Alexander Rahman "advice".
4. "Greedy mouse" is a fairy tale.
5. "Taksim" Abdulla Avlani.
6. "What is peace" Umida Abduazimova
7. "Beautiful Hello" trip Barnoev
8. Repeat on the section surface.
9. M.S.N.Y.I. -7 " beautiful greetings"

In the organization of these lessons, we divided poetic works into separate, prose works separately, proverbs and assignments into separate groups. To do this, we took advantage of the questions and assignments given to them. On separate fields, pictures and texts related to all topics are placed. So we use the method of drawing and text on it.

The game" who is enthusiastic " is organized. The class is divided into 4 groups, each group is named separately.

1. Rabbit.
2. Fish.
3. Nightingale.

4. Swallow.

The rabbit group memorizes poetic works. The Bulbulcha group tells tales and finally the swallow group is one of the prose works S.Barnoiev's "beautiful salute", Abdulla Avlani's "Taksim", Mirmuhsin's "Butterfly" prose works are spoken about.

The teacher shows the children, that is, on the basis of the interest of the students, to them a variety of slides through the videorepektor available in the school.

1. To educate the students on independent thinking, the studied plan of the problem was determined.

2. In the study, pedagogical and psychological aspects of teaching children to independent thinking were defined.

3. The idea of independent thinking of students and its effectiveness in literature education was established.

4. The reading lessons showed the scientific methodological features of ensuring independent thinking.

5. Methods of effective use of instructional methods in teaching students independent thinking to literature education were investigated.

6. The role of problem education to educators was determined.

7. The problematic situation in the reading lessons was considered in search of scientific and practical ways.

8. The role and importance of methods and tools in ensuring the independence of thought are explained.

9. The role of independent thinking in shaping a healthy spirituality to students.

The basic and auxiliary systems of independent educational lessons are an important practice for the upbringing of a harmonious generation.

Well kids we found 32 words in a minute from the above five sounds. But in fact, even more words can be found. Find out that you are the winners of two groups in this game. A thank-you children's card is issued in two groups.

In general, first-graders are taught their literacy level, ability to memorize, speaking skills, the rules of correct pronunciation in a complex way by passing reading lessons.

The husn Department of etiquette to man is of great importance to students for the formation of qualities such as kindness, decency, intelligence, knowledge. Prose works differ from poetic works. Because he keeps in mind all his poetic works, especially narratives and fairy tales.

A. In passing this story of Avloni, it is planned to ask the following questions to the readers:

1. What did Saki come from school and said to his mother?

2. What did his mother do?

3. Why did the Saki food seem sweet? These questions are answered by the readers, of course, based on the above story. And also given under the text: "job appetite hungry, lazy escape from work" is given the proverb. The teacher can also ask additional creative questions to the students. everyone can tell their opinion about how they will help their mother after the lesson, what foods will be the most delicious. You can even say proverbs and poems about diligence and laziness.

The story of Abdulla Avlani "boasted goose " is also contained in the 1st Class reading book. This also fits exactly into the character of the little ones. He begins like this: a goose swam in the water and boasted to himself " " there is no bird as cunning as me to the world. I walk on the ground, I swim in the water, I fly in the air. One is that I have three different skills of my own." This word of the goose heard a frog saying: "Brother,you would not have been so proud. Because you can not swim like a fish, you can not fly like a lochind. Until Chala-chulpa knows the three skills, it is better to know one thoroughly,"he said.

The proverb "Chiranma goose, hunaring little" under the same text helpstirishga understand it.The fact that bragging is a knockout is explained by the text analysis that someone praises a good-natured child.

Conclusion

Avlonian discipline knows that human character is a nurturing, perfecting manb, and that it must always be observed: "discipline is said to do our prayers and works in a timely manner every one of them. If there was no discipline on earth, people would not be able to live a minute. The progress of each nation and the work of the talisman are tied to the conduct of time, order without derogation from the charter... because the affairs of those who do not follow Order and order are always uneven , they themselves are disoriented. But the works of those who carry out their work in order will pass on the ground, in peace and comfort."

In every vision and thought of Avloni there are ideas that lead a person to goodness and serve human qualities such as honesty, diligence, humility. Especially sincere feelings, such as the feeling of the land, loving it, living with its grief, enjoying its happiness, are evident in every prose and poetry written by the writer.

groups on the problem, the teacher will explain the reason for this.

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