

Studying Alisher Navoi's Life and Creation in General Secondary Schools - As a Social Pedagogical Problem

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The role of fiction is incomparable in the emergence of many social sciences and social spheres in the society, in their development and becoming one of the separate forms of social consciousness. Among the social sciences, the ancient and today leading fields of philosophy, pedagogy, philology, and even the beginning of the science of history are connected with literature. In addition, in the study, research and development of these fields, literature was directly referred to, and this is still the case and will continue. In particular, the close connection of pedagogy and literature, the closeness of the task has been recognized since the long past. If pedagogy researches the scientific and practical foundations of education and upbringing, one of the tasks of literature is its didactic function, that is, the task of imparting knowledge and moral-aesthetic education. In this sense, pedagogy and literature are inextricably linked with common goals and tasks, complement each other, and develop through interaction. Their interaction reflects an important trend of personal life related to understanding of a person from a pedagogical point of view, perception of pedagogical reality. Actions in this direction will be the basis for realizing the goal of raising a generation suitable for the national interests of the country.

One of the means of establishing national education and bringing out the results is books, reading, fiction. As mentioned above, fiction literature is similar to pedagogy in terms of its function, and on the other hand, as a kind of art, it is called to satisfy the spiritual needs of a person, which makes it the most basic, primary factor in this regard.

In a word, fiction prepares the ground for the formation of social intelligence. They also learn to evaluate the actions of others morally and aesthetically. Therefore, in our country, attention is being paid to fiction and book reading at the government level. At the national level, the President's decision, orders and other normative documents serve as the primary methodological basis in this regard. "Physically healthy, spiritually and intellectually developed" in the fifth paragraph entitled "Improvement of state policy on youth" of the fourth direction defined in the "Strategy of Actions for further development of the Republic of Uzbekistan" adopted by the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947, educating young people who are independent-minded, loyal to the Motherland, have a firm outlook on life, deepening democratic reforms and increasing their social activity in the process of developing civil society" are directly related to reading books and fiction. It is a well-known fact that such high moral qualities are brought up in the process of education by reading and learning the best works of national and world literature,

among other pedagogical activities.

As a historical document in this regard, the Decision of the President of the Republic of Uzbekistan "On the program of comprehensive measures to develop the system of publication and distribution of book products, increase and promote the culture of book reading and reading" can be said to be an important event in the social life of the country.

The decision of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to improve the system of translation and publication of the best examples of world literature into Uzbek and the masterpieces of Uzbek literature into foreign languages" is essentially to introduce young people and the nation as a whole to the world of books, and through this, to establish the inner education of a person. The documents announced by our country's president became a symbol of loyalty.

On March 19, 2019, the head of our state put forward five important initiatives on the basis of the new system of work in the social, spiritual and educational spheres related to the youth policy. The fourth initiative in it is aimed at organizing systematic work on raising the spirituality of young people and widely promoting reading among them.

These regulatory documents make it a cross-task for methodist and pedagogical scientists, practicing teachers to research, study and teach works of writers who are representatives of national and world literature from a pedagogical point of view.

Using foreign experience, a national curriculum was developed in Uzbekistan. This is mentioned in the decree of President Sh. M. Mirziyoev "On measures to develop the fields of education and science in the period of new development of Uzbekistan" (PF-6108-No. 06.11.2020).

Today, the main purpose of education is not only to gather knowledge, skills and abilities, but also to apply them in life activities. For this purpose, it is aimed at educating a creative, active person who can learn independently and improve his knowledge.

Although there is a lot of information about Alisher Navoi's life and work in Uzbek literary studies, there are not many scientific researches about his life and work.

In the dissertation of A. Hasanova on the topic "Study of the life and work of Alisher Navoi in the upper classes", such topics as the study of the "Khamsa" epics, "The study of the life and work of Alisher Navoi" were studied. Although he does not set himself the main goal of introducing all the issues related to Navoi's biography, the teacher demands that he has studied the poet's life and work to the most delicate points.

Along with applying new teaching methods and methods, the scientist substantiates his opinions with evidence: "The most convenient way to analyze Navoi's lyrical works, as well as to master the ideological content, images, and artistic features of the epic "Farhad and Shirin" is based on the method of interpretive reading and conversation. is to organize classes".

I would like to draw attention to the scientific research of Makhsuda Sariboeva, a researcher on the teaching of Alisher Navoi's works in general secondary schools. In her research on the topic "Teaching of Alisher Navoi's epic works in secondary schools in modern methods" (as an example of the work "Khamsa"), the direct impact of teaching Alisher Navoi's works in modern methods on the education of young people and this focuses on scientific

problems.

Including "Working in groups", "Brainstorming", "Reflection", etc.

Researcher Alisher Navoi scientifically substantiates the importance of modern methods in the study of works by means of methodological recommendations and lesson development: "Because literary education is recognized as learning through words, teaching through words, and understanding and feeling through words, it is natural to interact through words in an active learning environment. Pedagogical process based on modern methods that encourage students to read and learn, teach and learn, learn and apply this information in practice is a practice of a goal-oriented systematic approach.

During our school experiments and observations, the following problems in current programs and textbooks were observed:

- 1) insufficient information about writers and their works;
- 2) limited opportunities for the student's independent thinking;
- 3) The integration of XXI century skills is not taken into account.

When studying the literature teaching experience of developed countries:

- 1) to teach independent analysis and interpretation of artistic text;
- 2) study the concepts of literary theory in connection with an artistic text;
- 3) spiral approach;
- 4) interdisciplinary integration;
- 5) Emphasis was placed on the integration of XXI century skills.

In the recommended national curriculum and textbooks for the subject of literature:

- 1) to teach independent analysis and interpretation of artistic text;
- 2) three-stage approach: pre-study, during-study and post-study assignments;
- 3) attention is paid to aspects such as the fact that each study has its own purpose.

In interdisciplinary integration, the knowledge obtained from other disciplines helps to understand the artistic text in a deeper way; the integration of literature and other subjects is considered to be an important task to develop important skills such as written speech, critical and creative thinking.

XXI century skills:

- 1) communication (dialogue);
- 2) finding a solution to the problem;
- 3) critical thinking (analysis);
- 4) attention was paid to such things as creative thinking.

It is known that the content of the previous curriculum consisted of 90% theory, and the teaching methodology was focused on memorization. The content of the new national curriculum was created in such a way that it consists of 50% theory and 50% practice. Its

purpose is to support the independent activity of the student. In the previous curriculum, assessment only determined the amount of knowledge that was memorized. Based on the new program, students' skills are evaluated.

Now the subjects are taught not in a linear order, but in a spiral way, that is, the topics are not repeated, they logically continue each other and are directed from simple to complex.

Our scientific research was tested in practice based on this decree.

According to the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" No. 5712, it is necessary to achieve inclusion in the ranking of the first 30 advanced countries of the world in the ranking of the international evaluation program by 2030 and the international evaluation of the quality of education in the public education system. on the basis of the organization of research, the tasks of creating a national system of education quality assessment aimed at assessing the level of literacy of students in reading, mathematics and natural sciences are defined. The PISA international assessment program helps to determine the positive and negative aspects of the education system of our Republic. In this regard, a lot of research is being conducted on the scale of our republic. In particular, researchers M. Askarova, G. Rakhmatova, G. Togaeva, D. Rabbonaeva, Q. Azizova, G. Yunusova, Z. Boltaeva, D. Ro'zieva, N. Egamkulova, S. Ro'zieva, M. Kochkarova have contributed to their scientific activities. Special research is being conducted.

Expected results from the development of PISA, an international program for assessing students' creative thinking:

Only 15-year-old students participate in PISA studies. This international project aims not only to identify creative young people, but also to describe students' ability to think creatively in search and expression of ideas, how it is related to the approach to developing this ability, school activities and other features of the educational system. The main purpose of this study is to determine the degree to which creative achievement and success are achieved while being close to activities performed by students both in the classroom and outside the classroom, which develop creative thinking skills that will be evident in educational policy and pedagogy.

In the PISA study, tasks aimed at assessing reading comprehension are distributed in the following percentages:

Understanding processes		%
1.	Finding information in a clear format	20%
2.	Expression of conclusions	30%
3.	Data summarization and interpretation	30%
4.	Analysis and assessment of the structure and content of the text, the originality of the language	20%

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