

Methods For Using Geographic Materials And Fine Arts In The Process Of Training Autobiography Writers

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Abstract – The article reveals the role of the effective use of geographical materials and works of fine art in the process of teaching the biography of a writer in school literature lessons, effective methods based on many years of practical experience.

Keywords – Biography, Interdisciplinary Integration, Place Names, Geographic Map, Fine Arts, Informatics, Commentary, Photo Slide.

Teaching the biography of poets and writers in high school literature classes is one of the most important tools in the work of education and upbringing, one of the issues of both enlightenment and educational value.

Teaching the biographies of great personalities - famous word artists - to acquaint students with their incomparable spiritual wealth, talent, diligence, patriotism, patriotism, devotion, honesty, humility, generosity, care, justice, to instill in them a sense of national pride. means.

Our famous writer Maqsd Shaykhzoda said that the struggle of great people and great writers for the development of science and their way of life is a very important tool in the education and upbringing of our youth, emphasizing the task of inculcating these facts in the minds of our youth: "Who is Khorezmi? Who is Ibn Sino? Who is the great scholar? They said, "If every nation does not respect and value its great ancestors, such a nation may lose its future." "One of the most important tasks of cultural figures, especially writers, is to show the images of our great ancestors to the people through books and plays, otherwise we will not be a worthy generation" [2, 18].

Indeed, we would like to emphasize that it is our main task as educators to pass on the rich history and literary heritage of our great ancestors to the younger generation, to ensure its systematic teaching, the use of various effective teaching methods and the expected results. .

Based on the above considerations, we also use in the literature classes, in particular, in the process of teaching the biography of the writer, as a means of interdisciplinary integration technologies "representing the landscape of the Earth", "photo", "seven climates", "Kitab al-masolik wa-l-mamolik" ("Book of Countries and Distances"), GEOGRAPHY (Greek: geo ... and ... graphy) [7: 2, 626] is a term derived from scientific materials, including place names - toponyms and maps (We would like to emphasize that all stages of a literature lesson: introduction, teaching the life and work of a writer or poet, working on a text, analysis of a literary work, concluding, repetition, and extracurricular activities are appropriate and effective use of such resources. one of the tasks awaiting a solution is to conduct separate research on the subject) and we found it expedient to share our views on the use of works of fine art.

Great talents: Imam al-Bukhari (810-870), Abu Rayhan Beruni (973-1048), Abu Ali ibn Sina (980-1037), Mahmud Kashgari (XI century), Yusuf Khas Hajib (XI century), Ahmad Yugnaki (Late twelfth century and early thirteenth century), Bahauddin Naqshband (1318-1389), Mirzo Ulugbek (1334-1449), Alisher Navoi (1441-1501), Zahiriddin Muhammad Babur (1483-1530), Boborahim Mashrab (1640-1711), Our colleagues also note that in the process of teaching the biography of artists such as Muhammad Aminkhoja - Muqimi, Zokirjon Kholmuhhammad oglu Furkat (1858-1909), Hamza Hakimzoda Niyazi (1889-1929) there is a need to use geographical sources and their use will increase the effectiveness of lessons. we need to mention.

The fact that many great word artists have linked their proportions and nicknames to the land of umbilical cord blood and made its name known to the world also serves to enrich students' knowledge. Let's look at the evidence:

Imam al-Bukhari (810-870), Mahmud Kashgari (Kashgar, XI century), Yusuf Khas Hajib (Bolasoguni, XI century), Ahmad Yassavi (1041-1167), Davlatshah Samarkandi (1435-1495), Khorezmi (XIV century), Hafiz Khorezmi (real name Abdurahim, (second half of XIV century Khorezm - 30-40 years of XV century Sheroz), Chimyoni, Huvaydo - Khojanazar Huvaydo (died 1780/1781), Munis Khorezmi - son of Amir Avazbiy Shermuhhammad (1778-1829), Kamil Khorezmi (real name Pahlavon Niyaz Muhammad, 1825-1899), Majzub Namongoniy - Muhammad Aziz Mulla Hasan oglu Majzub Namongoniy (XVIII century), Fazliy Namogoniy (real name Abdulkarim, 2nd half of the XVIII century, beginning of the XIX century), Chustiy (real name Khodjaev Nabihon, 1904-1983), Abulqasim Tusi - Firdavsi (934-1030), Rudaki - Abu Abdullah Jafar Muhammad Rudaki - "Adamush-shuaro" - "Father of poets", Nizami Ganjavi (real name, noble name - Abu Muhammad Ilyas ibn Yusuf ibn Zaki Muayyad, 1141-1209), Abdurahman Jami (1414-1492), Yaminiddin Abul Hasan Amir Khusrav al-Dehlavi (1253-1325), Shota Rustaveli (XII century r) we can proudly mention the sacred names of our ancestors and continue their list again.

Imam al-Bukhari (real name Abu Abdullah Muhammad ibn Ismail al-Bukhari), a great thinker of the Islamic world, a great muhaddith, "imam of hadith scholars", "sultan of hadith science" (real name Abu Abdullah Muhammad ibn Ismail al-Bukhari) (general secondary education) According to the plan of the school curriculum on literature, in the 9th grade 3 hours were spent to study his life and work [5,129-145]), the immortal heritage of the people returned to the heart of the country, the minds of our people began to shine, the Cabinet of Ministers of the Republic of Uzbekistan On the basis of the resolution "On the celebration of the 1225th anniversary of the birth of al-Bukhari (in Hijri)" (April 29, 1997) His role in world culture "international conference, immortalization of his memory, a few volumes dedicated to his life and work. the creation of a book-album, a two-part film (1995), a four-part film short story "The Sultan of Hadith" (1998); Based on the materials in the textbook, Abu Abdullah Muhammad ibn Isma'il al-Bukhari's exemplary way of life: "not a single dirham earned in his house came without money" was brought up by honest, pious, pure, hardworking parents, he was interested in the science of hadith from a young age. He memorized, traveled from country to country and city to city, wrote hadiths from more than a thousand trustworthy scholars, analyzed each of them in depth, and wrote more than twenty works as a result of his work. Kesh (Kashsh, Kass, Kiss in Arabic sources), Marv - (in the Avesto - Mouru), Mecca, Medina, Balkh, Herat, Baghdad, Basra, Nishapur, Damascus, in the process of giving biographical information about his last years in the village of Khartang near Samarkand. We come across place names like Sheroz.

A unique symbol of greatness and eternity, a highly talented thinker, poet, scientist, master of the Turkic language, the first President IA Karimov said: "If we call this great man a saint, he is a saint of saints, a thinker, a thinker of thinkers, a poet. He is the sultan of poets "[1, 47], - said our ancestor Mir Alisher Navoi, whose biography, spiritual maturity and self-awareness are invaluable treasures, as well as his literary heritage (according to the curriculum, in the 11th grade his life and 4 hours were devoted to the study of his work [4, 117-157]), Herat, Khorasan, Movarounnahr, Sabzavor, Yazd, Sheroz, Mashhad, Balkh, Astrobod, Nisa, Nishapur, Merv (in the "Avesto" - Mouru), Sarakhs, It is natural to refer to place names such as Bistom, Bamiyon (Bomikon, Bomyanna).

Zahiriddin Muhammad Babur's encyclopedia - "Boburnoma" - mentions more than 365 place names (according to the curriculum, in the 11th grade, 3 hours are devoted to the study of his life and work [4, 158-180]), the study of this problem is special. we would like to emphasize that it will be the object of research.

Known among the people as Shah Mashrab, Devona Mashrab, Wali Qalandar (also known as Mahdi, Zinda, Rindi, Umam), Babarrahim surprised his teacher Mulla Bazar Akhund with his intelligence, ingenuity and ingenuity, and sent him to Kashgar, Ofoq Khoja seven-year trials and tribulations, 40-year adventures (Namangan-Kashgar-Yorkent-Namangan-Khojand-Tashkent-Samarkand) - Bukhara - India - Afghanistan - Sheroz - Syria - Damascus - Rome - Sudan - Yemen - Gulja ...), according to the verdict of death, went to Balkh in search of his own death and was hanged in 1711 (Hijri 1123) by the verdict of Mahmud Qatagan

during the lecture (according to the curriculum, in the 11th grade was allocated 2 hours to study his life and work [4, 181-189]), Kashgar, Iyla (Ili, Ilo, yo ki Ila), Khotan, Yorkent (ancient name Sakaraul, Chinese Shache), Balkh, Khojand, Mecca, Qabodiyon (Quvodiyon), Ishkentmish - Kunduz, India (Hindi Bharat), Afghanistan, Shiraz, Syria, Sham, Rum, Sudan, Yemen, It is impossible not to mention place names like Gulja (Gulja).

Muhammad Aminkhoja - Muqimi's biography (based on the in-depth curriculum of academic lyceums in the field of social sciences and foreign philology (Tashkent, 2018) 2 hours to study the life and work of the poet, his literary heritage [6, 363-382]) It is worth noting that it is inextricably linked with the following place names mentioned in the work "Travelogue":

Oltarma, Durmancha, Borbalik, Oq er, Rashidon, Zahidon, Altiariq, Chimyon, Vodil, Qudash, Yayfan, Nursukh, Besharik, Rafqan, Konibodom, Yakkatut, Raboti, Tikka Rabot (not shown on the map), Isfara, Chorko.

Zokirjon Kholmuhhammad oglu Furkat was born in Kokand in 1859 to a merchant family. He went to school at the age of seven. He was engaged in trade, private lessons, calligraphy, mirza, became known throughout the Fergana Valley as a poet in the 80s, then in Margilan (1886-1889), Tashkent (1889-1891), Samarkand, Bukhara (1891), abroad. The life and work of the poet in the years (1991-1909) (chronological table can also be prepared) in the plan based on the in-depth curriculum of academic lyceums in the field of social sciences, humanities and foreign philology (Tashkent, 2018) 2 hours for study [6, 383-391]), more than 30: Merv, Ashgabat, Krasnovodsk, Baku, Batumi, Istanbul, Bulgaria, Greece an, Alexandria, Egypt, Cairo, Beirut, Baghdad, Arabia, Madinah, Mecca, Jeddah, Yemen, India, Bombay, Hyderabad, Madras, Ceylon, Delhi, Agra, Kashmir, Tibet, Khotan, Xinjiang, Yorkent we observed that the need to interpret them was high.

Place names - toponymy is used to revive the features of the historical past of peoples, to determine the boundaries of their location, the areas of past distribution of languages, cultural and economic centers, trade routes, etc. helps to describe its geography [7: 8, 501].

Well-known geographer H. Hasanov describes the importance of the study of place names as follows: "Names have their own history, people, tribe, nature, economy, events and discoveries. If the history of the names is mentioned, the nature of the mountains and the waters, the flora and fauna, the trade, the trade, the treasures, the battles and all our beliefs will be clear. "The earth is a book in which the history of mankind is written in geographical names," said the Russian scientist NI Nadezhdin. So, place names can be called a mirror of nature, life and humanity "[3, 3].

It can be said that the study and teaching of the name and history of our homeland, region, district, city and village (everyone, including poets and writers are children of their country) should be the responsibility of not only geography teachers, but all science teachers.

To increase the comprehensibility of the author's biography lessons, it is advisable to refer to the knowledge and information obtained from the disciplines of history, geography, literature for interpretation - to "speak" the words associated with place names, albeit in small words.

Based on our personal experience and in collaboration with various science teachers, talented students, we have Imam al-Bukhari (11), Alisher Navoi (15), Zahiriddin Muhammad Babur (365), Boborahim Mashrab (18), Muhammad Aminkhoja-Muqimi (20), Compiled a list of geographical names (429 in total) encountered during the study of the biography of Zokirjon Kholmuhhammad oglu Furkat (30), prepared a commentary on some of them and referred to the judgment of experts. We continue our research on the preparation of a visual slide-album-methodical manual on the basis of collected and initially tested sources.

In the process of reviewing the literature on the problem under study

S.Koraev's "Toponymy", "The meaning of geographical names", "Do you know the meaning of geographical names?", R.Musin's "From the core of the word to the earth", H.Hasanov's "The secret of geographical names", "Bobir tourist and naturalist", T.Nafasov's "Explanatory dictionary of toponyms of Uzbekistan", "Khorezm toponyms" by Z. Dosimov, "Interpretation of place names" by N. Ahunov, E. In the researches of Begmatov and N.Ulugov such as "Explanatory dictionary of terms of Uzbek onomastics", "Encyclopedia of Zahiriddin Muhammad Babur", Abdulla Jabbor "Namangan region" (concise data collection) very important, scientifically based, interesting information about place names (related to place names) and a variety of words based on them: history, geology, archeology, chemistry, medicine, engineering, transportation, products, clothing, animals, plants, water,

wind, games, ships, automobiles, their explanations are also indicated) and found it appropriate to provide some of them on a voluntary basis for all science teachers (in order to use their place in classroom and extracurricular activities).

In the process of interpreting words related to place names in biography lessons of a poet or writer, electronic copies of information and their current geographical location are displayed on the screen using information and communication technologies. It should be noted that they also organized a special notebook to keep track of the sources). The teacher can also use audio-video, graphic, artistic, pictorial means, depending on the existing conditions, opportunities, personal skills.

The use of geographical (as well as specially prepared literary) maps in order to strengthen students' knowledge, expand their imagination, strengthen their memory is also one of the main tools for enriching the content of the lesson, interdisciplinary integration technologies.

A map (Greek: chartes) is a mathematically well-defined, scaled-down, generalized image of the Earth's surface, other celestial bodies, or outer space. In the accepted system of symbols, the objects located in them are indicated [7: 9, 395].

Since no separate literary maps are published for general secondary schools, academic lyceums and vocational schools, it is advisable for experienced literature teachers to carry out this task in collaboration with geography teachers.

Experts point out that literary maps can be conditionally divided into two types:

1. Biographical.
2. Historical.

A map showing where a writer was born, lived, traveled, or otherwise was called a literary-biographical map. Such maps include "Schematic map of Alisher Navoi's way of life (compiled by AA Semenov and completed by I.Sultanov)", "Fergana in Bobur's imagination", "Map of roads leading to Furkat" (biographical map of Boborahim Mashrab, Hamza Hakimzoda Niyazi, Ishakhon Ibrat) we are looking at creating) can be shown as an example.

Literary-historical maps describe the events and places reflected in the work of art. Such maps include the map of large places mentioned in "Boburnoma", "Fergana valley and its environs in Bobur's imagination", "Fergana and Tashkent regions in Boburnoma", "Samarkand in Babur's time", "Movarounnahr in Boburnoma", "Boburnoma" Kabul and India", "Bobur's Historical Heritage", "Places in Muqimi's Travelogue", "Map of Literary Trips Organized by Teachers of Creative Literature" organized by teachers of creative literature (teacher's inquisitiveness, aspiration, other subject we would like to emphasize that the ability of teachers and students to interact is of great educational and pedagogical importance).

The use of geographical materials and works of fine arts as a means of establishing interdisciplinary integration technologies in high school literature classes increases the quality and effectiveness of the lesson, enriches students' knowledge and skills, consciousness and thinking, expands and strengthens worldview, imagination; helps them to master the program materials, cultivates and develops creativity; Improves the skills and abilities to apply their knowledge in practice, creates an atmosphere of cooperation, the correct organization of their activities, regular acquaintance with the latest science, develops skills of independent and creative work; serves to educate students in the spirit of love, pride, devotion to our motherland, the literary heritage of our ancestors, who grew up in this country.

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