

Improving the Methodology of Teaching Children's Literature Using Elbek's Textbook "Go'zal yozg'ichlar"

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Abstract

The article covers the reading book "Go'zal yozg'ichlar" created by Elbek (Mashriq Yunusov), a contemporary and student of Fitrat and Cho'lpon, one of the great creators of the 20th century, for the methodology of teaching children's literature today. The best works of many poets and writers written for children, including Elbek, Fitrat and Cho'lpon, are presented and explained in the reading book.

Keywords: The parable "Ot ila odam" (Man and horse), the poem "O'gut", the stories "Oydin kechalarda" (Moonlight nights) and "Hunarsiz kishi o'limga yaqin" (An unskilled person is close to death).

In primary education and preschool education, children learn so much that it is equal to half of the knowledge they acquire in their entire life. For this reason, our society pays great attention to children's initial education, develops new methods, modern tasks, and creates various opportunities in order to widely reveal children's abilities. In this regard, the Decree of the President of the Republic of Uzbekistan No. PF-79 dated 26.05.2023 is a vivid example.

In the 20s of the last century, Elbek was among our ancestors who opened schools, created programs and textbooks, and sacrificed their lives for the sake of our people. His real name was Mashriq Yunusov, and Elbek was his nickname. Elbek was Fitrat's student, Cho'lpon's contemporary and friend, and creates textbooks and manuals for Jadid schools together with them.

Elbek created the following textbooks for 2-4 graders. "Yozuv yo'llari" (Part 1, 1921), "O'zbekcha o'qish kitobi" (in collaboration with Fatih Sayfi, 1922), "O'rnak", "Bilim", "Boshlang'ich maktabda ona tili" (1923), "Go'zal yozg'ichlar"(1925) are among them.

One of Elbek's good deeds is that he pays great attention to the issue of educating young people to be mature. It is the creation of a textbook-complex called "Go'zal yozg'ichlar" for students of schools, which has a national spirit.

"Go'zal yozg'ichlar" is a reading book for the 4th grade of primary schools. The book contains "O'zbek qizi" (Botu), "Bahorning kelishi" (Kultegin), "O'gut" (Fitrat), "Ulug' Bayram" (Choy), "O'zbek qizi" (Cho'lpon), "Turmush ko'rinishlari" (Mirmulla), "Baynalmillal ashulasi", "Hunarsiz kishi o'limga yaqin" (A.Avloniy), "Marsiya" (Botu), "Maqtanchoq kishi" (G'ulom Zafari), "Qo'zg'al" (Elbek), "Oydin kechalar" (Cho'lpon), "Yetar endi" (Botu), "Omonat" (Mahmud Suboy), "Kuchsizlar dunyosi" (Elbek), "Temirchilar" (V.Mahmud), "Alanga" (Elbek), "Kamunizm chechaklar" (Mirmullo), "Tinch ish" (Julqunboy), "Shifoli suv" (Abuvaraja), "Ko'klam chog'ida yaproqlar" (Elbek), "Vulqon" (Muhsin), "Erk qiziga" (Elbek), "Qo'sh qo'shig'i" (from Russian), "Paranji" (Botu), "O'qug'uchi tovushi" (Shokir Sulaymon), "Qor qo'ynida lola" (Cho'lpon), "Ot

ila odam” (Elbek), “Binafsha” (from Russian), “Ey qo‘biz” (Tikan), “Jinlar bazmi” (Julqunboy), “Mozor” (Elbek), “Tuyg‘unoy” (Muborak Yunusova), “Men va boshqalar” (Cho‘lpon); Poems and stories such as “Uloqda” (A.Qodiriy), “Fol ko‘rguchi chol” (Devayifdan), “Baxtsiz Erkinoy” (Murattab: Kavkab) are given.

Elbek tried to use Turkish words instead of foreign words in his works. On the cover of the “Go‘zal yozg‘ichlar” collection, it is written “It is a reading book for the 4th grade of primary schools”, and in this textbook, Elbek took into account the age, level of education and outlook of the student. In the collection, Cho‘lpon’s story Oydin kechalarda (On clear nights) was published for the second time, and some words in this story were changed compared to the first time it was published in the magazine “Inqilob” (1922, issues 7-8).

For example: instead of the words “hamma”, “qalbini”, “g‘alati”, “jimjitlik”, “bechora”, “butun a‘zolarini”, he used the words “sira”, “barcha”, “yuragini”, “qiziq”, “jimlik”, “boyoqish”, “muchalarini”. That is, it created a foundation for schoolchildren to learn the words of their mother tongue instead of foreign words from the elementary education, which is the foundation. Elbek himself wrote: «Undoubtedly, we borrow words from other languages, and to be against this would be ignorance of the history of the language. But there should be a limit to the acquisition of words, and at the same time, one should keep in mind the characteristics of one’s own language, the ways of its growth and development.

The parable “Ot ila odam” will not leave the reader indifferent. The hero of the work is a horse:

Keng o‘tloqli ulug‘ bir tog‘ yoqasida,
Ko‘m-ko‘k bo‘lib o‘skan o‘tlar orasida
Ko‘b vaqtdan beri bir ot o‘ynab yurar edi,
Erkinlikda yolg‘iz o‘ynab yurar edi.

(On the edge of a great mountain with wide meadows, Among the green grass, A horse had been playing for a long time. He was playing alone in freedom.)

Keng o‘tloqda bir ot o‘zi yayrab yashab yurar, ochlik, suvsizlikni ko‘rmagan edi. Kunlardan bir kun unga bitta ho‘kiz kelib qo‘shni bo‘ldi, bepoyon o‘tloqdan to‘yib-to‘yib o‘t yeya boshladi. Bu esa otga hecham yoqmadi:

(A horse lived alone in a wide meadow, he had never seen hunger or lack of water. One day, a bull came to him and became a neighbor, and began to eat grass to his heart’s content. And the horse didn’t like it at all:)

Otning bunga qahri kelib achchig‘landi,
Uni bundan haydamakka bel bog‘ladi.

(The horse was angry and bitter. He decided to drive her out of it.)

U ho‘kizdan qutulish uchun turli tadbirlar o‘ylay boshladi:

(He began to think of various measures to get rid of the bull:)

“Yaxshi shulkim- dedi, - bundan qutulmoq-chun,
Bunda yolg‘iz o‘z erkimda yashamoq-chun
Ko‘mak olmoq kerak menga odamlardan
Balkim ular qutultirar meni undan”

(“the good thing is”, - he said, “to get rid of this, In order to live alone on my own accord, I need help from people, Maybe they will save me from him”)

deya ot odamdan yordam so‘radi. Shunda inson:

(the horse asked the man for help. Then the person:)

Dedi: - O‘rtoq, men hech yayov yurolmayman,
Yayov yursam-da, hech unga yetolmayman.
Yaxshi ulkim, egar, no‘xta men keltiray
Egarlabon ham no‘xtalab seni minay.

(He said: - Comrade, I can't walk at all. Even if I walk around, I can't reach him. Well, my dear, I will bring the peas, I will ride you in the saddle.)

Ular birgalashib ho‘kizni quvishga tushdilar. Nihoyat ho‘kizni tutib, bog‘ladilar. Odam esa otni bo‘shatishni xayoliga ham keltirmayotgan edi. Shunda ot:

(Together they chased the bull. Finally they caught the ox and tied it up. And The man did not even think of letting go of the horse. Then the horse:

–Ish bitdi-ku, nechun meni qo‘ymaydursiz,
Yoxud meni ho‘kiz kabi o‘ylaydursiz.
Meni qo‘ying, men erkinlik sevadurman
Shu o‘tloqda tinchib umr o‘tkazurman.

(The work is done, why don't you leave me alone? Or you think I'm an ox. Leave me alone, I'm a freedom lover, I live peacefully in this meadow.)

Odam esa uning so‘zlariga quloq solmasdan, “ho‘kiz bilan birga qo‘shib bog‘lab qo‘ydi. *(And Man did not listen to his words, «he tied them together with the ox.)*

The subject of the parable is very interesting and full of instructive ideas. In this, the writer expressed the theme of freedom. The image of a horse plays an important role in it. A free-living horse loses its peace when an ox comes. In fact, he could live harmoniously with him. However, because of his ego, he looks for ways to get rid of the bull. He achieves this, but he himself remains a prisoner. It is known that parables carry educational content. From this point of view, the figurative essence of the parable is highlighted through the image of a horse. In the parable, several moral aspects are mentioned: freedom, unity, solidarity, tolerance, etc. A saddle, a bridle. A person also makes a horse his own through this tool. The figurative meaning of this artistic detail is that it is the enemy of will. The horse is a symbol of selfish individuals. Therefore, freedom is stifled by selfishness. If the horse had been patient and lived in harmony with the ox, his freedom would have been in his hands. The language of the work is also very juicy. Verses written on fingers are read fluently and reach their reader easily.

Also, in this collection, Elbek published the poem “O‘gut” by his teacher Fitrat, and Fitrat seems to have found salvation from his and his nation’s troubles in “O‘gut”. This salvation is the people’s serious, thoughtful, but bright-eyed children - young men! In the bright eyes of these young men, the poet sees the future of the nation, happiness and prosperity. After all, the future of any nation depends on the generation that will grow out of it, how deeply this generation understands the nation’s dreams.¹

O‘gut
Og‘ir yigit, sening go‘zal, nurli ko‘zingda
Bu millatning saodatini, baxtin o‘qudim.
O‘ylashingda, turishingda hamda o‘zungda
Bu yurt uchun qutulishning borlig‘ini ko‘rdim.
Turma - yugur, tinma - tirish, bukilma - yuksal,
Hurkma - kirish, qo‘rqma - yopish, yo‘rilma - qo‘zg‘al!

¹ Manba <https://tafakkur.net/ogut/abdurauf-fitrat.uz>

El yo‘lini to‘sib turgan eski bulutlarni
Yondirib qo‘y, yirtib tashla, barchasin yo‘q et.
Qilolmasang shu ishlarni,
Sening uchun xo‘rlikdir bu...!
Yiqil, yo‘qol, ket!
*(A heavy young man, in your beautiful, bright eyes
I read about the happiness of this nation.
In your thinking, standing and yourself
I saw the existence of salvation for this country.
Don't stop - run, don't stop - stretch, bend - rise,
Don't rush - enter, don't be afraid - close, don't cry - move!
The old clouds blocking nation's path
Burn it, tear it up, destroy it all.
If you can't do these things,
It's a shame for you...!
Fall, disappear, go!)*

Ta'limiy: o'quvchilarga hunarlar, ularning ahamiyati haqida ma'lumot berish, to'g'ri va ifodali o'qish ko'nikmalarini shakllantirish, "Hunarsiz kishi o'limga yaqin" ertagi bilan tanishtirish.

Elbek's reading book "Go'zal yozg'ichlar" contains examples, stories and folk songs from the works of many artists. In this respect, it is consistent with the 2020 edition of the 4th grade Reading textbook by Shojalilov A. and others.

Topic: "Hunarsiz kishi o'limga yaqin" (A person without skills is close to death. Fairy tale). Part 1.

The purpose of the lesson:

Educational: informing students about trades and their importance, forming correct and expressive reading skills, introducing the fairy tale "Hunarsiz kishi o'limga yaqin".

TK 2: being able to use available information sources (book, phone, computer) suitable for the work.

FK 1: able to listen and understand the text of a fairy tale and read consciously and expressively.

Educational: to educate the qualities of hard work, perseverance, and aspiration in students.

TK 5: choosing professions in a fairy tale and increasing respect for them.

Developer: development of independent and creative abilities of students, skills of working on vocabulary.

FC 2: distinguishing the heroes of the studied fairy tales.

Type of lesson: formative of new concepts and knowledge.

Teaching methods: conversation, question-and-answer, explanation, «Crafts» exercise.

Teaching materials: handouts, multimedia applications.

The course of the lesson:

I. Organizational part. Greetings. Preparing students for the lesson.

II. Ask for homework and reinforce the topic.

The fairy tale “Hiylagarning jazosi” (The Trickster’s Punishment) is taught, its content is told to 3-4 students.

A question-and-answer session will be held among students.

- How did the judge detect the trick of the trickster?
- What was the punishment for the trickster?

Pupils answer the given questions.

III. New topic statement.

- Today we will get acquainted with the 1st part of the fairy tale “Hunarsiz kishi o‘limga yaqin”.

Students will be interviewed about various professions and their benefits to people, their answers will be listened to and filled out. A cartoon based on the 1st part of the fairy tale “Hunarsiz kishi o‘limga yaqin” will be shown. The teacher reads the text. Brief information about the content of the tale will be given.

Vocabulary work:

achchig‘i kelib – jahli chiqib (*angry*)

ilgarigi – avvalgi (*previous*)

fuqaro – xalq, omma (*citizen - people, masses*)

kengashibdi – maslahatlashibdi (*consulted*)

IV. Consolidation of a new topic.

Work with the textbook. In order to strengthen the new topic, the first part of the fairy tale “Hunarsiz kishi o‘limga yaqin” will be taught to the students in turn.

Students read and answer the questions in the textbook:

What condition did the woodcutter’s daughter make to the king?

How did the suitors understand the condition of the girl? What about the king?

Students’ answers are completed and summarized.

Game «Find the professions». Students are divided into small groups of 4 people. Each group is assigned a certain craft. Each group gives a description of the profession assigned to it. The group with the best definition will be the winner.

V. Concluding the lesson and evaluating the students.

A question-and-answer session will be held in the lesson.

- Why do you need to learn a trade?
- Which event in the fairy tale made a great impression on you?

The lesson is concluded and the actively participating students are evaluated.

VI. Homework assignment. Reading the 1st part of the fairy tale “Hunarsiz kishi o‘limga yaqin”.

Topic: “Hunarsiz kishi o‘limga yaqin” (Fairy tale). Part 2.

The purpose of the lesson:

Educational: to familiarize students with the content of fairy tales, to teach them to read expressively and fluently, to express their opinions on the work they have read in an oral way;

to increase students’ enthusiasm for learning a profession, interest in choosing a profession, to educate the feelings of appreciating the work of others.

TK 5: to be able to distinguish between good and bad habits in the work.

Developmental: development of students' skills of writing questions, reading, and solving tests based on the works they have read.

FK 2: to be able to answer questions and tasks about the content of the read fairy tale.

Type of lesson: formative of new concepts and knowledge.

Teaching methods: conversation, "Sinquain", "Quick answer", game "Who is resourceful".

Teaching materials: handouts, multimedia applications.

The course of the lesson:

I. Organizational part. Greetings. Preparing students for the lesson.

II. Ask for homework and reinforce the topic.

Pupils take turns reading part 1 of the fairy tale "Hunarsiz kishi o'limga yaqin".

The game «Who is resourceful». Pupils determine the sequence of events of the fairy tale given on the screen. The events should be placed in order on the appropriate numbered flower. Whoever finds it correctly and quickly wins.

Answers:

The king went hunting. 1.

The king fell in love with a beautiful girl. 2.

The girl refused the suitors. 3.

The king consulted with the teacher. 4.

The king learned to weave carpets. 5.

The girl agreed to the wedding. 6.

III. New topic statement.

Today we will get acquainted with the 2nd part of the fairy tale "Hunarsiz kishi o'limga yaqin". A cartoon based on the 2nd part of the fairy tale "Hunarsiz kishi o'limga yaqin" will be shown. The text of the fairy tale will be read. The content of the tale is being worked on.

A question and answer session will be held with the students:

- Where did the king go in the middle of the night?
- What do they do with those who come to eat kebab?
- How did the king escape from death?
- How was the kebab chef punished?

Vocabulary work will be conducted on the unfamiliar words found in the fairy tale.

Vocabulary work:

musofir – boshqa yerdan kelgan yoki boshqa yerda yashovchi (A foreigner is a person who comes from another place or lives in another place)

zindon – qadimgi zamonda yer ostiga qurilgan zax va qorong'i qamoqxona (A dungeon is a dungeon and a dark prison built underground in ancient times)

aqcha – oldi-sotdi muomalalarida bo'lgan metal yoki qog'oz belgi; pul

(a metal or paper token used in trading transactions; money)

muhr – biror shaxsning nomi to‘liq yozilgan matn va rasmning qabariq yoki botiq tasviri bo‘lgan bosma shakl (seal - a printed form with a bubble or concave image of a person’s full name and text)

navkar – harbiy xizmatkor, askar (military servant, soldier)

“Sinquain” method. Students will be introduced to the rules of creating a syncway. Based on these rules, it is suggested to create a syncway on the theme of a fairy tale. After everyone is sure that they have formed a syncway, they will be taught according to their wishes.

For example: Craft; priceless, precious; saves, nourishes, glorifies;

A skilled person is not despised; occupation

Students’ answers are listened to and summarized.

- What profession did the king take in this fairy tale?
- Is the proverb “Hunarli kishi xor bo‘lmas” (A skilled person is not disgraced) suitable for the content of the fairy tale?
- In the place of the king, what profession would you choose?
- What do you think, what are the qualities of a person to acquire a profession must be incarnated?

Pictures of various craftsmen are shown. Pupils say their tools.

IV. Consolidation of a new topic.

Quick answer game. An inter-row competition will be held with students. They make up questions about the content of the fairy tale and ask each other. The winner will be the one who created and answered questions correctly and quickly.

Work with the textbook.

“From letter to sentence” exercise. Pupils choose one of the given letters and based on the schemes, first find the word with this letter and then read the sentence with this word.

Basement. It turns out that there are several people in the cellar besides the king.

Kebab chef. The chefs took the carpet to the king’s court.

Pupils who actively complete the task are encouraged.

V. Concluding the lesson and evaluating the students.

Students will be asked the following questions:

1. What other title can be given to this tale?
2. What professions do you want to master?
3. What do you think is the main idea of the fairy tale?
4. Will the knowledge you learned in this lesson be useful in your future life?

Students are evaluated according to their participation in the lesson.

VI. Homework assignment. Read and retell part 2 of the fairy tale “Hunarmand shahzoda”².

On the basis of the above fairy tale “Hunarsiz kishi o‘limga yaqindir” the cartoon “Hunarmand shahzoda” (Craftsman Prince) was made by the order of the National Agency of Uzbekkino. Using the following questions to check and evaluate students’ knowledge is a way to improve the methodology of teaching children’s literature.

² <http://www.hozir.org>

№	Assignment question:	Student Answer:
1.	Tell us about yourself.	
2.	Who do you want to be in the future?	
3.	What do you mean by craft(profession)?	
4.	Why do we say «A skilled person is not to be despised»?	
5.	What do you mean by citizen?	
6.	What condition did the woodcutter’s daughter make to the king?	
7.	How did the suitors understand the condition of the girl?	
8.	Why should you learn a trade?	
9.	Which event in the fairy tale made a big impression on you?	
10.	What qualities do you think a person should have in order to acquire a profession?	

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