

Importance of Works of Fine Art in Teaching Literature

M. Suyunov

Associate Professor of Primary Education,
Navoi State Pedagogical Institute, Uzbekistan

Abstract. This article provides information on a wide and comprehensive study of the legacy of our great thinker AlisherNavoi, the use of architecture in the minds of our people, especially young people, to convey the ideas glorified in his works. This article talks about the importance of the art of architecture and the tools of visual art in teaching literature. In order to convey the content of ideas to the minds of our people, especially young people, information is provided about the use of architectural art.

Keywords: Architecture, Fine Arts, Monuments, Architecture, Literature Lesson, Methodical Advice, Scope Of Thinking, Monuments, Excursions, Illustrations, Ensemble.

Introduction

Organizing excursions to architectural monuments, studying historical documents and literary-artistic illustrations has great educational and ideological-aesthetic significance. Including, in the study of the life and work of AlisherNavoi, who stood at the center of the cultural environment of his time and patronized and educated artists not only in the art of speech, but also in other fields of art, the study of the art of architecture can be used. In the study of Navoi's life and work, the interpretation and presentation of pictures related to architecture and construction are integrated into the content of activities carried out both in the classroom and outside of school. The emergence and development of sciences is related to the historical development of society. In the early stages of human development, people did not have a complete idea of nature, they were only observers of events and processes occurring in the environment. Later events, processes who did not just observe what was happening, but began to collect data and analyze it. Farabi (950), Abu Ali ibnSina (980-1037), Abu RayhanBeruni(973-1048) made great contributions to the study and development of nature as a science.In Western Europe of the 12th century, the works of Euclid, Geron, Ptolemy, Galen, Muhammad Musa al-Khorazmi, Abu Ali ibnSina and other thinkers related to natural science were translated and studied. That is why this century was called the century of "translation". The 12th-14th century was a period of preparation for the re-"Renaissance" of the sciences in Western Europe, the development of production forces, trade.Later, many scientists generalized this idea and developed it further. D. Locke's ideas are aimed at determining the content of education, which implies enrichment of one subject with elements and examples of another subject. The German teacher F. Junge was one of the first to develop a course based on the integrated teaching of natural sciences based on eight concepts and empirical generalizations. I. G. Pestalozzi explained the interrelationships of educational subjects in different directions based on a large didactic material. In this, he demands that "Imagine in your mind the connection of all interrelated objects, exactly as they are connected in living nature." He also justified the inappropriate aspects of separating one science from another.It is a fact that does not require proof that the main task in the organization of the educational process is the effective use of pedagogical technology. But for today most of the pedagogical technology is devoted to theoretical problems and its impact on practice is less noticeable. For this, it is necessary to develop methods of faster implementation of modern technologies.

The Main Part

Educational integration is a high level of interdisciplinary communication, a tool that allows creating a whole integrated knowledge. Definitions of integration vary; general aspect of these definitions - integration consists in achieving a holistic view of the existence around us. The basis of integration is interdisciplinarity and finds its development in the idea of integration. Studying subjects with an integrative content is considered as a factor that ensures the knowledge, working methods, and personal qualities of future specialists. Integration in the educational system can be used in two different ways:

1. Forming a whole, integrated vision of the world around us in students (where integration is considered as an educational goal).

2. Finding a common platform for converging the knowledge provided by subjects (here it is an integration-educational tool). Integration according to the first meaning, as soon as the student takes his first step in the field of knowledge, he should imagine the world as a whole, as a whole, all its elements are interconnected. In the second sense, integration should be able to understand new ideas at the point of mutual collision of knowledge from academic subjects. At the beginning, at the point where ideas (ideas) in the sciences collide, he should encourage filling in the gaps in previously existing stratified knowledge and form connections between them. We found it necessary to express integration in education as follows:

1. Creating a holistic image of the whole being (integration is considered as an educational goal here);

2. Finding a common platform for convergence of different scientific knowledge (where integration is used as a tool).

3. As a means of developing education.

4. As a means of universal, national education.

In the establishment of connections between two educational subjects and their integration, one or another subject serves as a basis from time to time. The basis of integrated lessons should be the organic connection and logical interrelationship of topics in different academic subjects.

Methods

Imagery means visualizing, finding, searching for, and describing visual aids in reading. That is, listening, imagining, understanding, understanding, memorizing, assimilation mental activity takes place. Thinking about something is the highest level of mental intelligence. Mental intelligence is related to human memory and intelligence. Both stages of mental intelligence occur when organizing module lessons based on integration. The teacher remembers the riddle the memory is triggered. Strengthening and developing memory is part of education has been the main demand. The main directions of the reform of general education and vocational schools state: "Development of a sense of beauty, the formation of a high aesthetic taste, the protection of works of art, historical and architectural monuments, the beauty and richness of nature. it is necessary to develop the skills of proper understanding and appreciation. To this end, the potential of any subject, especially literature, music, fine arts, aesthetics. "Getting acquainted with architectural monuments as a form of art, enjoying the fine arts and architectural masterpieces created by our ancestors, and using them for educational purposes are important factors in raising the cultural level of young people. The use of fine arts and music in literature lessons has been tested, and some methodological recommendations have been developed. However, only the first steps are being taken to bring architecture to literature.

The use of unique and elegant folk architecture materials in literature lessons helps students to connect the knowledge they have learned in the classroom with life, broadening their horizons. In the integration of native language and visual arts lessons, students get acquainted with the biography of the authors of the work, the history of the creation of the works, while discussing and analyzing the work, their attention is focused on the essence of the work. While familiarizing with the work, children compare the painting with what they see in life, which helps them to form logical thinking. Using the works of artists in the lessons of the mother tongue creates an upbeat mood in students, helps them to enrich their speech, and gives them the opportunity to develop an independent creative approach. In drawing classes, students' oral speech becomes fluent and improved as they tell the biography of the artist who is the author of a certain work, get acquainted with the history of creation of the works created by them. Also, before completing written assignments in mother-tongue classes, the teacher can assign the students to complete the following task: draw in your notebook the road from home to school, every turn, bend in the road while drawing can offer a clear indication. This type of exercise primarily strengthens students' memory, increases interest, prepares students for the task at hand, and most importantly, prepares their fingers for writing.

Differentiated educational technology. In this technology, students are divided into groups according to their typological characteristics. When dividing into groups, students' personal attitudes towards studying, interest in learning the subject, etc. are taken into account. Different levels of programs and didactic materials are created, differing in content, size, and complexity. Ways to do them, Also, special materials are prepared for evaluation of educational results.

Technology of educational game activity. This technology is very close to the differentiated teaching technology and is inextricably linked with it. An educational game gives its positive result only when the teacher and students are active. In this case, the game scenario should be developed in advance and methods of evaluating the results should be planned. A well-made game-scenario is important. In it, educational tasks should be clearly defined, possibilities of methodical ways to get out of a difficult situation should be defined. There are many types of the game, and their effective use will allow you to achieve the goal. **Communicative-discussion activity technology**

This method also depends on the perfect organization of the educational process by the teacher. He requires the teacher to organize the educational process with a creative approach. It is necessary for the teacher to master the methods of heuristic conversation and to be able to create conditions for the organization of students' interaction. "Why" scheme is a chain of thoughts to identify the initial causes of the problem. It develops and activates systematic, creative, analytical thinking. They get acquainted with the rule of creating a "why" scheme. They represent the problem in separate small groups. They ask the question "Why" and draw, and write an answer to this question. This process continues until the root cause of the problem is identified.

Results

Excursions to architectural monuments, study of historical documents and literary and artistic illustrations are of great educational, ideological and aesthetic significance. In particular, in the study of the life and work of Alisher Navoi, who was at the center of the cultural environment of his time and sponsored and educated artists not only in the art of speech, but also in other areas of art, available. In the study of Navoi's life and work, the interpretation and demonstration of architectural and construction paintings are incorporated into the content of both classroom and extracurricular activities. Before studying the biography of Navoi in the VIII grade, students will get acquainted with the "Review of Uzbek literature of the XIV-XVI centuries." Cultural life of the period: Speaking of

architectural ensembles in Samarkand and Herat, the teacher made extensive use of "Museum under the open sky" and other similar albums. In particular, the great scholar emphasizes that the merits of Ulugbek are great. The display of colorful paintings depicting the Samarkand Registan ensemble will arouse great interest and aesthetic pleasure of students.

Discussion

If the teacher interprets these pictures, the goal will be achieved. By showing short color films dedicated to the history of Samarkand architecture, students develop a sense of respect and care for the wonderful monuments created by our people, which, under the influence of these works of art, contribute to labor and art. Feelings of love are nurtured. The observed goal is achieved if it is explained. By showing short color films dedicated to the history of Samarkand architecture, students develop a sense of respect and care for the wonderful monuments created by our people, which, under the influence of these works of art, contribute to labor and art. Feelings of love are nurtured.

Students will be shown pictures of the great scientist's madrasah and observatory, as well as information about Ulugbek's historical services in the field of science and culture. In this regard, it is appropriate to expressively read the following passage from Navoi's epic "Farhod and Shirin". These notions about architectural monuments are further developed in the study of Navoi's biography. After all, Navoi (1457-1459) visited the observatories and madrasahs built by Ulugbek during his stay in Samarkand, studied and enjoyed them. According to academician Vahid Abdullayev: "He wrote a number of his (Navoi-M.S.) beautiful centuries in Samarkand - his attitude to historical monuments was repeatedly expressed in his works of art and science." It is known that during the reign of Alisher Navoi, Herat became a center of culture and art, new buildings and architectural ensembles were created. "Navoi was closely acquainted with the art of architecture, paid great attention to its development, guided and sponsored architects, engineers, painters and architects," said the contemporary historian Khandamir and 54 rabots of Navoi, 19 swimming pools, 16 bridge mosques, baths. Alisher Navoi led the creation of high architectural ensembles. Navoi, in his Waqfiya, expressed valuable insights into the architecture of Herat. Given the above information on the study of biography "Navoi statesman, his contribution to the beautification of the country", it is worthwhile to draw students' attention to the painting "Alisher Navoi in the construction of a madrasah" by artist I. Kiriakidi. The image of Navoi is vividly depicted in the picture. The artist Kiriakidi depicted the construction of the madrasa, depicting the hard work and enthusiasm of the builders in graphic colours. The stonemason is scraping stones, and the neighbor is decorating the roof. Navoi is watching the work of the masters, his face is calm and majestic. A piece of paper with the history of the building in his hand. While conducting a question-and-answer session with the students based on this picture, the famous historian Khandamir can read from the book "Khulosatul-akhbor" what he said about Navoi about the renovation of the mosque in Herat: 903- In the month of Ramadan (April-May 1498 - MS) he ordered the opening of the dome and the Maqsura mountain. And the generous builder would visit that place every day because he cared so much about the building. Most of the time, he wore a skirt around his waist, handed out bricks to craftsmen like hired workers, and did other things. He often wore expensive sarupas to the local architects, craftsmen, and artisans, and entertained them with many caresses and other gifts. " Reading the last part of Chapter 14 of Oybek's novel "Navoi" in concluding the conversation on the painting by I. Kiriakidi makes the topic clearer. According to the author, Arslanqul's "some kind of flood of love" for Navoi will undoubtedly touch the hearts of students who admire Navoi's glorious image and listen to his lessons with attention and interest. In the process of studying the work of Alisher Navoi, in particular, in the work on the text of the epic "Farhod and Shirin", in the process of analysis, one encounters ideas about the art of architecture. You

can also have an interesting conversation or share information about them. We know that AlisherNavoi, with his ideals of architecture, created the image of magnificent palaces and palaces. The poet was one of the master architects of his time, involved in the construction of large architectural ensembles. So it is no coincidence that among the heroes of the poet are skilled stonemasons, architects and painters. Although Navoi's epics tell legendary events, images such as construction, palaces, buildings, projects, and decorations are based on real events. For example, in the epic "Farhod and Shirin" the poet praises the work of architects, talks about the painter Moni, describes his ability to give different shapes to the building without a ruler (pargor). Using Farhod's study of architectural secrets from architect Koran and painter Moni and analysis of text passages that show his unparalleled abilities and talents in this field, the teacher emphasizes the need to increase the interest of young people in the profession, to cultivate a love of work. Pays attention. Central Asian architecture has been with us for centuries. Their lodge ornaments amaze the mind. The teacher also spoke about the fact that these monuments are protected by the state as a cultural monument of our people and are being restored. At the last stage of the study of Navoi's life and work, the teacher drew the students' attention to the color album "AlisherNavoi" prepared for publication by Professor Hamid Suleiman. The following verse from the poem "On the tomb of AlisherNavoi" by the academic poet GhafurGhulam is read with special interest and pleasure. AlisherNavoi's legacy in our country is wide and comprehensive. A great deal of work is being done to study and convey the ideas glorified in his works to the minds of our people, especially the youth. AlisherNavoi's creative activity has a special place not only in the history of Uzbek classical literature, but also in the history of Eastern and world literature.

IN Summary

Navoi's works play an important role in understanding the love for the native language, its incomparable richness and greatness. It is a great pleasure for everyone to understand Navoi, to read and understand his works, which are rich in philosophical, moral, cultural and educational observations. As the head of our stateShavkatMirziyoyev noted: "There is a deep life wisdom and philosophy in the lines of our ancestor AlisherNavoi" "If you are a human being, you are a man, I my uncle, there is no grief for the people". That is to say, in this world, living with the concerns of the people is the highest criterion of humanity, and a person who is far from the sorrows of the people cannot be included in the ranks of human beings, says our great ancestor. It's amazing how these immortal lines are in harmony with our lives today, with our dreams and aspirations. " October 22, 2018 in Gulistan at the residence of AlisherNavoi a majestic statue of our poet made of pure copper was unveiled.² In January 2019, Navoi was the only one in the country The AlisherNavoi Foundation has been established. One of the main goals of his activities is to introduce the heritage of our ancestors to the world, to educate our youth in the spirit of the traditions of our great ancestors.³ The most important news and research on the topic will be posted on the website of the international foundation. Thus, the use of architectural materials in literature lessons becomes one of the important factors in educating students in the spirit of love of work. In such classes, students feel that the creation of high works of art can only be done through hard work, their desire to explore our rich cultural heritage grows, their desire for beauty grows, and their cultural attitudes develop.

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