



VISUAL APPROACH TO STUDYING SIROJIDDIN SAYYIT'S POETRY

Yakubova Sevinchoy

2nd year, Master's Degree at Tashkent State University
of Uzbek Language and Literature

SUMMARY

This article deals with the issue of visual approach, which is now a new concept in the methodology of teaching literature. It examines the importance of visual approach to artistic work by the work of Sirojiddin Sayyid. The author of the article observes the importance of the visual approach by analyzing some of the poems of the poet and summarizing his ideas.

KEYWORDS: *Visual approach, methodology, artistic analysis, artistic reading, literary skills, poetry, literary genre, originality.*

INTRODUCTION

During the years of independence, as in all areas of our life, radical reforms are being carried out in the system of education and training. As the President of our Republic Sh.Mirziyoev stated: *"We consider it as our highest priority to improve the activities of all levels of education and upbringing systems on the basis of modern requirements."* (Mirziyoev Sh. (2018) B.3). Our President's ideas are directly related to literary education. We need to reach the younger generation as a person who meets modern requirements by teaching our creators the latest methods of teaching. Today, the importance of the development of students' visual thinking in the teaching of poetry. Visual methods increase the effectiveness of classes, stimulate interest in the study of the work and increase the ability of the reader to think. The content, clarity and consistency of the learner's knowledge depend on the skillful and timely use of visual aids. Using visual aids can help you achieve your goals quickly and easily.

The word visualisation is derived from the Latin word "visualis", which means "expositional" in Uzbek. In dictionaries, the word comes from a variety of meanings. Visually – (from Latin Visualis) – means "to be seen by eye" visual, memory and imagination (Философский энциклопедический словарь (2010) Б.219). In "Большой энциклопедический словарь" the visual word is derived from Latin, and visual observations produced by visualis or optical devices. Большой энциклопедический словарь. (1993) Б. 204). From the vocabulary of the word, we can consider that exhibition materials, video and audio tools create visual aids that can help students in the learning process. Visual materials used in literary study

are recommended as following: a) whiteboards or posters; b) a slide show; (c) in the form of handouts.

BASIC TEXT

After our country gained independence, as in all areas, our literature began to change. These updates are also reflected in the poetry of independence. As the literary critic K. Yuldashev said: "Poetry of independence was born out of the pressures of ideology and as a product of the radically renewed national consciousness, a completely changed artistic thinking. It was born as a product of the creative genius of a nation that has the ability to understand, interpret the world. (Yo'ldoshev Q. Yonoq so'z. (2006) B.85). Indeed, it is very important to organize poetry in the new period, to read it, and to make an impression on it. In a small study, it is not possible to provide information on the fundamentals of visual development of shows, separated from years of study. When you were in the municipality, in our commentary on this conversation, Sirojiddin Sayyid's poems were based on the visual development of the poetry of the discourse. In the 11th grade of the secondary school program, eight hours are devoted to the theme of "Literature of the Independence period", of which three hours are devoted to the study of "Poetry of Independence". It focuses on discovering new ways of expression and artistic research in Uzbek poetry, the active involvement of many young talents in the poetry of independence, and the complexity of many aspects of human, world and eternity in their work. (O'rta maxsus ta'lim standartlari va o'qitish dasturi (2017). B.45). The textbook "Adabiyot" of the 11th grade of secondary schools will include examples of poems by prominent artists of our



time - Jamol Kamol, Usman Azim, Oydin Hojiiyeva, Khurshid Davron, Mahmud Toir, Sirojiddin Sayid, Ikbol Mirzo (Tuxliev V., Karimov V., Usmonova K. (2018) Adabiyot, 2-qism, 90-b., 90-103-pages)

Three hours were devoted to "The poetry of the period independence", during the first hour the information on the wisdom of this period was given. The teacher's theme is addressed to the students based on the theme "Find the Relationship". First of all, explain the methods used.

The "Find the Relationship" method is mainly used in the repetition classes. According to it two columns are given. The names of the creators on one side and on the other there are the works which were created by them, are confused with the names of their creations.

Students will need to find the work of the artist given by pointing and identify the appropriate one. This task requires the student to concentrate and speed. Most importantly, this task plays an important role in strengthening the topics covered:

Find Relationship

Abdulla Oripov
Erkin Vohidov
Omon Matjon
Oydin Xojieva
Halima Xudoyberdieva
Usmon Azim
Shavkat Rahmon
Muxammad Yusuf

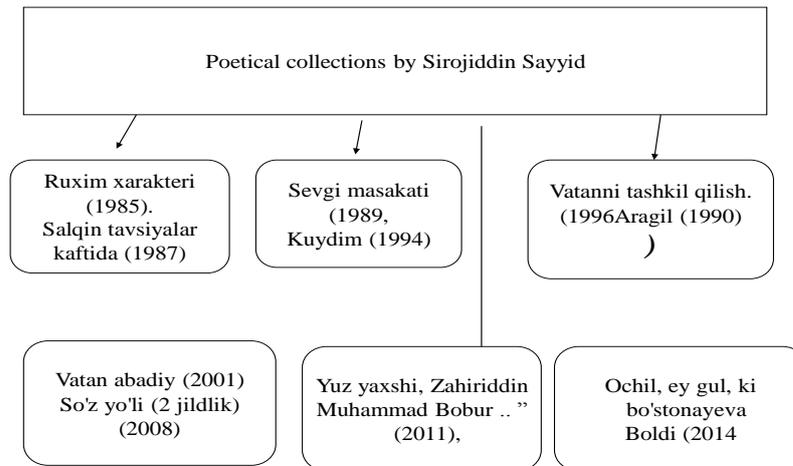
“Mehr saqlamoq”
"Baxt so'zi"
"Birinчисimon"
"Dorilamon kunlar keldi"
"Onaga tilimga alyor"
"O'zbekim"
“Ikki qala”
"Baxshiyona"

Students combine appropriate poems in the column with the author. After that there will be contests against the other students. The teacher answers the students with a question on the subject of "The poetry of period Independence". Questions and assignments are as follows:

1. Describe your thoughts on the poetry of Independence.
2. What are the main features of independence poetry?
3. List the themes of Uzbek poetry during independence poetry period.
4. Which poem of modern Uzbek poetry do you love to read?
5. Have you read poetry books published during the years of independence?
6. Give a brief description of the poet's work that you are a fan of. Give an example of the creations you admire.

After the theme is repeated, today's lesson focuses on analyzing the poetry of Sirojiddin Sayyid, who has been productive in the years of independence poetry period. New topic: "An analysis of Sirojiddin Sayid's poems". Students are asked what information they can find about the life and work of the poet. There is a portrait of Sirojiddin Sayyid on the blackboard. The figure of the poet depicted in the picture is shared with readers. In this way readers will be directed to deeper understanding of the personality and works of the poet.

For this lesson a pre-slideshow of the teacher has been prepared, which is followed by a tutorial. The teacher is provided with visual aids to guide students to think and to consider. These visual aids provided by the teacher will help the student to concentrate quickly and easily.



The topic will be explained, and a broken clash will be made to the interactive methods of living today to reinforce the theme. One of them is the "Sirli nuqtalar" method. Implementation of this method is very effective and will interest readers. Separate children are invited, teachers are given in groups of three, and each group is given a completed poem. The four poems tell us that money is needed in a particular place. The following is the practice of implementing this method based on Sirojiddin Sayid's poems:

First group

Ne tong edi – izg'irinlar zaxrini totding,
Dasturxonda muztar qoldi qad-u naboting.
Shahidlarning nomlaridir har bir har bir raboting,
Abadiy yod erur asli adabiyoting,
Cho'lpon, Fitrat, ham Usmonim, Vatan.
(Qodiriy)

Second group:

Manglaiga kaft kuyib olisga boqsam,
Edildan ko'rinar bo'yularing, o'zbek.
Tush kabi jimirlab ming yil oqsa ham,

Noming aytar, uzbek. (Enasoylaring)

Third group:

Alp Tegin bir hikmat chegirdi toshga:
"Bizning qayg'umiz yaxshi boshka ..."
(boladan)

Bolangga bog'lidir uylaring o'zbek,
Bir zamon olovni iloh bilgan el,
Quyoshga qarashni gunox bilgan el.

The method of "misralarni birlashtirish". In order to implement this method, the students are first grouped into two subgroups. Each group will be given separate envelopes. Inside the envelope is the words written on small paper. Logically combining these words will create four lines of poetry of the famous poet. For example, from the theme "An analysis of

Sirojiddin Sayid's poems" four poems are drawn from two famous poems of the poet, each word of the poem is cut and put into an envelope.

First Group:

Marifatsiz yurtning zavoli bulg'ay,
Uning na iqboli na kamoli bo'lgay
Xotinlari qallob, Erlari kazzob,
Eli halq bulmagay, aholi bo'lgay.

Second group:

Dunyoni xayr ila xushlarda ko'rdik,
Yuksak parvozlarni qushlarda ko'rdik,
Kechgan umrimizni qaytarib bo'lmas,
Go'yoki biz uni tushlarda ko'rdik.

Students are required to work diligently in teamwork. Each group is evaluated by the teacher as to whether the condition is met correctly.

CONCLUSION

In general, the study of poetic works in secondary schools offers new opportunities for remembering and analyzing poetry. In particular, a visual approach to the poetry of independence will not only encourage the reader to think, but also facilitate the understanding of the poet's feelings. Also, visual analysis of poetry based on visual materials can help the student to reflect the individual characteristics of the student. ICT tools and handouts used in the course will enhance the reader's ability to perceive Sirojiddin Sayid's image, to master the feelings and ideas embedded in his poems.

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