



Abdulla Avloni's Manuscript Methods Of Using Non-Traditional Methods

Ozodbek Imomali Ogli Danabekov

Student, Specialty Of Uzbek Language And Literature", Tashkent State Pedagogical University, Uzbekistan

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ABSTRACT

This article discusses ways to increase students' written literacy in the old Uzbek script based on Arabic graphics through interactive methods.

KEYWORDS

Ancestral heritage, ancient written sources, education, Arabic graphics, old Uzbek script, interactive method.

INTRODUCTION

Indeed, perpetuating the names and memory of thousands of our compatriots, statesmen and public figures, representatives of science, culture and art, literature, ordinary people, who were repressed by the dictatorial regime, on the example of their courage and perseverance? Nurturing in the spirit of devotion is an urgent task.

Under the leadership of President Sh. Mirziyoev, unprecedented work is being done to restore our national traditions and values, to study in depth the sacred religion, the rich heritage of our saints and scholars, to beautify their shrines, to preserve historical monuments.

On October 8, 2020, the Decree of the President of the Republic of Uzbekistan Shavkat Miromonovich Mirziyoev “On additional measures to further study the heritage of the victims of repression and perpetuate their memory” [1] was adopted. Undoubtedly, this document is of historical significance and, first of all, shows the high respect for the memory of our ancestors.

THE MAIN FINDINGS AND RESULTS

During the years of independence, the restoration of the ancient history and rich culture of our people, the deep study and promotion of the scientific, religious and spiritual heritage of our great scholars and saints, the beautification of sacred sites to educate the younger generation in the spirit of their noble traditions. Great work has been done and is continuing consistently. Lately, things have changed in our lives that we did not expect. On May 24, 2017, the President of the Republic of Uzbekistan Shavkat Mirziyoev signed a decree “On measures to further improve the system of preservation, study and promotion of ancient written sources” [2]. The resolution explains that the document aims to educate the younger generation in the spirit of patriotism and deep respect for history, as well as to further strengthen the international reputation of Uzbekistan as a country that has made a significant contribution to the development of world science and culture aim to take research and advocacy to a new level of quality.

In addition, on October 30, 2020 under the leadership of the President of the Republic of Uzbekistan Sh.M.Mirziyoev on additional measures to further improve the education system in the country, to accelerate the

development of science. Paragraph 43 of the minutes of the meeting No. 86 states that from the 2021/2022 academic year, students studying in the field of history and philology should be taught subjects using historical sources (manuscripts) and the task is to transliterate the manuscripts of the Arabic alphabet into Uzbek.

Indeed, our present reality, the course of life, requires a comprehensive study of our past heritage. This puts us in front of the task of quickly resolving the problems associated with the comprehensive acquisition of our past heritage. In order to study and research our spiritual heritage, and to convey its advanced ideas to the general public, it is necessary to carefully master the old Uzbek script based on Arabic graphics.

We know that the centuries-old spirituality, spiritual world, creative potential of our people, the classics created by our great scholars is reflected in the Arabic script. Therefore, every student who wants to know the history of the Uzbek people, the literature of the past, to understand it more deeply, should be aware of the old Uzbek script based on the Arabic alphabet. In order to read manuscripts, a person must have sufficient knowledge, skills, abilities and rich experience.

Indeed, the rapid penetration of innovations into the education system, the mastery and application of pedagogical technologies by the teacher, requires a constant search of the teacher. In the course of the lesson, the teacher must organize his students' creative views on science, form in them the characteristics of curiosity, and, of course, organize the lesson using modern pedagogical technologies and methods [3, p. 63].

In this regard, in this article, we aim to use non-traditional methods in teaching manuscripts written in the old Uzbek script. The constant search for the organization of lessons on the old Uzbek script on the basis of pedagogical technologies is becoming a necessity today. It is not always easy to keep students interested in the lesson and keep their attention. To do this, the use of pedagogical technologies based on their own skills can lead to good results. To this end, we would like to focus on the use of the “Spelling Relay” method to improve students' oral and written communication in the process of working on manuscript sources.

The “Orthographic Relay” is an interesting form of working with first-year students majoring in Uzbek language and literature, which allows students to develop the ability to work in groups that develop logical thinking skills, as well as memory. In addition to intensive training, it also meets the needs of students for movement. The spelling relay allows you to achieve unlike traditional dictation in order to record with traditional recitation.

Materials that students will need in this process:

- a) Dictation of the text;
- b) A sheet of paper, a pen (cut pencil), a red ink pen, one at a time;
- c) The winners can win.

1. The course of the exercise:

The teacher divides students into 3 groups. In each of them, students choose:

- a) Writer (one for each group);
- b) Runners (1-3);
- c) Musahhih (one in each group).

Students hang a dictation board outside the auditorium, 10 to 30 meters away (for example, at the end of a hallway).

2. Each group has its own place, where the writer and the author sit.

3. The exercise begins with the teacher's signal. The group's task is to mistranslate the text on the board. The runners run to the board, read the writing on the board, and try to remember as much of the writing as possible. The writers write the texts that the runners remember. The musahhih (checker) checks the writer after he has written the whole text, and corrects any mistakes. The finished text is presented to the teacher.

In the process of using this method, groups of 3 people (1 writer, 1 proofreader, 1 runner) are formed. The teacher should organize the groups in such a way that there are no major disparities at the group level. The dictation text should be familiar to students beforehand so that it is easy to remember the whole text. For the dictation text, we have selected an excerpt from Abdullah Avloni's "Turkish Gulistan or Morality." This is because in the practical classes, samples of the author's works are worked out on the text, words related to the layer mastered by the students are identified, and dictionaries are created, and so on.

The dictation text can be as follows:

جفظ لسان ديب هر بير ملت اوز آنا تيل و ادبياتيني ساقلاما كيني ايتيلور هر بير ملت نينگ دنيا ده بار ليغين كورساتادورگان آيينا حياتي تيل و ادبياتيدور ملي تيلني يوقاتمك ملت نينگ روحيني يوقاتمكدور هيهات بيز توركستان ليلار ملي تيلني ساقلامك بير طرفه تورسون كوندن كون اونوتمك و يوقاتمده دور ميز تيليميز نينگ يارميگه عربي فارسي اولانگاني كم ليك قيلول بير چيتيگه روس تيليني هم ياپيشدور مكدور دور ميز درست بيز لارگه حكومتيميز بولغان روس لسانيگ بيلمك حيات و سعادتيميز اوچون آش و نان كبي كيراكلك نرسه دور ليكن اوز بيرينده ايشلاتمك و سوزلامك لازم دور ز غيرياغي سالوب ماشكيجيري كبي قيلول آرالاش قورالاش فيلمك تيلنننن روحيني بوز ادور ياهو بيزگه ني بولدي بابالاريميزگه بيتوشغان و ياراگان مقدس تيل و ادبيات بيزگه هيچ كملك فيلماس اوز او بيميزني قيدير ساك و آختار ساك يوقالغانلاريني

هم تاپورميز يوقالسه يوقالسون اوزي باشمگه تار ابدی ديب ياوروپا قالياغيني كيوب كولگي بولمك زور عيب و اوياتدور بيغمبريميز ايرلارده جمال لسان و تيلدور ديميشلار

ای آنا تیل عزیز قدر دانیم

التفات رحیم رحمانیم

توغدیغیم کوندن ایلادینگ الفت

اولگونچه آیلیمه ای جانیم

مینگ علم و ادب سن اورگتدینگ

چین ادیب معلم شانیم

ملتنینگ روحینی کوتارگوچی سن

اینگ مقدس کرملی سلطانیم

عمومی ملی تیلنی ساقلاما ايله برابر خصوصی آغیز آراسیده گی تیلنی هم ساقلامك لازم دور چونکی سوز انسان نينگ درجه و کمالینی علم و فضیلتی اولجاب كورساتادورگان تراز وسيدور عقل صاحبلاری [4, p. 45]

Second text:

عبداللا اولانی

تورکی گلستان یاخود اخلاق دن

اخلاق

انسانلار نينگ ياخشيلیگه چاقيرگوچی يامانلیکن قایتارگوچی بر علم دور ياخشی خلق لار نينگ ياخشيلیگینی يامان خلق لار نينگ يامانلیگینی دلیل و مثال لار ايله بیان فیلا دورگان کتابنی اخلاق دییلور اخلاق علمینی اوقوب بیلوب عمل فیلگان کیشی لار اوز نینننن کیم ابکانین جناب حق نی اوچون خلق فیلگانین بیر یوزیده نیمه ایش فیلماک اوچون یورگانین بیلوب بر کیشی اوزیدن خبردار بولماسه علم نی علمانی یاخشی کیشیلارنی یاخشی نرسه لارنی یاخشی ایشلارنی قدرینی قیمتینی بيلماس اوز عیبینی بیلوب افرار قيلول توز اتمکغه سعی و کوشش فیلگان کیشی چین بهادر و پهلووان کیشی دور رسول اکرم نبی محترم افندیمیز میزان تراز وسیگه قوبادوگان عمل لار نینننن ایچیده یاخشی خلق دن آغیرراغی یوقدور مؤمن بنده یاخشی خلقی سبیلی کوندوز لاری روزه توتوب عبادت فیلگان کیشی لار درجه سیگه بیتار دیمیشلار

سویلاسانگ سویلا یاخشی سوز لاردن

یوقسه جیم تورماقینگ ایرور یاخشی

اویلاسانگ یاخشی فکر لار اویلا

یوقسه گنگ بولماقینگ ایرور یاخشی

ایشلاسانگ ایشلا یاخشی ایشلارنی

[4, p. 3] یوقسه بیکار لیغینگ ایرور یاخشی

The task of the runners is to memorize the text (it is not allowed to divide the text into parts and leave the auditorium multiple times). To check that the text is spelled correctly, the proofreaders check the dictation text written by the author against the writing on the board, and correct any errors with a red pen. Often, during the first exercise, students learn that the task is best done by a group of runners who are good at memorizing text, not good athletes (if necessary, the teacher should ask them questions and encourage them to come to that conclusion when discussing the results of the exercise).

In addition, group writers should not be allowed to write erratically. The duration of the exercise should be limited in the first test relays. The relay race should be completed when most of the groups have completed their work. During the question and answer session, students should also state the content of the text and observe the idea from their point of view. This will strengthen the student's ability to think freely, to develop the ability to express themselves independently in public.

During the exercise, the teacher should provide basic safety precautions. Students should be supervised both in the hallway and in the classroom. In post-relay use, the teacher should increase the dictation text based on his or her own experience, and at the same time make changes to the rules of the game. There are many ways to get students into groups. When the relay is being held for the first time, the teacher should try to keep the groups relatively even. In time, when the number of students in a group is more than 3, and the importance of correcting the groups' increases, it is possible to introduce division by drawing lots. Groups should not be allowed to be formed independently or by leaders chosen

by the teacher. The method of evaluating and rewarding students is based on the teacher's imagination and passion. A teacher can motivate his students based on his inner potential.

CONCLUSION

In conclusion, the method we have considered above encourages students to think freely, to memorize, to observe, and to work together to improve their written and oral literacy. Competitive lessons such as the Spelling Relay in Old Uzbek Writing are designed to test students' knowledge of the lesson, their ability to use language in dialogue, their speaking skills, their level of quick and clear thinking, and their ability to cope with difficult situations. Competitive lessons develop students' qualities of activity, ingenuity, ingenuity, accustom them to independent creative thinking, and help them to develop the necessary and useful skills. We can also say that the introduction of advanced pedagogical and new information technologies in education not only increases the effectiveness of teaching, but also plays an important role in cultivating an independent and logical thinking, well-rounded, highly spiritual person through the application of scientific achievements in practice earns.

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