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## INTERACTIVE METHODS OF WORKING WITH THE QUESTIONS AND ASSIGNMENTS FROM THE NOVEL "MEHROBDAN CHAYAN" BY ABDULLA QADIRI IN LITERATURE LESSONS

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### ABSTRACT

This article discusses the effective methods of studying Abdulla Qadiri's work in literature classes. Also, the aspects that make the students familiar with Qadiri's personality and creativity are touched upon.

### KEYWORDS

Qadiri, modernism, "Scorpion from the altar", realism, interactive, "Reverse test" method, "Heuristic" method, mufti.

### INTRODUCTION

It is known that in recent years, many changes have been made in the field of education at the initiative of our honorable President Shavkat Mirziyoyev, in particular, attention has been paid to innovations and updates. In the President's address to the parliament on the further development of our country on January 2, 2020, they touched on the issues of reforming the education system, improving the mother tongue,

bringing it to a higher level, in particular, paying great attention to literature.

Among other things, our President said about Jadidism: "In general, we need to deeply study the Jadidism movement, the heritage of our enlightened grandfathers. The more we study this spiritual treasure, the more we will find the correct answers to many questions that still concern us today. "The more actively we promote this priceless wealth, the more

our people, especially our youth, will understand the value of today's peaceful and free life," he said.

Following the above ideas, it would be appropriate if more space was allocated to study the works of modern artists in school textbooks.

For example, if we analyze the teaching of Abdulla Qadiri's life and work in school textbooks to the best of our knowledge, Abdulla Qadiri's works were taught for 1 hour in the old literature textbooks for the 5th, 7th, and 10th grades, while in the modern updated literature textbooks, they are taught for 5 hours, i.e. 1st hour Abdulla Qadiri. Chapters from the novel "The Scorpion from the Altar": The author's life and work. Working with the tasks of the stage "Preparing to read the work", 2nd hour analysis of the chapter "The Scorpion's Demonstration", 3rd hour analysis of the chapters "Two Kinds of Loyalty" and "Barimta", 4th hour "Goodbye, Rana" and "A Terrible Courage" analysis of chapters, 5th hour Abdulla Qadiri. Chapters from the novel "The Scorpion from the Altar": working with the tasks of the "Let's discuss" stage. Write a letter. Project. Designed for topics such as epic types and genres. So, do textbooks study the life and work of this writer in the same way? We want to address this issue as much as we can.

Judging from the above points, Abdulla Qadiri has a great influence on the psyche of students not only with his literary legacy, but also with his difficult life path, his

fiery nature, his good qualities, as well as his hard work for the future of the Motherland.

If we look at the updated 7th grade literature textbook, we will see that very short information is given about the life and work of Abdulla Qadiri. In our opinion, this information is not enough for a schoolchild to understand the personality of the artist, to discover the artist for himself in his thinking, to get into the environment in which he lived, as well as the spirit of the era. Let's say, in addition to the given information, from the book "About my father" by Habibullah Qadiri; "Those who begin to describe the reign and era of Qadiri Khudoyar do not limit themselves to some events and oral reports. For this novel, as in "Days of the Past", they carefully study various historical information about that period... But something keeps the person thinking, searching, and tormenting him for a long time.

address several of the curriculum's objectives:

( Abdulla Qadiri is the founder of Uzbek novel

( Qadiri's contribution to the introduction of the genre of realism into Uzbek literature

( The role of the novel Mehrobdan Chayan in Uzbek literature

For example, during the course of the lesson, when the historical and artistic level of the work is highlighted, the teacher reads excerpts from articles and

pamphlets such as "When Abdullah Qadiri is read" by literary scholars and writers Odil Yaqubov, Bahadir Karimov's "Soz sozlada...andisha kerak", the lesson will be meaningful, and the distance between the student and Qadiri, bringing them closer to each other, serves as a big factor in matching the writer.

So, the lesson can be organized using the heuristic method. After the students have fully familiarized themselves with the passage from the novel "The Scorpion from the Altar", the work should be analyzed together with the teacher. They can compare their conclusions and views with those of the textbook author. However, the teacher should emphasize that the conclusion given by the author of the textbook is the conclusion of an ordinary reader, so that the conclusion in the mind of the student does not disappear. First of all, a list of difficult-to-understand words is written on the board and explained (mufti - a high-ranking priest, ululamir - a great emir, qadnosanos - one who does not know the value of a person, "Inallaha ma'assobirin" - God is with those who persevere, kullu yavmin batar - day by day is better ) The second stage is the analysis of the work with the help of the questions that the teacher has made independently at home and given in the textbook. First of all, attention is paid to the title of the work. After understanding the gist, the students will put a title on it based on the text of the excerpts from the novel "The Scorpion from the Altar" given in the textbook. In

this way, not only the title is given, but the reader analyzes why such a title is given. It would be great if other readers commented on this title.

During the analysis of the text, it is better for the reader to think about the life and artistic truths hidden in the work. In the analysis of the chapter "The Demonstration of the Scorpion", the reader's attention should be focused, first of all, on the depicted environment. Why are books such as "Sharhi Mulla Jami", "Aqeedee Ma'-Alhavashi", "Hikmatul-Ain", "Al-Wiqaya", "Siyari Sharif" typed on the shelf mentioned at the beginning of the chapter mentioned? What does the mention of their names mean? The chapter started with the conversation of Mufti Shahodat, Mullah Abdurrahman, Mirza Kalonshah. In the analysis of the chapter, the reader's attention should be focused, first of all, on the conversation taking place in the middle. It is necessary to think about what was understood from their mutual conversation, about what impression these three Umars made on the reader. Personality of Mullah Abdurrahman:

“images? About Sultanali: "A girl came to Sultanali's house with him saying, "My friend, it's half past midnight. Before dawn, Sultanali filled the two babies' bosoms with walnuts, and in the morning, when they were sleeping, Sultanali came running to the duck; After talking about the incident, they went to the khan in the dark, and if they brought the young men to them by the khan's order, there is no lover or lover, there is

a sabnama called Sultanali in their place. Apparently, Sultanali acted foolishly and made Anwar sick and disappeared in the morning while they were sleeping, raising suspicions again. Although Sultanali was unable to capture the girl with Anwar, Baharhol managed to take Anwar's place by looking good to Khan. What kind of person is Sultanali based on the incident told by the Mufti of Shahadat? Did he really betray his doomsday friend Anwar? Why did the writer first show Sultanali as a treacherous spirit from the language of Mufti Shahadat, and in the speech of Mullah Abdurrahman: "

each other, Sultanali and Anwar were such close friends. Therefore, the thought is "does the crow dig the crow's eye?" the question arises; "How did the gentlemen understand this?" he opened the other side of the coin. It was not possible for the writer to include the sentence spoken by Shahodat Mufti, right?! What is the burden of these sentences? The student should think about it independently.

In addition to the questions presented in the textbook based on the description of the characters' actions, it is appropriate to ask the following questions when analyzing the characteristics of the characters:

1. On studying the portrait of the hero: find the places in the text where the portrait of Anwar is described. What aspects of Anwar's character are reflected in his appearance?

2. About studying the character's speech: Determine how Anwar's speech differs from others. Explain the characteristics of the main character's speech. Explain your opinion by comparing the speeches of Anwar and Abdurrahman, Anwar and Salih Makhdum.

3. To study the attitude of other characters to Anwar: find places in the text where other characters react to Anwar. Find out what the characters of the play think about Anwar. Whose thoughts match the image of Anwar's external and internal portrait? Evaluate his interactions with others.

4. Regarding the evaluation of the hero's actions: Do you think that there are any lines in the image of Anwar's character that do not match his character? Try to justify his loyalty to his faith through examples (Anwar's relationship with Sultanali, Anwar's relationship with Khudoyar Khan).

5. Regarding the study of the author's attitude to the hero: what idea is expressed in the work through the image of Anwar? Find similarities and differences between the author and the character! The teacher should raise questions that make the students think about the personality qualities of each character, their character traits and how they are expressed in the work, and make each of them react.

Muhammad Niyaz - representatives of the ruling class, while creating these characters, the writer relied on real prototypes and historical chronicle material;

Covering characters with different characters such as Nigorkhanim, Rana, Anvar, Sultanali required a lot of skill from the writer, and it is worth admitting that the writer managed to do it. Based on this skill of the writer, the use of the "Reverse test" method in the analysis of the work in the course of the lesson is also very useful in drawing the portrait of the heroes of the work. In this, the answer of the test is determined and the students create a question according to this answer, and this method shows what thoughts there are about the answer, and also requires the student to search and think.

### REVERSE TEST METHOD

1. ....  
.....?
  - a) Sultanali
  - b) Shahada Mufti
  - c) Mulla Abdurrahman
  - d) Mirza Anwar
1. Who is the hero aiming for the position held by Sultanali?
  2. In whose language is the expression "If you are my beloved, what will happen to me the day I see you"?
  3. Which of the Umaros is the most eventful?

4. Who came up with the idea of writing an unsigned application to Khan?

This method helps to approach a concept in a broader way, to achieve a great result in a short time. While describing each character in the novel on the basis of the "reverse test" method, students learn to think freely, based on their characteristics, and based on the analysis, they reveal that nationality is not an external sign, but an internal state.

After the analysis of the work, it is planned to provide theoretical information about the language of the work. Because the national spirit and folk work that prevails in Qadiri's work have the opportunity to show language skills from beginning to end, it is appropriate to make theoretical conclusions on the example of the work "Scorpion from the Altar". A continuation of the work can also be assigned as homework. They can write their thoughts and comments on the paper about the next life of the heroes of the play. This also serves as a good factor to make the student think more and expand the scope of knowledge.

In conclusion, the passage of the novel "The Scorpion from the Altar" in the stages of education requires skill from the teacher and perseverance from the student. Nowadays, the student has his own worldview, modern world, personal opinion and imagination. He has the ability to accurately and impartially assess the

work, to see its new aspects, and to interpret it in a new way.

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