

Educational Objectives of Abdullah Qahhar

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Abstract

This article reflects the well-known writer Abdullah Qahhor's opposition to education and his attitude to literature. In addition, the analysis of a work of art should focus on the time and environment, and literature should serve only good.

Keywords: education, worldview, analysis, analysis, synthesis, literature, knowledge, pathos, image.

Literature influences human feelings and emotions and teaches the reader a philosophy of life: ways to understand the complexities of the universe and man; teaches the student the secrets of life, helps him to grow spiritually. Man lives in the circle of being. He is a part of the universe. Of all the creatures, the most precious of all beings, the most sacred is man. Man is considered more powerful and honorable by the power of thought, by the ability to speak. Abdulla Qahhor is one of the leading figures of Uzbek literature. In his more than 40 years of creative work, he has created works that cover all areas of society, and his works have been translated into various languages. Abdullah Qahhor is a unique talent who has made a significant contribution to the development and promotion of Uzbek literature in the world. There is no branch of our literature in which the merits of Abdullah Qahhor, a man of many talents, have not been absorbed and he has not shown his talent. Abdullah Qahhor impressed everyone in the genre of short stories and essays, as well as in short stories and novels, as well as in the creation of comedy and drama, and created original and mature works of art in these genres, especially storytelling. Abdullah Qahhor is an eloquent, thoughtful artist. There are many qualities of a writer's work. He writes about issues of public interest, opens up gaps in literature, speaks new words, and creates new characters. This is, first of all, Abdullah Qahhor's innovation in art. The author's works are characterized by high artistry, clarity of thought, sociality, populism. Such qualities of Abdullah Qahhor's work have been revealed in detail in our literary criticism and literary criticism, and Abdullah Qahhor's work has been rightly praised. Abdullah Qahhor also made a significant contribution to the development of the genres of short stories and novels. The writer expresses his ideas in a very concise and figurative way, using wonderful metaphors, beautiful adjectives, original phrases and metaphors, and wise words and phrases. Abdullah Qahhor is acknowledged to be a very demanding writer for himself and other authors. He never tired of working on manuscripts, he reworked his works over and over again, polishing and polishing them. He continued to work on the manuscript even after his work became a book or a play was staged. Abdullah Qahhor is passionate about the future of our literature, has always considered it important to nurture young writers, has set an example for many writers in this field, has created a unique school in our literature and has trained many students. Sufficient experience in studying the works of Abdullah Qahhor has been accumulated and popularized during the educational stages. However, it is no secret that in the former Soviet Union, the study and analysis of the works of writers was carried out within the framework of the ideology of the comforter, in accordance with its requirements. Thanks to independence, the focus on literary education has changed dramatically, and a period of positive growth has begun. An updated

approach to the study of the writer's work based on artistic thinking; to instill in students spiritual and ideological immunity through the study of his works; to increase students' thinking skills through the study of literary skills and talents, to glorify the value of our native language, to further develop the culture of language use; to more vividly reflect students' scientific and theoretical knowledge of literary types and genres in the works of writers; The relevance of our subject and scientific work is determined by such noble goals as expanding the scope of teaching the works of the writer on the basis of modern media and updated pedagogical technologies, as well as the realization of the goals and objectives of literary education. It is well known that many of Abdullah Qahhor's instructive words, his eloquent remarks, and his "untouched" parables have become phrases and words of wisdom among scholars, readers, and the general public. Usually, as students develop their artistic thinking about Abdullah Qahhor's work, the literature teacher will refer to Abdullah Qahhor's wisdom at least two or three times during the lesson, trying to make a strong emotional impact on the students. For example, when it comes to literature and its role in human life, Abdullah Qahhor's wisdom that daLiterature is stronger than the atom, but its power should not be used to cut firewood, when it comes to the fate of literature and the writer's work, says: Literature is a work of the heart, a product of inspiration. Written without emotion, without inspiration, it is like an unpollinated flower - it does not bear fruit. Only a work that satisfies the reader will find its way into the heart of the reader, and the fruit will end in the heart of the reader; The literary profession is no different from the worm that lands on the apple of the writer who has made it a profession; when it comes to talent and skill: The heart of a fat book does not beat well; That is the skill of the writer. It can lock the whole spring in a cave that only looks like a seed; Sprinkling pepper on an egg in a bowl does not make it edible; when knowledge of criticism and critique is given: The most accurate, unbiased review of the century is in the library notebook; A critic who sings someone's song does not grow; a stone thrown from a distance strikes hard; The buyer does not see the house from the tower; By default, as a form of criticism, many points, words of the heart, the conclusions of the writer's creative school, in any way, attract the reader, the reader. The book of Wisdoms of Abdullah Qahhor, published by Asrar Samad, is both a spiritual source and a guide for readers, readers and teachers of literature to enjoy such wisdom of the author without further research. The concise form of the book and the fact that the proverbs are expressed under the headings provide a number of conveniences for the reader, literature teacher or students.

One of the important tasks of literary education is to expand the scope of study of Abdullah Qahhor's works, to approach the study of his works on the basis of renewed pedagogical thinking, to further form the spiritual and ideological immunity of students through the works of the writer. In the later stages of our work, we will focus on describing the new methods and techniques that have been accumulated in the study of Abdullah Qahhor's work in the process of literary education, as well as our new approaches to the study of the writer's work. Here are some of the writer's literary and educational objections:

1. When science confirms a truth in any way, it seeks to draw the necessary conclusions for the needs of human beings. There is no scientific idea that it should be aimed at meeting people's needs, either directly or through many means. After all, isn't science born of necessity?
2. It is not easy to write a book to read, to please every page, every page, every line, to please the reader, to find his heart. To write such a book, the skill of the writer, the desire to write a book, even the insurmountable desire, is not enough, and on top of that, a great idea that drives away any small dream, any interest, except pain, life-giving inspiration, head and heart. need a wave of inspiration.

3. The word is the first element of literature, its main tool. In this case, the writer's negligence in the use of this weapon is a grave sin.

4. Some authors present their youth and inexperience as the reason for such falsifications in their works. In our opinion, such a guilt cannot be attributed to "youth" or "inexperience". This negligence is the result of not always paying attention to the reader and not feeling responsible.

5. The second reason for the low level of children's literature today is the low level of general skills of writers writing for children. It is possible to correct a mistake in a book written for adults, but it is impossible to correct a mistake made in a book written for children.

6. The level of development of any period, any folk literature, its skill is determined not by the number of writers, the number of published books, but the images created in it, the number and weight of the "literary population" living in the pages of the book.

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