EFFECTIVE TEACHING OF ERKIN VOKHIDOV'S WORK IN HIGHER EDUCATION PERSONALITY OF CREATION OF INFORMATION SOFTWARE

Abstract: This article provides effective ways to teach the work of Erkin Vahidov in higher education through innovative technologies.

Key words: modern education, literary education, world and Uzbek literature, reader, masterpieces and lifelong works, innovation, interactive methods, lyrical and epic works, genre, character, epic image, lyrical expression, lyrical tone.

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Introduction

Today, the focus on the education system has changed radically. This can be seen in the large-scale work being carried out. Improving the quality of higher education, expanding the ranks of qualified specialists has become one of the most pressing issues, especially in higher education.

The growing demand for the quality of the modern education system in higher education institutions requires improving the effectiveness of teaching.

In world literature, great attention is paid to the study of the life and work of world writers. Each nation has its own national literature, an immortal rich literary heritage that reflects its identity, which determines the place of this nation in the development of society. The longevity of the masterpieces created by the great writers of the world, and the fact that they have been passed on to future generations over the centuries, lies primarily in the fact that they are respected by their nation and people.

Uzbek literature also has a unique history. In the works of great writers and poets known and recognized by readers around the world, one can see the continuity of the traditions of classical poetry of the East, the commonality of the concepts of national identity, love for the Motherland, humanity.

Especially today in our country special attention is paid to the education of youth. It is a well-known fact that the well-being of our society, peace, interethnic harmony and stability of goodness depend on our youth, who are the future of our state. Therefore, one of the important tasks is to strengthen our independence, to involve young people in creative work more than ever. The role of education, art and literature is enormous in the development of our young people who live in the way of the destiny of the Motherland, the future of the country, who are struggling and aspiring: potential, knowledgeable, broad-minded and independent-minded. In particular, in the process of literary education, it is important to raise the consciousness of students, the spiritual world, to teach young people the life and work of selfless people, including writers: poets and writers.

One of such important issues is to teach the life and work of the Hero of Uzbekistan, People's Poet, winner of a number of state awards Erkin Vahidov at the educational level.

One of the first decisions made by President Shavkat Mirziyoyev after his election as President of the Republic of Uzbekistan was to celebrate the 80th anniversary of the birth of the People's Poet of Uzbekistan Erkin Vahidov. "Famous poet and writer, well-known statesman and public figure, Hero of
Узбекистан Эркин Вахидов, сделавший неотъемлемый вклад в развитие литературы и культуры Узбекистана, заслуживает похвалы за его большой вклад в образование молодежи в духе любви и преданности национальным и универсальным ценностям. Это наш Президент, посвятивший свою службу и памятник для всех. Известно, что Эркин Вахидов был реальным поэтом. Это не преувеличение, чтобы сказать, что патриотический и другой поэт, как его предшественники, играл активную роль в духовном образовании наших молодых людей со своими насыщенными, пылкими стихами. В течение лет независимости, столкнувшись со своими людьми, вдохновил их талантом, знанием и энергией на строительство свободного и процветающего общества. Он посвятил свое существование наше молодое поколение.

Если я сказал, что Эрик Вахидов является одним из наиболее видных поэтов нашей эпохи, который создавал стихи для всех поколений, я думаю, все признают это фактом. Это свидетельство того, что образовательная система нашего народа, развитие его современной формы организации, новые специальности и области, развитие системы образования в новых этапах, введение изменений и реформ, обновление и изменение, креативность системы образования, которую следует развивать и радикально улучшать, являются важными вкладами в развитие страны и обеспечить формирование нового общества. Оно не может быть построено без создания нового, прогрессивного, светского государства в Узбекистане, подчеркивая, что основная цель перемен заключается в создании демократического и гражданского общества. Это ясно, что в этом процессе вопросы формирования нового, мирного человека не могут быть оставлены.

Хотя последние годы — это период радикальных перемен и реформ, обновление и изменение, креативность и развитие, модернизация и либерализация в образовательной системе, они являются важными вкладами в развитие страны и обеспечить формирование нового общества. Оно не может быть построено без создания нового, прогрессивного, светского государства в Узбекистане, подчеркивая, что основная цель перемен заключается в создании демократического и гражданского общества. Это ясно, что в этом процессе вопросы формирования нового, мирного человека не могут быть оставлены.

Изучение фактора инноваций в образовательной системе Ресpublicы Узбекистан является одним из самых важных научных проблем последних лет независимости. Согласно этому, проблема инноваций в образовании стала одной из областей, в которых их широкое и существенное практическое значение. Они были включены. Основная задача этих перемен — создание новых, прогрессивных, светских институтов, подготовка молодежи к самостоятельной жизни и неотъемлемости образования в этом этапе. Последние годы были периодом глобализации, академических лиц и профессиональных коллег в образовательной системе. Важная цель этих перемен - создание опорных основ демократического, гражданского и светского государства в Узбекистане, подчеркивая, что опорные основы нового общества не могут быть созданы без создания нового, мирного человека. Как Республика Узбекистан пересекается путь формирования опорных основ демократического и гражданского общества, это ясно, что в этом процессе вопросы формирования нового, мирного человека не могут быть оставлены.

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Creating a cluster on the epic "Rebellion of Spirits".

**The Epic of the «Rebellion of Spirits»**

- Theme, idea
- Images in the epic
- Epic composition
- Artistic media
- Poet and lyrical hero

**Picture 1.**

**The rule of operation using the insert method**

1. Read the text of the lecture and put the following symbols at the edges of the text:
   - V - I know
   - + - New information for me
   - ? - denies the information I know
   - - vague (requiring clarification) additional information.

2. Record the results in tabular form.

**Table 1.**

| Assignments on the topic | B | - | + | ? |
|--------------------------|---|---|---|---|
| 1. The idea of the epic "Rebellion of Spirits", the analysis of images |   |   |   |   |
| 2. The scope of the theme of the poet's poems |   |   |   |   |
| 3. The content of the comedy "Golden Wall" |   |   |   |   |
| 4. Poet's poems, poetry |   |   |   |   |

**T-drawing graphic organizer.** A T-chart is a universal graphic organizer for writing double answers (yes / no, yes / no) or comparison, contradictory answers during a discussion. For example, after reading the factors that led to the writing of Erkin Vahidov's epic "Cry" based on the principle of "for and against", small groups or a pair of students make a T-chart, as shown below, and five minutes later, on the left side of the chart, can write as much reason as can be imagined. Then for five minutes, they should come up with as many reasons as possible against the idea. At the end of this time, they can compare their T-sketches with other pair sketches for another five minutes. For example:

**Table 2.**

| Reasons for writing the epic "Cry" | Reasons for not writing the epic "Cry" |
|-----------------------------------|--------------------------------------|
| The poet's father, Choyanboy Vahidov, went to World War II and died in 1944. This condition remains a lifelong wound in the heart of the young poet. Twenty years later, the poet's longing dreams led to the writing of the epic "Cry". | Were it not for the terrible war, the tragedy, the loss of thousands of people, and the death of the poet's father in the war, the epic "Cry" would not have been written. |

Students will be able to continue the reasons in the drawing as time allows. This teaches students to think independently, to compare, to approach the topic differently.

In the textbook "Mother tongue and literature" created for university students, the issue of theoretical understanding has been left out of the authors' attention. In our opinion, the theoretical knowledge acquired by students in general secondary education, in particular, their understanding of the epic genre, should be constantly improved. First of all, it is expedient to introduce students to the theoretical understanding of the epic through a slide: the need for a certain "sequence" of events for the epic; the character appears with new facets in the flow of events; the approach of lyrical expression to the epic image; didactic purpose is easier to achieve when the events and the poet's attitude to the lyrical hero are...
explained in the example of genres such as "Cry", "Rebellion of Spirits" and "Epic in the Tent".

In the process of reading and studying the work "Epic written in a tent", students should pay attention to the peculiarities of the genre of epic. In completing the table below, students refer directly to the text of the work, find examples in the epic, and substantiate their ideas.

Table 3.

| Find examples of the genre features of the epic. |  |
|------------------------------------------------|---|
| Expression of lyrical experiences | Image of events | The character and image of the protagonist are revealed | An expression of the poet’s experiences | Means that serve to illuminate a weighty idea |

The comedy "Golden Wall" can be studied on the stage. Students describe their impressions of the comedy using analytical questions. Questions are formed by small groups.

Before studying the comedy "Golden Wall", we think it is useful to give students a theoretical understanding of the characteristics of the dramatic genre, in particular, the fact that the drama embodies a certain tragedy in human life, the comedy depicts life tragedy in funny situations through the interpretation of comic images.

The DTS and curriculum require students to be able to differentiate works of art by genre and to analyze them in relation to the nature of the genre, in addition to gaining an understanding of the life and work of twentieth-century word artists. After the screen shows a slide with a theoretical commentary on the genre of drama and comedy, students’ attention is focused on the following problematic questions in the "step-by-step" method.

1-step
What does the title of the work mean? What kind of artistic medium is the title?

2-step
What genre is the work written in? Do you know the features of this genre?

3-step
Can you describe the leading characters in the work according to their spiritual image? Does their name match the look?

4-step
What tools did the playwright use to illuminate the idea of the work?

5-step
Your thoughts on the artistic, philosophical generalizations expressed at the end of the work.

Picture 2.
FSMU TECHNOLOGY

Technology serves to develop students’ ability to independently express opinions on the topic under study, to substantiate personal opinions (substantiate with examples), to argue.

It is recommended to work with the following scheme:

Table 4.

| №  | Concepts                  | (Φ) | (C) | (M) | (У) |
|----|---------------------------|-----|-----|-----|-----|
| 1  | Poems of the poet         |     |     |     |     |
| 2  | Dramaturgical activity    |     |     |     |     |
| 3  | The art of epics          |     |     |     |     |

Note: Symbols mean the following:
(F) - state your opinion;
(C) - state any reasoning behind your opinion;
(M) - give an example that proves the validity of the stated reason;
(U) - Summarize your thoughts!

Table 5. EXAMPLE

1-group

| Question | What are the peculiarities of Erkin Vahidov’s poetry? |
|----------|------------------------------------------------------|
| (F) Express your opinion                             |                                                     |
| (C) Give a reason for your statement                 |                                                     |
| (M) Give examples to prove your point                 |                                                     |
| (U) Summarize your point                             |                                                     |

2-group

| Question | Explain the poet’s skill in epic writing. |
|----------|------------------------------------------|
| (F) Express your opinion                       |                                             |
| (C) Give a reason for your statement           |                                             |
| (M) Give examples to prove your point          |                                             |
| (U) Summarize your point                       |                                             |

The use of advanced modern experience in teaching the subject of Uzbek literature, including the work of Erkin Vahidov on the principle of continuity, helps students to master the topics, to understand the essence of the issues raised in it. Therefore, first of all, the subject of “Uzbek literature” should devote as much time as possible to the analysis of the work of art.

Second, the organization of the lessons on the basis of problematic questions, addressing the students with problematic questions related to the topic, ensuring that these questions are directly related to life, today’s realities, makes the lessons interesting.

Thirdly, in order for students to have a comprehensive understanding of a particular topic, it is useful to express different views on the issue under consideration, to acquaint them with modern interpretations of the same problem.

Fourth, asking questions and assignments on the topic, recommending them for analysis of the text of a work of art (poem, story, etc.) is important for deeper mastery of lectures, seminars and practical exercises in the classroom.

In general, the use of new, modern methods of teaching literature in higher education provides great practical assistance in improving the quality of education, the development of creative and inquisitive abilities of teachers, arousing interest in science among students. In particular, the use of modern methods and technologies in the study of the life and work of talented and comprehensive artists such as the representatives of the new Uzbek literature: Abdulla Qodiri, Cholpon, Gafur Gulam, Oybek, Abdulla Qahhor, Hamid Olimjon, Odil Yakubov, Erkin Vahidov, Abdulla Aripov remains a basic requirement.
### Impact Factor:

| Journal   | Impact Factor |
|-----------|---------------|
| ISRA (India) | 4.971        |
| ISI (Dubai, UAE) | 0.829       |
| GIF (Australia) | 0.564      |
| JIF       | 1.500        |
| SIS (USA) | 0.912        |
| ICV (Poland) | 6.630      |
| PII (Russia) | 0.126       |
| ESJI (KZ) | 8.997        |
| SJIF (Morocco) | 5.667   |
| IBI (India) | 4.260       |
| OAJI (USA) | 0.350        |

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