



INTEGRATIVE APPROACH IN THE INTERPRETATION OF "BOBURNOMA"

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ABSTRACT: - In the article, we analyze the study of the creative heritage of Zahiriddin Muhammad Babur, in particular, the process of integration and the principles of integration in the teaching of "Boburnoma", the interdisciplinary relationship.

KEYWORDS: Integration, technology, method, historical pictures, albums, allegories, exaggerations, the nature of heroes, poetic speech, inner monologue, image of nature, psychological state, artistic texture, historical sequence.

INTRODUCTION

Various methods of teaching literature classes have been developed and are being developed. Each methodist, with his own views and advanced thoughts, has been making scientific observations about the most convenient and effective ways of teaching fiction.

Everyone knows well that the role of fiction is incomparable in the emergence of the artistic quality of the word and the desire for it.

Examples of fiction not only lead the student to the world of art, but also play an important role in his acquisition of knowledge about the world and environment, people, and their inner worlds. St. Petersburg University researcher M.S. Emelyanov in his doctoral dissertation entitled "The role of integration in teaching literature and history in school education" emphasized the importance of literary historical works in clarifying historical facts and increasing students' interest in

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historical evidence. The scientist explains that in order to achieve the integration of literature and history sciences, it is necessary to use several teaching methods in one lesson, and in his life experience, he organized integrated lessons in order to convey and teach the essence of a certain topic, concept and phenomenon. T. G. Braje's article focuses on the integration of modern school subjects, and it is emphasized that being aware of examples of fiction created on this topic when teaching a given topic in history will increase interest in history.

Such classes are always different from other classes. In the process of interdisciplinary communication in integrated classes, subjects are formed into two groups. The first group is the leading integrative science, and the lesson is based on the teaching of one of these science topics. The second will consist of a group of integrating sciences. Integrative subjects are also considered as subsidiary subjects. M.S. Emelyanov interprets the subjects involved in integration as auxiliary subjects.

In the textbook created by Ye.N.Kolokoltsev, A.V.Danovsky and others, the school literature course has intra-subject and inter-subject integration. In interdisciplinary integration, he mentions that they include literature and history, literature and world artistic culture, literature and art. In the scientist's comments on the internal integration of science, it is determined that literature has a connection with linguistics, modern literature and other sciences. We agree with the opinions of scientists and note that the science of literature consists of such disciplines as internal integration, theory of literature, history of literature, and folklore.

In the opinion of M.G. Zabarova, who wrote the section on interdisciplinary relations in the textbook on modern technologies of primary

general education, students should be taught knowledge of several disciplines at the same time in order to reveal the essence of the concepts of integrating sciences is one of the effective methods of teaching. If we pay attention, we can see that literature, history, geography, ethnography, linguistics, art, philosophy, religion and several other subjects are interconnected by organizing integrated lessons in literature classes. Of course, the content of the topic and material is of great importance for this. In the teaching of the work "Boburnoma", which is the object of our research, the integration of several subjects is observed, as we mentioned above. In this place, literature acts as an integrator - the leading science, and the sciences that help clarify specific concepts, evidence and events in the essence of the topic in literature are auxiliary sciences and are considered as integrative sciences.

In the article published by Bashkir researcher Asayeva Liana Khazislamovna, observations on the integration of history and literature in the teaching of Lermontov's poem "Borodino" were expressed. While describing the course of the lesson, the researcher reveals the logical meaning of the words "Vatan" and "father" by referring to the explanatory dictionary and etymological dictionaries in order to provide information about the unknown concepts in the poetic work. historical photos, albums, in order to create a clear idea of the future, to describe historical information about the war heroes of the period depicted in the poetic work at the next stage; then organizing a conversation in order to read and analyze a poetic work becomes important in revealing the topic of the lesson and reflects the integration of history, linguistics, art and literature.

One of the main tasks of modern education is to prepare students for life as members of a developed society. Solving this task is carried

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out through the formation of various types of powers. The most effective way to form the personal qualities of students is the integration of school subjects.

Also, the integrated educational process can revive interest in the integrated profession, allows to use school time wisely. Integrated lessons contribute to the formation of a holistic view of the surrounding reality, allow to perceive the interdependence of various events and life processes.

School education has an important and incomparable service in the development of society. The content and quality of school lessons, the harmony of education and training are one of the issues that determine the future of any nation.

It is no secret that many teachers have serious difficulties in ensuring interdisciplinary relations. The peculiarity of the integrated lesson is that it is formed by two or more teachers or a qualified teacher in several adjacent subjects. When preparing an integrated lesson, it is very important to consider the methodology of its implementation. At this point, it will be necessary to consider issues ranging from homework given in the previous lesson to the ability and attention of low-achieving students. The homework given at the end of the integrated lesson should also have its own characteristics. Based on the essence of integrated sciences, tasks aimed at learning the important aspects of the subject should be reflected in the homework. Depending on the activity and intellect of the students, the integrated lesson means the possibility to determine the connection of knowledge in several academic subjects.

Thus, integrated lessons are important in the modern educational process. Therefore, we turn to the goals and tasks of integrated lessons, try to consider their types. We

analyze the process of integration and the principles of integration in the study of the creative heritage of Zahiriddin Muhammad Babur, more specifically, the work "Boburnoma" in integrated lessons.

How did the idea of an integrated lesson come about? This idea was first put forward by Western scientists. Later, Russian Methodists aimed to expand students' knowledge and skills in the course of a lesson, and advocates of relying on scientific principles in explaining each concept and phenomenon appeared in the lessons. In this way, relying on the theory that literature is an artistic reflection of social life, serious attention was paid to the analysis of artistic works.

In front of teachers, modern education sets the task of forming students' imagination as a whole, and then there is a need for integration between subjects.

Integration between disciplines opens up great opportunities for teachers and students. Within the framework of integrated classes, students get versatile, deeper knowledge using information from several subjects. One of the most important skills in an integrated course is the acquisition of knowledge from one area to another. This allows development of critical thinking and analytical activity. In addition, integration allows for the formation of creative abilities of an independent, tolerant, responsible person. Integrated lessons are organized in such a way as to help students to implement a differentiated approach in mastering information and knowledge related to the subject. An integrated lesson opens opportunities for students of different categories depending on their abilities. Because the knowledge and skills specific to different disciplines are required to cover the essence of a topic. Of course, the teacher should be well aware of

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the concepts and information of the subjects he/she integrates.

Thus, in the process of participating in an integrated lesson, it is necessary to develop, systematize, analyze the knowledge obtained from several objects, and ensure the continuity of the knowledge obtained by students. In order to properly organize an integrated lesson, it is necessary to determine its main differences in comparison with the traditional form of the lesson. An integrated lesson, unlike a traditional lesson, involves the organization of student activities and the use of various methods for studying literary material from different angles, including a variety of studied phenomena.

In the integrated lesson, the following didactic tasks should be performed:

- Must include integrated subjects;
- In preparing this type of lesson, teachers should cooperate closely with each other;
- Integrated lessons are necessarily organized by the teacher in order to reveal the complex aspects of the subject. Also, when preparing an integrated lesson, the teacher should pay special attention to students, classroom opportunities, and relationships between students. The organization of integrated lessons means the need to ensure accuracy, reasoning and logical connections in the study of information learned in integrated subjects. On this basis, the general description of integrated classes is to organize and conduct classes with the participation of two or more teachers of students of various academic subjects;
- Organizing and conducting classes with one teacher who has basic qualifications in the subjects implemented in integration;

- it is desirable to create not only integrated classes, but also integrated courses as much as possible.

It is worth noting that the involvement of integrated classes in the educational process means an increase in the volume of independent activity of students, as the materials studied in the subjects expand. Let's consider an integrated lesson in history and literature dedicated to "Boburnoma", an important literary historical source of the history of the Timurid period. The relevance of the chosen topic begins with the narrative of the events of 1494. It was a detail of historical events about an important period in the history of the Timurids.

"Fergana region is in the fifth climate. In the east, Koshgar, in the west Samarkand, in the south, the border of Badakhshan is mountains, in the north there used to be cities such as Olmoliq, Olmotu and Yangi, so it is written as O'tror in the books, Mongol and Uzbek campaigns because of this, it is now ruined, there is no work of beauty left. It is a small region, the grain and fruits are prosperous. It is surrounded by mountains. There are no mountains on the western side, that is, on the side of Samarkand and Khojand. The enemy cannot come from any other direction in winter. Sayhun river is known as Khojand water, it comes from the east and north, passes through the region and flows west; Passing the north of Khojand and the south of Fanokat (now known as Shahrukhiya), it turns north again and goes to Turkestan. Much lower than Turkestan, this river completely sinks into the sand and does not join any other river.



In the teaching of this part of the work, it is necessary to refer to the subject of Geography. Information is provided about the borders, mountain ranges, and nearby cities of Farahona region. To find confirmation of this information, it is necessary to turn to history and sources. In order to convey the knowledge of a single subject to the students, the teacher must refer to subjects such as history, geography, source studies, and communicate with experts in this field. Therefore, integrated teaching of "Boburnoma" requires the science teacher to seriously prepare for the lesson, to be armed with knowledge and understanding of the subject being integrated.

When organizing an integrated lesson in the teaching of "Boburnoma", it is also necessary to determine the relation of the content of the work to historical evidence and historical reality. It is necessary to understand the truth about the history of that time and introduce it

to the readers by comparing the historical evidence presented by Zahridin Muhammad Babur in his memoirs with the information from other historical sources.

In the work, Umarshaikh Mirzo "From that time until nine hundred and eight years (1502) was under the control of the Chigatai Khans of Tashkent and Shahrukhiya region. At this time, the khan and sultanate of the Mongol dynasty was in the hands of Yunus Khan's eldest son, my uncle Sultan Mahmud Khan. Umarshaikh Mirza's uncle, Sultan Ahmad Mirza, king of Samarkand, and Sultan Mahmud Khan, Khan of the Mongol dynasty, who were fed up with Umarshaikh Mirza's bad treatment, formed an alliance with each other, took Sultan Ahmad Mirza Sultan Mahmud Khan as his son-in-law, and in the same year, in the south of Sayhun, from the side of Sultan Ahmad Mirza and Sultan Mahmud Khan Umarshaikh Mirza from the north. At this time, a strange thing happened. As

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mentioned, the Akhsi fortress was located on a high cliff, and its buildings were also on the edge of the cliff. This year, on Monday, the fourth of the month of Ramadan, Umarshaikh Mirza flew off the cliff with pigeons and his pigeon house and died. He was thirty-nine years old.

Birth and genealogy. He was born in Samarkand in 1455. Sultan Abusaid was the fourth son of Mirza. He was younger than Sultan Ahmed Mirza, Sultan Muhammad Mirza, and Sultan Mahmud Mirza. Sultan Abusaid Mirza was the son of Sultan Muhammad Mirza. Sultan Mohammad was the son of Mirza Mironshah. Mironshah was the third son of Mirza Temurbek. Umarshaikh Mirza and Jahangir were younger than Mirza and Shahrukh was older than Mirza.

Umarshaikh gave it to the mirza and allowed Babai Kabuli to leave. Because of the circumcision wedding of the Mirzas, Darai was brought back from Gaz and brought to Samarkand. After the wedding, just as Temurbek gave the Fergana region to the elder Umarshaikh mirza, Sultan Abusaid mirza also gave the Andijan region to his son Umarshaikh mirza and sent Khudoyberdi Tugchi Temurtosh away.

His appearance: he was a short man with a round beard and a sallow face. He wore a very tight tunic. So much so that when tying a belt, he pulled his stomach inside and tied it, and when he let go after tying it, the ties often broke. It was bad to wear and eat. The turban was wrapped by a dastorpech (a special turban weaver). In those days, turbans were all over the place. They did not pull it flat, but hung the end. In summer, he usually wore a Mongolian burqa in places other than the court.

Character: he was a man of pure faith in the Hanafi sect. He would not leave the prayer for five hours. Umri had completely completed

his daily prayers. Aksar was reciting. Hazrat Khwaja was a disciple of Ubaidullah. He was a frequent visitor to his conversations, and even Khoja called him a child.

He had good literacy. He read "Khamsatayn" (Khamsa of Nizami Ganjavi and Amir Khisrav Dehlavi), epics and histories. He often read Shahnama. He has a poetic talent, but he was not diligent in writing poetry." It seems that "Boburnoma" contains a lot of unique information about historical figures and historical events. The teacher should first find out what is written about this in the works of artists who lived and created after Babur, and what the scientists who studied Babur's work expressed in this regard, and then he should give assignments to the students. Then the students will begin to determine the information in the literary material through historical works. Another subject integrated into literature in the teaching of "Boburnoma" is education - didactics. Explaining to the readers aspects such as the behavior, virtues, and moral flaws of the historical figures in the excerpt from the work serves to implement the educational process, which is the second main task of literature.

At the beginning of such lessons, students should be given an independent task, asking them how much the information about the historical period and historical figures in the work justifies itself. he should familiarize the students with the work and give the questions and assignments developed by him. The opposite is evident. In traditional classes, homework is usually given after the topic. However, in an integrated lesson, tasks are given before the topic, students get to know the material, try to collect information about the essence of the content, and create their own initial ideas. In the course of the lesson, students' previous actions and skills come into play. Now the teacher checks the truth of the findings - the information found by the

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students. He presents the evidence obtained by him to the students, they all come together and come to a single conclusion on a specific issue. If we organize the lesson in this way, it will certainly be effective. In this, firstly, the activity of students increases, and secondly, students become interested in it as a result of learning interesting aspects between literature and the sciences integrated into it. Pupils' love for science increases, and thirdly, pupils and the teacher are able to create a lively dialogue on the same issue. The attention of the students and the teacher is concentrated in one place.

So, we summarize our conclusions regarding the teaching of Zahiriddin Muhammad Babur's work "Baburnoma" in the literature classes of general education schools as an integrated lesson tool as follows:

1. Teaching Zahiriddin Muhammad Babur's "Boburnoma" in the literature lessons of general education schools with the help of an integrated lesson helps to connect students not only with literature, but also with the subjects of history, ethnography, geography, linguistics, source studies, and vital knowledge of these subjects. It helps them to find their place.

2. In the process of an integrated lesson, the subject of literature attracts students as a leading integrator, and other subjects as an integrating (auxiliary) subject.

3. The teaching of Zahiriddin Muhammad Babur's work "Baburnoma" through the

means of an integrated lesson is also important in the implementation of the moral education of students.

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