

PEDAGOGIK MAHORAT

7
2025



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Ilmiy-nazariy va metodik jurnal

7-son (2025-yil, iyul)

Jurnal 2001-yildan chiqa boshlagan

Buxoro – 2025

THE ISSUE OF INTRODUCING THE WORK OF ALISHER NAVOI

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This article discusses the issue of integrating Alisher Navoi's work into the process of teaching the Uzbek language to a foreign audience. It discusses Navoi's works in language teaching, their cultural and educational potential, and methods of effective use in lessons. This paper explores the challenges and significance of introducing the literary heritage of Alisher Navoi, one of the greatest representatives of Turkic literature and a prominent figure of the Timurid Renaissance. Despite his rich contributions to poetry, philosophy, linguistics, and cultural thought, Navoi's work remains insufficiently known in many parts of the world. The study examines the historical, linguistic, and cultural barriers that complicate the global dissemination of his legacy. It also analyzes current efforts in translation, academic study, and cultural diplomacy aimed at promoting his writings. Particular attention is paid to the need for accurate, context-sensitive translations and interdisciplinary approaches that can convey the depth of Navoi's works to diverse audiences. The paper concludes with recommendations for better integration of Navoi's heritage into world literature curricula and international cultural discourse.

Keywords: Alisher Navoi, Uzbek language for foreigners, cultural component, ghazal, didactic poetry, language and culture, lesson process.

ALISHER NAVOIY IJODINI TARG‘IB QILISH MASALASI

Ushbu maqolada Alisher Navoiyning ijodini xorijiy auditoriyaga o‘zbek tilini o‘qitish jarayoniga integratsiya qilish masalasi ko‘rib chiqiladi. Unda Navoiy asarlarining til o‘rgatishdagi o‘rni, ularning madaniy va tarbiyaviy salohiyati hamda dars jarayonida samarali foydalanish usullari tahlil qilinadi. Maqolada turkiy adabiyotning eng yirik namoyandalaridan biri, Temuriylar davrining yirik arbobi bo‘lgan Alisher Navoiy adabiy merosini xorijiy til o‘rganuvchilarga tanishtirishdagi muammolar va bu jarayonning ahamiyati yoritiladi. Shoirning she‘riyat, falsafa, tilshunoslik va madaniyatga oid qarashlari boy bo‘lishiga qaramay, uning asarlari dunyoning ko‘plab hududlarida hali yetarli darajada tanilmagan. Ushbu tadqiqotda Navoiy merosini jahonga yoyishda to‘sqinlik qilayotgan tarixiy, lingvistik va madaniy to‘siqlar tahlil qilinadi. Shuningdek, tarjima, ilmiy tadqiqot va madaniy diplomatiya yo‘nalishidagi hozirgi sa‘y-harakatlar ko‘rib chiqiladi. Ayniqsa, Navoiy asarlarining chuqur mazmunini turli auditoriyalarga yetkazish uchun aniq va kontekstga mos tarjimalar, shuningdek, tarmoqlararo yondashuvlar zarurligiga e‘tibor qaratiladi. Maqola xulosasida Navoiy merosini jahon adabiyoti dasturlariga va xalqaro madaniy muloqotga yaxshiroq integratsiya qilish bo‘yicha tavsiyalar beriladi.

Kalit so‘zlar: Alisher Navoiy, xorijliklar uchun o‘zbek tili, madaniy komponent, g‘azal, didaktik she‘riyat, til va madaniyat, dars jarayoni.

ВОПРОС ПРОДВИЖЕНИЯ ТВОРЧЕСТВА АЛИШЕРА НАВОИ

В данной статье рассматривается вопрос интеграции творчества Алишера Навои в процесс преподавания узбекского языка иностранной аудитории. Обсуждается роль произведений Навои в языковом обучении, их культурный и воспитательный потенциал, а также методы эффективного использования на занятиях. Исследование освещает трудности и значимость знакомства с литературным наследием Алишера Навои — одного из величайших представителей тюркской литературы и выдающегося деятеля эпохи Тимуридского Ренессанса. Несмотря на его богатое наследие в области поэзии, философии, лингвистики и культурной мысли, творчество Навои остаётся недостаточно известным во многих регионах мира. В статье анализируются исторические, лингвистические и культурные барьеры, осложняющие глобальное распространение его наследия. Также рассматриваются современные усилия в области перевода, научного изучения и культурной дипломатии, направленные на продвижение его произведений. Особое внимание уделяется необходимости точных и контекстуально чувствительных переводов, а также междисциплинарного подхода, способного передать глубину творчества Навои различным аудиториям. В заключение даются рекомендации по более эффективной интеграции наследия Навои в программы мировой литературы и международный культурный дискурс.

Ключевые слова: Алишер Навои, узбекский язык для иностранцев, культурный компонент, газель, дидактическая поэзия, язык и культура, учебный процесс.

Introduction. Alisher Navoi is one of the greatest representatives of Eastern classical literature and the founder of Chagatai (Old Uzbek) literary language. His literary, philosophical, and scientific legacy has played a significant role in the development of Turkic literature and culture. Despite the historical and cultural value of his work, introducing Navoi's heritage to the global academic and literary community remains a challenge. This article explores the difficulties and opportunities in promoting Navoi's work internationally and emphasizes the need for a more systematic approach to translation, research, and popularization. Language is not only a means of communication, but also a spiritual treasure of the nation, a historical monument. When teaching the Uzbek language to foreigners, it is necessary to convey not only grammatical rules, but also the rich literary and spiritual heritage created through this language. In this regard, the work of Alisher Navoi serves as an invaluable source. He is not only the founder of the Uzbek literary language, but also a great thinker, a poet who glorifies the image of a perfect person, an image that is both interesting and educational for foreign students.

- The role of the cultural component in teaching the Uzbek language to foreigners.
- Alisher Navoi is the founder of the Uzbek literary language and the embodiment of national values.
- The inextricable link between language and culture: learning a language is also the mastery of culture.

Main part.

1. The importance of Navoi's work in language learning

The wealth of vocabulary, poetic expressions, proverbs, aphorisms found in the works of Alisher Navoi are of great benefit to foreign students in language learning. The words used in his ghazals are often ancient, but they are also understandable in modern Uzbek. Through this, the reader can feel the historical layers of the language. Navoi's contributions span poetry, prose, literary theory, and linguistics. His most notable works include the *Khamasa* (a collection of five epic poems), *Muhakamat al-Lughatayn* (The Comparison of Two Languages), and numerous ghazals and philosophical treatises. He wrote in both Chagatai Turkic and Persian, and is considered a bridge between Turkic and Persian literary traditions.

The Uzbek literary language began to take shape as an independent language in the 11th century, and from this period to the present day, many scientific and artistic works have been created in this language. In particular, rare works such as Mahmud Kashgari's "Devonu lug'otit-turk", Yusuf Khos Hajib's "Kutadgu bilig", Khorezmi's "Muhabbatnama", Rabguzi's "Qissai Rabguzi", as well as the rich scientific and literary heritage of writers such as Atoi, Sakkoki, Sayfi Sarai, and Mevlana Lutfi play an important role in the development of the language. In particular, the services of Alisher Navoi in revealing the incomparable possibilities of the Turkic language deserve special attention. The great word artist Alisher Navoi is distinguished by his profound thoughts on words and speech, language and society. In almost all of his works, in particular, in the epics "Khamasa", "Mahbub ul-qulub", "Muhokamat ul-lughayin", "Nazm ul-jawahir" and many other works, he expressed unique thoughts about the power of words and the power of oratory. In the work "Muhokamat ul-lughayin", he compares words to a drum and gives the following beautiful image: if a drum lies motionless in its place - the depths of the sea, its beauty is revealed only when it is brought to the surface by a diver; in the same way, words are hidden in their natural place - the depths of the heart, and bringing them to the surface depends on the skill of the speaker. In this case, the charm of words, their beauty, and impact are evaluated depending on how the speaker deals with them, that is, in what tone and style he expresses them.

Thus, the word is a priceless treasure in the depths of the human soul, and it shows its true beauty only when it is brought into speech action by the speaker. This indicates that Navoi's thinking has an extremely delicate, aesthetic and philosophical approach to the world.

The importance of Alisher Navoi's work in teaching the Uzbek language:

- The role of pure Uzbek vocabulary and expressions in Navoi's works in language teaching.
- Developing communicative competence through philosophical, moral, didactic content.
- Opening the way to understanding Uzbek poetry through ancient poetic forms (ghazal, rubai).

Methods of using Navoi's works in lessons:

- Organizing training sessions based on simplified texts.
- Analyzing poetic fragments to increase vocabulary.
- A creative approach through dialogue and dramatization.

Moral and educational content

Har kimki, balo keltirur olam aro birla,

Ul kimsa saodatni kelturmayi, keltur.

Analysis: In this couplet, Navoi demands that a person benefit society and not harm it. This sentence teaches foreigners the concept of "being a positive person" through language and culture. In the lesson, a lexical analysis (calamity, happiness, bring) and a discussion can be organized based on this couplet: *"With what qualities does a person benefit society?"*

Ilm va komillik haqida

Har kimki birovni qilur ranj,

Anga ranj yetar oxiri anj.

Analysis: In this verse, the poet puts forward the idea that "the one who does evil to others will ultimately suffer harm himself." This verse is suitable for discussing with foreign students the concepts of "Good and Evil" and "Karma".

Yaxshi bo'l – yomon o'z yo'lini topadi.

Ilm va ma'rifat haqida

Ilm birla amal g'araz ichra bo'lsa,

Bo'lur har biri zulmat ichra chiroq.

Analysis: Science should not be only for its benefit, but for the benefit of humanity. Through this verse, you can organize a conversation with foreign students about "science and spirituality", and expand your vocabulary through the metaphor of "lamp". Alisher Navoi understood language as a necessity that is constantly developing, adapting to the needs of society, and believed that languages bare in communication and influence each other. He emphasizes that a person's speech ability is innate. In the work "Muhokamat ul-lughatain", the Arabic language is glorified as the "divine word", and the Persian and Turkish languages bare analyzed in all respects. The work compares the vocabulary, word formation, phonetic composition, and stylistic features of these two languages and substantiates with scientific evidence that the Turkish language is not inferior to Persian in terms of artistic possibilities. Even some Uzbek words that do not have equivalents in Persian are given as examples.

"Muhokamat ul-lughatain" is not only of artistic and aesthetic value but also serves as an important source in solving theoretical problems of Uzbek linguistics, determining the place of the Uzbek language among other languages, and at the same time in studying the Uzbek speech culture. Navoi widely used the lexical wealth of the Uzbek language, synonyms and homonyms, folk expressions, proverbs and sayings, phraseological and idiomatic combinations, as well as complex sentence structures in his works.

The poet's views on language and speech culture are especially perfectly expressed in the work "Mahbub ul-qulub". It contains profound thoughts about the role of language in society, its rational use, and the need to correctly express human thought through speech. When Navoi said language, he meant, first of all, human speech. He emphasizes that the word has many qualities and is a material for speech, but incorrect, rude speech harms the speaker himself.

The poet, expressing his opinion on the etiquette of soft, juicy, pleasant speech, says, "The tongue is a delight to the heart and a judge is a judge. The sweet tongue has turned into bitterness, and its harm has become immediate. The sweet word is a gift to pure hearts. Do not utter a word until it has been cooked in your heart, and if it is in your heart, do not put it on your tongue."

In these sentences, Navoi emphasizes that it is beneficial for the language to be juicy, soft, and pleasant, but on the contrary, turning such a word into bitter speech is harmful. He also emphasizes that any word should first be cooked in thought and then introduced into speech.

Forms of application in the lesson:

- Reading and translation exercises: based on simplified ghazal texts.
- Creative tasks: tasks in the style of "Choose the verse you like the most and how would you explain it to today's youth?"

- Drama and dialogues: small stage performances based on Navoi's ghazals.

- Vocabulary work: word selection, synonyms, antonyms, work on ancient words.

Integrated approach:

- Language lessons combined with history, culture, and literature.

- Presentations using multimedia tools (audiobooks, video lessons, infographics).

- Formation of creative thinking through competitions, essays, and translation exercises.

The analysis shows that while Alisher Navoi is revered in Central Asia, his recognition on the world literary stage remains limited. The lack of modern, high-quality translations, insufficient public awareness, and minimal inclusion in comparative literature studies contribute to this problem. However, growing academic interest and state-supported cultural initiatives suggest that global promotion is possible with coordinated efforts.

Conclusion. Introducing the works of Alisher Navoi to the world is not only a matter of cultural pride but also a scholarly responsibility. His literary genius and philosophical depth deserve a global audience. To achieve this, it is essential to invest in high-quality translations, integrate his works into world literature programs, and employ innovative methods to popularize his legacy. With a strategic and collaborative approach, Navoi can rightfully take his place among the great figures of world literature. *The use of Alisher Navoi's work in teaching the Uzbek language to a foreign audience serves not only to learn the language but also to form cultural perception, moral education, and aesthetic taste. This approach makes lessons meaningful, culturally rich, and interesting. It helps to deepen the educational, moral, and artistic power of Navoi's ghazals - the essence of the Uzbek language.*

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