

METHODOLOGY OF TEACHING ALISHER NAVOI'S GHAZALS

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Annotation: This article explores the methodology of teaching the ghazals of Alisher Navoi, a great Uzbek poet and thinker. It highlights the distinctive features of the ghazal genre, methods of analyzing and interpreting them, as well as approaches to using them as a tool for literary and aesthetic education. The study examines ways to spark students' interest in ghazals and deepen their understanding through interactive methods, modern technologies, and a competency-based approach in the classroom. Furthermore, the spiritual and aesthetic significance of Navoi's ghazals and their role in the moral upbringing of the younger generation are discussed.

Keywords: Alisher Navoi, ghazal, teaching methodology, literary analysis, aesthetic education, interactive methods, modern education, competency-based approach.

Alisher Navoi is a great thinker, poet, and statesman who holds an unparalleled place in the history of Uzbek literature. His works, especially his ghazals, stand out not only for their artistic value but also for their spiritual and aesthetic educational significance. The profound philosophical content, the brilliance of poetic imagery, the idea of the perfect human being, and the interpretation of universal human concepts such as love, loyalty, patience, and endurance in Navoi's ghazals serve as an important means for the moral, spiritual, and aesthetic education of students.

Today, the study of Alisher Navoi's works in general education schools, colleges, and higher educational institutions is one of the most pressing issues, requiring a renewed approach based on interactive methods and modern educational technologies. In particular, when teaching Navoi's ghazals, it is essential not only to read the texts aloud but also to guide students toward analysis and comprehension, revealing the essence and meaning of the ghazals. This process plays a vital role in developing students' literary and aesthetic taste.

The methodology for effectively teaching Alisher Navoi's ghazals, including interactive techniques applicable in the classroom, methods of analysis, and ways to foster a creative and reflective approach to ghazals among students, is examined from a scientific and methodological perspective.

Alisher Navoi's ghazals — particularly his works in the ghazal genre — represent one of the highest peaks of Uzbek literature and spiritual heritage. His ghazals embody Sufi thought, the philosophy of love, moral values, the image of the perfect human being, and profound social reflections on society. These poems are rich in layered meanings and make extensive use of artistic devices such as simile, metaphor,

paronomasia, antithesis, and other stylistic techniques. These aspects make the task of conveying the content of the ghazals to students both complex and essential.

The ghazal genre stands out to students with its unconventional artistic form and philosophical content. Therefore, methodological approaches to teaching it should encompass the following aspects:

- Explaining the historical and aesthetic context – providing students with an understanding of the era in which the ghazal was created, the literary environment, and the stages of Navoi's creative work.
- Teaching poetic form and genre characteristics – explaining terms such as radif (refrain), qafiya (rhyme), bahr (meter), and bayt (couplet).
- Linguistic and semantic analysis – uncovering the essence of the ghazal through the interpretation of archaic words, imagery, and artistic expressions.
- Developing creative thinking – encouraging students to write essays based on the ghazals, engage in discussions, and organize dramatizations.

The current education system is based on interactive methods. In studying ghazals, the following methods have proven to be highly effective:

Analyzing the content of the ghazal schematically through clusters and conceptual maps.

- Activating students' thinking activities through technologies such as "Circle of Ideas," "Fishbone Diagram," and "Insert."
- Enhancing an emotional and impactful approach by listening to ghazals and watching their musical adaptations using multimedia tools (audio, video, presentations).
- Developing figurative thinking through role-playing games or dramatizations.

Navoi's ghazals are not only analyzed but also serve to develop students' aesthetic taste and moral virtues. The presentation of concepts such as love, patience, loyalty, humility, and kindness through the ghazals contributes to the spiritual growth of students. Therefore, the teacher should not only analyze the ghazals but also explain their ideas by connecting them to modern life.

When teaching Alisher Navoi's ghazals, it is important not only to provide ready-made knowledge but also to enable students to form their own opinions, express personal attitudes toward the text, and conduct reasoned analysis. To achieve this, it is advisable to use the following methods:

- Working through questions and answers — creating questions about the content of the ghazal and finding answers to them.
- Working in small groups — dividing students into groups of 3–4 and assigning each group the analysis of a couplet or a figurative expression.

•Organizing the lesson around problem-based questions — for example: “How does Navoi interpret love?” or “How is this ghazal reflected in modern life?”

Integrating the teaching of Navoi’s ghazals with other subjects, especially history, Sufism, philosophy, and musical art, makes lessons more meaningful. Providing additional information about historical figures, concepts, and religious-philosophical views mentioned in the ghazals broadens students’ worldview. In particular, listening to the musical form of the ghazals and analyzing songs created based on them enhances the emotional atmosphere of the lesson.

Stages of Ghazal Analysis. When teaching ghazals, it is recommended to follow the following stages of analysis:

- Familiarization with the text – reading the ghazal aloud or listening to it.
- Literal translation – explaining unfamiliar and archaic words.
- Content analysis – clarifying the main ideas in the couplets.
- Identifying artistic devices – explaining poetic techniques such as simile, antithesis, and paronomasia.
- Aesthetic evaluation – helping students form their personal attitude toward the ghazal.

Conclusion

Teaching Alisher Navoi’s ghazals not only enriches students with literary knowledge but also helps to shape their spiritual and aesthetic taste, encourages independent thinking, and nurtures the virtues of a perfect human being. The ghazal genre, with its complex structure and deep layers of meaning, is an important tool for developing students’ thinking.

Effective use of modern educational technologies, interactive methods, integrated approaches, and learner-centered principles is essential in studying Navoi’s ghazals. In particular, deeply revealing the artistic analysis, imagery system, and aesthetic ideas of the ghazals during lessons fosters literary and aesthetic thinking in students.

Teaching Alisher Navoi’s ghazals should be seen not only as a task of literature lessons but also as an educational and nurturing process that develops young people’s national identity, historical memory, and respect for cultural heritage.

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