



The Peerian Journal

Open Access | Peer Reviewed

Volume 28, March, 2024

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Jan Amos Comenius: Timeless Pedagogy and Modernity

Ahmedov Hoshim Hakimovich

Associate professor, candidate of philological sciences
Alisher Navo'i Tashkent State University of Uzbek Language and Literature

Ahmedov.hoshim60@gmail.com

Abstract. This article is about the pedagogical rules of the famous teacher John Amos Comenius and their practical application. The seven rules of pedagogy of a scientist and their significance in the methodology of Uzbek literature are discussed. Possible methodological approaches to each pedagogical rule are described. At the same time, certain recommendations are given for teaching Uzbek literature.

Key words: John Amos Comenius, pedagogical rules, methodological recommendations on Uzbek literature.

Introduction

It is well known that Jan Amos Comenius, one of the ancient medieval scientists, described the first golden rules of pedagogy. His work "Great Didactic" (lat. Didactica magna) is still relevant today. [1]. In this work the most necessary factors of pedagogy - educational work for all times are listed and valuable pedagogical and didactic rules are described. Each national pedagogy develops its methodological approaches on the basis of these basic rules. Alisher Navoi says:

Kamol et kasbkim, olam uyidin,
Sanga farz o'lmag'ay g'amnok chiqmoq.
Jahondin notamom o'tmak biaynih,
Erur hammomdin nopok chiqmoq. [2, 23]

(Meaning: Living in this world without a profession is like going into the bathroom and not getting out.)

Alisher Navoi refers to the "very necessary qualities for perfection". A man will never be perfect unless he purifies himself from such inclinations as greed, lust, avarice, carelessness and ignorance. Perfection requires a huge human heart, an unquenchable love that illuminates it, and comprehensive thinking" (Ibrahim Haqqul. 2, 23). Unsurulmaoni Kaikovus says: "Greatness can be achieved through intelligence and wisdom, not through genealogy". [3, 26]

In the history of pedagogy, Jan Amos Comenius's book The Great Didactics is one of the most valuable sources. It describes the oldest and most immutable rules of the educational process. Let us once again consider how these rules, which are considered to be the cornerstone of pedagogy, are closely related to today's educational processes from the point of view of the national literature teaching methodology.

Analysis of sources. According to Comenius, there are seven basic rules of pedagogy. [4]



The Peerian Journal

Open Access | Peer Reviewed

Volume 28, March, 2024

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

The first rule. Education should begin in childhood. Morning activities are most convenient for the child. [5]. The material studied should be appropriate to the age of the child. Special subjects in educational institutions should be taught in the morning as much as possible. Obviously, most experts believe that morning classes are convenient for a child. At present, the number of specialised creative schools and presidential schools is increasing, and in all of them the efficiency of teaching is of special importance. Even in normal educational processes the priority should be given to the subjects of profiled education. In this case the quality of education increases to a certain extent. It is recommended that the above norms be observed in educational institutions specialising in the subjects of mother tongue and literature.

The second rule. The materials provided should focus on the development of the child's mind. In fact, educational programmes should be created taking into account each age group. "The given materials should not tire the pupil too much", says the great pedagogue Sukhomlinsky [6]. Even the story "Shum bola" by Gafur Gulom, which seems relatively easy to learn, should be adapted to the intellectual level of the 6th grade. For example, it is not logical to give information about Ilhom samovarchi that has nothing to do with the hero's life, or to give the incident of washing the dead. This can be explained in the 10th or 11th grade [7].

The third rule. It is necessary to regulate the knowledge to be given. According to the great scientist, the knowledge to be imparted should be subject to certain rules. Although this applies mainly to the natural sciences, we believe that it should be observed in other sciences as well. For example, the teaching of Alisher Navoi's works in school education can be regulated as follows: first, in the elementary grades, the poet's educationally important verses, verses and wise words; in the middle grades, his rubai; in the upper grades, excerpts from "Xamsa" epics; and in the graduate grades, ghazals of the thinker. In our opinion, this is logically correct [8].

The fourth rule. Learning should be structured. Only one subject should be studied at a time. This is also an important methodological rule. Sometimes, when using a method to study a work, it is necessary to be able to use the methods of study in a logical order. For example, when studying Oybek's poem "Namatak", first the history of the creation of the work, the comments of the poet himself, the comments of others on the picture, then the name of the place, then information about the namatak, then its artistic aspects are determined: It is clarified what the matak can be a symbol for, the rock, the white flowers, the sun - what their symbolic meaning is. [9]. If this logic is disturbed, understanding can become difficult.

The fifth rule. Respect for continuity in education. In this case, a whole cycle, the subjects studied during the year should be presented in a certain sequence, in chronological order. Where continuity is broken, there is uncertainty. This affects the quality of learning. If we look at the order of providing theoretical information from the theory of literature, it is necessary to provide information about all genres of literary consumption. [10]. It is necessary to provide literary and theoretical information continuously from the 5th to the 11th grade. In this case, it is appropriate to teach the smallest genres, from small genres such as fard, proverbs, sayings and parables to novels, with a certain consistency across classes.

The sixth rule. Each subject should be introduced from simple to complex. Let the learner have a holistic idea of science. Of course, when we talk about some borrowed subjects, for example, when we give information about the work of Alisher Navoi, it is better to follow the sequence of years. For example, how does one go about studying a great epic? Let's say, when studying Cholpon's



The Peerian Journal

Open Access | Peer Reviewed

Volume 28, March, 2024

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

novel “Kecha va kunduz” (“Night and Day”), first of all information about the genre of the novel is given. The ideological content of the novel, the image system, the meaning of the images, the composition and the plot will be explained. [11]. Then we will talk about the structure, characters, plot events of the novel “Kecha va kunduz” (“Night and Day”), (11, 90). Then the artistic analysis begins. From the smallest episodes to the big scenes, the idea of the novel, the writer's aims are revealed.

The seventh rule. All educational processes should be in logical order and harmony. The time allocated to them should be carefully considered. Here we are talking about educational programmes that are adapted to the age characteristics of the pupils. Let's say that in the 5th grade, short stories and novels, symbolic and figurative works cannot be assigned. Or, on the contrary, it is not justified to assign works of small genres in higher classes. Moreover, the pupil should not be given an educational load that tires him. [12]. The introduction of subjects of the student's choice in specialised schools, although it is currently a dream reality, can in fact guarantee the most expected results. That's when subjects such as literature, mother tongue, history and art can achieve harmony and produce good results. In the opinion of Qozoqboy Yuldosh, a pedagogue and scientist, “spiritual qualities are formed only in students who are freed from indifference, awakened by emotions, freed from mental slumber” [13, p. 283].

Conclusions

To sum up, we draw the following conclusions:

1. Comensky's pedagogical rules are the general basis of general pedagogical processes, they must be programmed.
2. Each rule must be harmonised with national pedagogical practices.
3. It is necessary to carry out educational processes taking into account local and national peculiarities, the psyche of the child.
4. It is necessary to completely transform educational work from bureaucratic and administrative-command management methods.
5. Life proves that the vital pedagogical conclusions, rules and recommendations of Jan Amos Comenius have not lost their relevance.

References:

1. Коменский Я. А. «Великая дидактика». Государственное Учебно-педагогическое издательство Наркомпроса РСФСР. 1939. – С. 322.
2. Иброҳим Ҳаққул. Касби камол ўзни танишди. Шарҳ ва талқинлар. – Т.; “Yoshlar matbuoti”. 2021. – 272 б.
3. Кайковус. “Қобуснома”. Т.: Ўқитувчи. 1986. – 168 б.
4. https://studbooks.net/1842906/pedagogika/osnovnye_pedagogicheskie_idei_komenskog_o
5. Самое удобное время для занятий.. /[sb.by>articles/shkola-peravodzits-strelki.html](http://sb.by/articles/shkola-peravodzits-strelki.html)
6. Сухомлинский В. А. Сто советов учителю. http://tcor.ucoz.ru>novosti_fot2014/17112014/prilozhenie...
7. G'afur G'ulom. “Shum bola” [Matn] : qissa. - Toshkent: Yoshlar nashriyot uyi, 2018. - 192 б.



The Peerian Journal

Open Access | Peer Reviewed

Volume 28, March, 2024

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

8. Қаюмов А. Алишер Навоий. (Шоирнинг ҳаёти ва ижоди ҳақида лавҳалар). Т.: “Ёш гвардия”, 1976. – 160 б. Тўхлиев Б., Ашурова Г. Таълим босқичларида Алишер Навоий ҳаёти ва ижодини ўрганиш. – Т.: Баёз, 2017 – 208 б.
9. Ойбек. Мукамал асарлар тўплами. 2 том. Т.; “Фан”. 1975. – 472 б.
10. Зуннунов А. V–X синфларда адабий-назарий тушунчаларни ўрганиш. – Т.: Ўқитувчи, 1967. – 142 б.
11. Adabiyot [Matn] 11-sinf: darslik-majmua / В. То‘хлиев [va boshq.], – Toshkent: «O‘zbekiston milliy ensiklopediyasi» Davlat ilmiy nashriyoti, 2018. – 200 b.
12. https://www.norma.uz/qonunchilikda_yangi/maktab_uqituvchisining_ish_yuklamasi_bel_gilandi
13. Йўлдош Қ., Йўлдош М. Бадиий таҳлил асослари. – Т.: Камалак, 2016. – 464 б.