



**“BUXORO ADABIY MUHITI:
KECHA VA BUGUN”**
mavzusidagi
xalqaro ilmiy-nazariy
ANJUMAN
MATERIALLARI



Ilmiy nashr

**“BUXORO ADABIY MUHITI:
KECHA VA BUGUN”**

mavzusidagi

xalqaro ilmiy-nazariy anjuman

MATERIALLARI

Original-maketdan bosishga ruxsat etildi:
Bichimi 60x84. Kegli 14 shponli. «Times New Roman» garn.
Offset bosma usulida chop etildi. Offset bosma qog'ozi.
Bosma tabog'i 12,2. Adadi 40.

“Fan ziyosi” nashriyoti
Bahosi kelishilgan holda.
“Dunyo poligraf plyus” X/K
bosmaxonasida chop etildi.

Mustaqillik ko'chasi 21-uy, Tel.: (91) 416-50-09

-
3. Болибеков А. Ўқувчиларда миллий истиқлол ғоясини шакллантиришда ҳадислардан фойдаланиш. || “Тил ва адабиёт таълими”. 2000 йил. 6-сон. 17-бет.
 4. Зиёев Т. Юз бир ҳадис. – Т.: 1991. – 46 б.
 5. Йўлдошев Қ, Қодиров В, Йўлдошбеков Ж. 9-синф учун дарслик-мажмуа. – Т.: “O‘zbekiston” NMIU, 2019. – 368 б.
 6. Пазилова М. Ўқувчи маънавиятини ҳадислар воситасида шакллантиришнинг педагогик асослари. – Т.: 2004. – 162 б.
 7. Уватов У. Донолардан сабоқлар. – Т.: 1994. – 93 б.
 8. Хусанбоева Қ. Адабий таълим жараёнида ўқувчиларни мустақил фикрлашга ўргатишнинг илмий-методик асослари. Пед.фан.док....дисс. – Т.: 2004. – 262 б.
 9. Қуръони Карим. – Т.: Чўлпон, 1992. – 767 б

**THE METHODOLOGICAL SIGNIFICANCE OF SADRIDDIN AYNIY’S
AUTOBIOGRAPHICAL TALE “ESKI MAKTAB”
IN TEACHING CHILDREN’S LITERATURE**

Amonov Ulug’murod Sultonovich

Associate Professor, Bukhara State Pedagogical Institute

Ph.D. (Doctor of Philosophy)

Saparova Shahlo Ramazonovna

Bukhara State University

Faculty of Art Studies and Pedagogy

Ph.D. Candidate, Department of Pedagogy

***Annotation:** This article analyzes Sadriddin Ayniy’s story “Eski maktab” (1935) and highlights its significance in children’s literature. The work is autobiographical and recounts Ayniy’s childhood school experiences. The story depicts the harsh conditions and severe punishments in the old school, as well as the ineffective teaching methods used. It reveals the challenges faced by students and the impact of these experiences on their education. Ayniy’s narrative illustrates the problems of traditional schooling and underscores the importance of modern educational reforms. Through his efforts to establish new-style schools and develop educational materials like the textbook “Yoshlar tarbiyasi” (1909), Ayniy’s contributions to improving the education system are also emphasized.*

***Keywords:** Sadriddin Ayniy, “Eski maktab”, Children’s literature, Autobiography, School experience, Old schools, Teacher punishments, Educational reform, Jadid reformers, Teaching methods, Textbooks, Modern education, Historical school conditions.*

Sadriddin Ayniy’s short story “Eski maktab” (1935) is a seminal work in Uzbek children’s literature that provides a vivid depiction of early 20th-century educational practices. As an autobiographical narrative, it offers a personal glimpse into the author’s childhood and his experiences within the traditional school system of his time. The story portrays the stark contrast between the idealized expectations of schooling and the harsh realities faced by students.

In "Eski maktab," Ayniy reflects on the deplorable conditions of his childhood school, characterized by its cramped, poorly lit rooms and the severe disciplinary methods employed by teachers. These conditions serve as a backdrop to the story's exploration of the educational challenges and the psychological impact of such an environment on young learners. The narrative not only highlights the deficiencies of the old schooling system but also underscores the need for educational reform.

Ayniy's account is a powerful commentary on the educational landscape of his era, revealing how outdated practices hindered learning and personal development. His efforts to reform the educational system, alongside other Jadid reformers, played a crucial role in advancing the quality of education in Central Asia. This introduction sets the stage for a deeper examination of "Eski maktab" and its significance in understanding the evolution of educational practices and the role of reformers in shaping modern education.

Among Sadriddin Ayniy's works, the story "Eski maktab" (1935) occupies a significant place in children's literature. The work is autobiographical and recounts the childhood experiences and school days of the esteemed Ayniy. The protagonist of the story, at the age of six, goes to a school in front of the village mosque. Upon entering the school with noble hopes, all his expectations are shattered. The story describes the school as follows:

"Men maktabga bordim, maktab bizning uyimiz kabi keng, to'rt eshikli, yorug' va tinch bo'lmay torgina bir xonada hujradan iborat edi. Uning ikki eshigi bor bo'lib, buning biri bir tavaqali va bu eshik ko'pincha yopiq turar edi. Ikkinchi eshigi darcha bo'lib, uch gaz bo'yi va yarim gaz eni bor. Bu darchaning oldi domla (maktabdor)ning o'tiradigan joyi edi. Darchalarga esa parda qilingan (derazasi qog'oz bilan qoplangan) va qog'ozga esa qor yomg'irning ho'llab yirtib yubormasligi uchun zig'ir moyi surtilgan, bu moyli qog'oz ko'chaning chang va tuprog'ini o'ziga ola berib, qozon sochiq kabi qop-qora kirlanib ketgan edi, agar yanglishmasam, domlaning tug'ilgan beri sovun yuzini ko'rmagan, benihoya kirlanib bitgan basharasiga o'xshar edi. Shuningdek maktabning haligi aytganim derazasidan darsxonaga hech bir yorug'lik kirmas edi" (the text's meaning: "I went to the school, and it was not as spacious, bright, and peaceful as our home; instead, it was a small room resembling a cell. It had two doors, one of which was a single-leaf door that was usually kept closed. The other door was a window that was three gaz high and one and a half gaz wide. This window was where the teacher (maktabdor) sat. The windows were covered with curtains (paper) and the paper was coated with linseed oil to prevent it from being torn by rain. This oily paper accumulated street dust and dirt and became as black as a pan cloth. If I am not mistaken, it resembled the teacher's face, which had not seen soap since birth, extremely dirty and worn out. Moreover, no light came into the classroom through the mentioned window.")

Thanks to the efforts of enlightened reformers like Sadriddin Ayniy, today we study in spacious and well-lit modern classrooms, and these improvements are ongoing.

Reflecting on the old school, it is evident that the education provided to children resembled giving grain to livestock. The children's cries seemed to lift the school's

roof to the sky. To keep the child in school, the father promises him a reward. The teacher instructs a slightly older student (khalfa) to teach the child the writings on the blackboard. The child recites "alif, be, te, se" from memory without understanding the writings. This method of learning continues. As soon as the teacher leaves, the students engage in wrestling and making noise in the classroom, playing archery (kamonboziy). When the teacher returns and sees the commotion, he punishes the children. The khalfa, starting trouble, binds the children's legs tightly and beats them. To muffle the cries of those in pain, he orders the remaining students to continue studying. The most distressing part is that, in this school where children aged four to twelve study, the children witness another method of punishment. After beating the khalfa, they rub salt into the wounds on the broken legs and press it in with their hands until it reaches the flesh between the torn skin. The lessons in the school consisted only of rote memorization. Realizing this, the father enrolls his son in a girls' school. Since the students at the girls' school are girls, there is no noise; after lessons, they sweep, wash clothes, and if there is time, they play with dolls. They also make a "boy" doll for the child, and in the game, the child's doll becomes a groom for 10-12 "girl" dolls. The father teaches the child the abjad (alphabet) at home. He spends an hour every day with his son. As a result, the child beats a young mulla in an abjad contest at the New Year (Navruz) festival, but he still does not fully master reading and writing.

Test

1. In the story "Eski maktab," how is the school described?
 - A) The school was spacious, bright, and equipped with modern facilities.
 - B) The school was narrow, red, and made of wood.
 - C) The school was small and dark, described as having four doors.
 - D) The school was built with high-quality materials and was well-lit.
2. How is the teacher's method of teaching described?
 - A) The teacher provides individual attention to students for practice.
 - B) Children memorize the alphabet without understanding it, and are punished when the teacher returns.
 - C) The teacher incorporates modern technology into lessons.
 - D) The teacher uses additional activities alongside reading and writing.
3. What kind of punishments did the children experience in the school?
 - A) Children were punished by their parents at home.
 - B) Children were punished by the school administration.
 - C) Children were punished by other students.
 - D) Children were severely punished by the khalfa.
4. What information is given about the difficulties children faced in the school?
 - A) The school provided a pleasant learning experience for children.
 - B) Children faced serious problems due to random difficulties.
 - C) The school's lessons did not create difficulties for the children.
 - D) The school involved harsh punishments and significant challenges for the children.
5. How did the children learn to read and write?

-
- A) They learned at home with the help of their parents.
 - B) They learned through their experiences in a new school.
 - C) They learned by attending a girls' school.
 - D) They learned with the assistance of the khalfa in the school.
6. What was the aim of Sadriddin Ayniy's story "Eski maktab"?
- A) To highlight the advantages of modern schools.
 - B) To reveal the difficulties and shortcomings of old school education.
 - C) To suggest new methods for improving children's learning.
 - D) To showcase modern technologies in the school.

Answers

1. C - The school was small and dark, described as having four doors.
2. B - Children memorize the alphabet without understanding it, and are punished when the teacher returns.
3. D - Children were severely punished by the khalfa.
4. D - The school involved harsh punishments and significant challenges for the children.
5. C - They learned by attending a girls' school.
6. B - To reveal the difficulties and shortcomings of old school education.

The story "Eski maktab" is a work cherished equally by primary school students and their future teachers. During the reading of the story, one can vividly imagine what primary schools were like at the beginning of the last century, how teachers conducted their lessons, and what methods and tools were used both during and outside the classroom. As noted at the beginning, this autobiographical story depicts how, as a child, Ayniy was reluctant to attend this old school. He would cry to his father out of fear of the harsh punishments administered by the teacher and the general roughness among the children. To reform such schools, Sadriddin Ayniy, alongside other Jadid reformers, undertook several initiatives. In Bukhara, he established new-style schools and developed textbooks and teaching materials for them, such as the textbook "Yoshlar tarbiyasi" (1909). Due to his significant contributions, the name of our esteemed Ayniy has been honored by having streets named after him and statues erected. His works continue to be studied to this day.

References

1. Amonov U.S. O'zbek folklorshunosligi xrestomatiyasi. Toshkent: "Paradigma", 2018, 99-120-p.
2. Amonov U.S. Armug'on yolqinlar. Toshkent: "Turon zamin ziyo" 2017.
3. Amonov U.S. O'zbek tili. Toshkent: "Muharrir" nashriyoti. 2011.
4. Amonov U. S. Turkiston o'lkasida usuli jadid maktablarining shakllanish jarayoni, muammolari va taraqqiyoti //Pedagogs jurnali. – 2022. – T. 1. – №. 1. – S. 412-414.
5. Амонов У. С. Научный подход а. Фитрата к пословицам //Современные тенденции развития науки и технологий. – 2016. – С. 5.
6. Amonov U. S., Saparova S. R. The mother tongue textbook of the primary school in Elbek's interpretation //Academicia: An International Multidisciplinary Research Journal. – 2021. – T. 11. – №. 6. – С. 403-407. 8.

7. Amonov Ulug'murod Sultonovich, Saparova Shahlo Ramazonovna "Elbek – bolalar adabiyotini o'qitish metodikasining asoschisi" "Ayniyy vorislari" 2023.p.73-77 https://buxdu.uz/media/jurnallar/Ayniyy/Ayniyy_vorislari_1_2023.pdf.
8. Amonov U. S. Folklore in the works of Abdurauf Fitrat //Theoretical & Applied Science. – 2016. – №. 10. – С. 9-12.
https://www.researchgate.net/publication/309593503_FOLKLORE_IN_THE_WORKS_OF_ABDURAUUF_FITRAT
[https://www.semanticscholar.org/paper/FOLKLORE-IN-THE-WORKS-OF-ABDURAUUF-FITRAT Amonov/dcc79abce08ba4602c2dc5b5ae3a87b345797d63](https://www.semanticscholar.org/paper/FOLKLORE-IN-THE-WORKS-OF-ABDURAUUF-FITRAT-Amonov/dcc79abce08ba4602c2dc5b5ae3a87b345797d63)
9. Amonov U. S. Abdurauf Fitrat is one of the earliest researchers of uzbek folklore. "Academicia" An International Multidisciplinary Research Journal, India. June 2020. 669-673p. DOI:10.5958/2249- 7137.2020
<https://www.indianjournals.com/ijor.aspx?target=ijor:aca&volume=10&issue=6&article=096>

СОЗДАНИЯ ТЕРМИНОЛОГИЧЕСКИХ СЛОВАРЕЙ НА ТЮРКОЯЗЫЧНЫХ УРОВНЯХ

Равшанов Махмуд,

профессор Навоийского государственного горного и технологического университета

Аннотация. Муаууан fan sohasining rivojlanish darajasi uning asoslari - nazariyasi, kontseptual apparati va usullarining holati bilan belgilanadi. Ijtimoiy lingvistikaga nisbatan bu shuni anglatadiki, uni aniq sotsiolingvistik tadqiqotlar bilan to'ldirgan holda, sotsiolingvistika nazariyasini yaratish, uning metodlarini ishlab chiqish va kontseptual apparatni tizimlashtirishga e'tibor qaratish zarur.

Калит so'zlar: terminologik lug'atlarni yaratish tamoyili, kontseptual apparati, sotsiolingvistik tadqiqotlar.

Абстрактный. Уровень развития той или иной отрасли науки определяется состоянием ее основ - теории, понятийного аппарата и методов. Применительно к социолингвистике это означает, что, пополняя ее конкретными социолингвистическими исследованиями, необходимо обращать внимание и на создание теории социолингвистики, разработку ее методов и систематизацию понятийного аппарата.

Ключевые слова: принцип создания терминологических словарей, понятийный аппарат, социолингвистические исследования.

Abstract. The level of development of a particular branch of science is determined by the state of its foundations - theory, conceptual apparatus and methods. In relation to sociolinguistics, this means that, when supplementing it with specific sociolinguistic studies, it is necessary to pay attention to the creation of a theory of sociolinguistics, the development of its methods and the systematization of the conceptual apparatus.

Keywords: principle of creating terminological dictionaries. conceptual apparatus, sociolinguistic studies.

<i>Umarova Mohim</i> ILMIIY FANTASTIKANING ASOSIY VAZIFASI	554
<i>Xayriyeva Nargiza</i> O`TKIR HOSHIMOVNING “BAHOR QAYTMAYDI” QISSASIDA MILLIY PORTRET IFODASI.....	559
<i>Avg`onova Gulnoza</i> MUQIMIY LIRIKASIDA REALISTIK TASVIR MAHORATI.....	564
<i>Dildora Muhammadjonova</i> AN INSIGHT INTO THE PERSONALITY OF ALEXANDER FEINBERG.....	570
5-sho`ba. TA`LIM TIZIMIDA BUXORO ADABIY MUHITI VAKILLARI IJODINI O`RGANISH VA O`QITISH MUAMMOLARI	
<i>To`rayeva Umriniso</i> ABDURAUFI FITRAT IJODINI O`QITISH MUAMMOLARI.....	573
<i>Sariboyeva Maqsuda</i> O`QUVCHILARNING AXLOQIY SIFATLARINI SHAKLLANTIRISHDA HADISLARDAN FOYDALANISH.....	575
<i>Ulug`murod Amonov, Shahlo Saparova</i> THE METHODOLOGICAL SIGNIFICANCE OF SADRIDDIN AYNIIY`S AUTOBIOGRAPHICAL TALE “ESKI MAKTAB” IN TEACHING CHILDREN`S LITERATURE	579
<i>Ravshanov Maxmud</i> СОЗДАНИЯ ТЕРМИНОЛОГИЧЕСКИХ СЛОВАРЕЙ НА ТЮРКОЯЗЫЧНЫХ УРОВНЯХ.....	583
<i>Karimova Shaxnozaxon, Usmonova Mushtariy</i> INGLIZ TILINI O`QITISHDA INTERFAOL METODLARNING AHAMIYATI	590
<i>Berdiyev Xusan</i> ТИЛ ТАЪЛИМИДА УМУМФИЛОЛОГИК МАНБАЛАРНИНГ ЎРНИ.....	593
<i>Po`latxo`jayeva Malika</i> RIVOJLANISHIDA NUQSONI BOLGAN BOLALAR PARVARISHIDA TIBBIY PSIXOLOGIYANING O`RNI.....	596
<i>Ruziyeva Nilufar, Safarova Sabrina</i> THE BENEFITS OF INTEGRATING READING AND WRITING IN THE CLASSROOM ACROSS DISCIPLINES.....	599
<i>Farangis Murodova</i> IBN SINO ASARLARIDA MILLIY MA`NAVIY MEROSNING BOLA TARBIYASIDAGI AHAMIYATI.....	603
<i>Ibrohimova Mohichehra</i> ONA TILI VA O`QISH SAVODXONLIGI DARSLARIDA MATNLAR BILAN ISHLASH ORQALI MANTIQUIY TAFAKKURNI RIVOJLANTIRISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH.....	606
<i>Matkarimova Sayyora</i> BOSHLANG`ICH SINFI O`QISH DARSLARIDA ERTAK O`QITISH METODIKASINING ADABIY-NAZARIY TUSHUNCHALARI.....	610
<i>Raxmatullayeva Nilufar</i> TA`LIM TIZIMIDA BOSHLANG`ICH SINFI ONA TILI DARSLARINI O`QITISHDA DIDAKTIK O`YINLARNING O`RNI VA AHAMIYATI.....	614
<i>Aganiyazova Aziza</i> FITRAT IJODI VA YOSH AVLOD TARBIYASI.....	618
<i>Karshieva Raixona, Ravshanov Maxmud</i> ЦИФРОВИЗАЦИИ И ЭВОЛЮЦИЯ УЧЕБНОГО ПРОЦЕССА В ЛИНГВИСТИЧЕСКИХ КУРСА.....	620

KBK: 84.3(0)7.724
UDS: 821.557.632.2.4.5.41
K-54

“Buxoro adabiy muhiti: kecha va bugun” mavzusidagi AL-662204396 “Buxoro adabiy muhiti ijodkorlarining ilmiy-adabiy merosi bo‘yicha elektron platforma yaratish” mavzusidagi amaliy loyiha doirasida tashkil etilgan xalqaro ilmiy-nazariy anjuman Materiallari. – Buxoro: “Ilm ziyosi”, 2024. – 632 b.

Buxoro davlat universiteti rektorining 2024-yil 15-avgustdagi 509-U sonli buyrug‘i asosida Buxoro davlat universitetida o‘tkazilgan “Buxoro adabiy muhiti: kecha va bugun” mavzusidagi AL-662204396 “Buxoro adabiy muhiti ijodkorlarining ilmiy-adabiy merosi bo‘yicha elektron platforma yaratish” mavzusidagi amaliy loyiha doirasida tashkil etilgan xalqaro ilmiy-nazariy anjuman Materiallari besh bo‘limdan iborat bo‘lib, uning har bir bo‘limida Buxoro adabiy muhitining o‘tmishi va buguniga doir dolzarb muammolari qamrab olingan. 200 ga yaqin maqolalarni o‘z tarkibiga olgan mazkur to‘plam professor-o‘qituvchilar, mutaxassis va tadqiqotchilar, doktorant va izlanuvchilarga mo‘ljallangan.

Mas’ul muharrirlar:

Q.To‘xsanov – BuxDU professori
Sh.Davronova – BuxDU professori

Tahrir hay’ati:

H.Eshonqulov, D.Rajabov, G‘.Murodov, Sh. Axmedova, D.O‘rayeva,
D.Quvvatova, Sh.Hayitov, M.Rajabova, N.Bekova, Z.Amonova

To‘plab, nashrga tayyorlovchilar:

N.Qodirova, R.Rajabova, N.Norova

Taqrizchilar:

Laylo Sharipova– filologiya fanlari doktori, professor
Hayot Latipov– filologiya fanlari bo‘yicha falsafa doktori, dotsent

ISBN 978-9910-745-39-3

© Buxoro davlat universiteti, 2024
© “Fan ziyosi”, 2024

**O‘ZBEKISTON RESPUBLIKASI OLIY TA'LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI**

BUXORO DAVLAT UNIVERSITETI

**O‘ZBEKISTON YOZUVCHILAR UYUSHMASI BUXORO
VILOYATI BO‘LIMI**

**TOJIKISTON RESPUBLIKASI BOBOJON G‘OFUROV
NOMIDAGI
XO‘JAND DAVLAT UNIVERSITETI**

TURKIYA JUMHURIYATI HACETEPE UNIVERSITETI

**“BUXORO ADABIY MUHITI:
KECHA VA BUGUN”**

**mavzusidagi
xalqaro ilmiy-nazariy anjuman**

MATERIALLARI

**Buxoro
“Ilm ziyosi”
2024**