

## TEACHING OF SMALL EPIC WORKS IN LITERARY EDUCATION

Haydarova Dilnoza Elmurot qizi

2nd-Level Master's Student of Uzbek Language and Literature at QDPI

Phone number: +99890567-01-05

## ABSTRACT

This article provides information about the methods of teaching works belonging to the small epic genre in literature textbooks of general secondary schools, the development of students' thinking through this type of works, and the role of small epic works in literature textbooks.

**Keywords:** small epic type, story, narrative, fairy tale, proverb, parable, riddle, national thought, modern pedagogical technologies, intellectual potential.

Epic genres differ primarily in volume, according to this criterion they differ as follows:

- a) small epic works (sketch, story, short story, fairy tale, parable, narrative, legend);
- b) medium epic works (story, short story);
- d) large epic works (novel, epic, epic novel)[2].

Small epics are mainly works of small size intended for children of small age. This type of works differs from other types by its emotionality, conciseness of expression, completeness of the conclusion. Genres form a certain system because they arise from a set of common causes, as well as because they interact, support each other's existence, and compete with each other at the same time. It is necessary to pay special attention to the theoretical features of the works in the teaching of literature in the 5th and 6th grades. The 5th grade literature textbook contains theoretical information on the study of literary types and genres in the initial topics. This allows students to arm themselves with theoretical knowledge before getting to know the works

In the Dictionary of Literary Studies, created by a group of authors headed by the literary critic Dilmurod Kuronov, literary genres are defined as follows: A literary genre is a large group of literary works that have commonalities in such aspects as the discourse organization, the subject of the image, the relationship between the object and the subject. Traditionally, artistic works are divided into three large groups: epic, lyrical and dramatic types.[2.B.28]

There are proverbs, riddles, hadiths, seven parables, five tales, four stories and five stories from the 5th grade literature textbook. .

As we mentioned above, proverbs are an invaluable example of the people's spiritual treasure. They contain the most necessary advice, advice and reprimands that the nation wants to give to its children. The inclusion of proverbs in the fifth grade literature textbook is considered the best option. First, it is small in size: it is very convenient for a fifth grader to understand and remember. Delivering proverbs to schoolchildren firstly serves to arm them with theoretical information, and secondly, it imprints the nation's spiritual heritage in the memory of future generations.[4.B.10] helps to better understand and analyze the works of art in stages. Because the literature of any nation develops on the basis of its folk oral creativity. In addition, studying proverbs helps to better understand poetic arts. The art of proverbs created on the basis of proverbs, of course, requires theoretical knowledge of proverbs from the student.

**"Definition and finders" method**

Using this method, the class is divided into groups and assignments are given in advance. Groups are named conditionally. For example, the group "Describers" and "Finders". The first group gives the definitions to the second group, after which the groups find which proverb the tariff refers to. If they find the proverb immediately after the first given definition, 5 points are given, if they find it after the next information, 4 points and if they find it in the next attempt, 3 points are given. The teacher asks the group that found out which proverb the definition belongs to, to add more information about the proverbs, and they evaluate it. Through this method, every student will have the opportunity to participate, and the conditions for covering the whole class will expand. For example, in fifth grade literature lessons, this method can be used in the following way:

Student 1:

- Which proverb means that a person does not find value far from his homeland, and that every day spent in his homeland is happiness for a person?

Student 2:

- Be a king in your country until you become a king in another country.

Student 1:

- If a person has talent, it is not important if the team is big or small. It will be possible to solve any case. The most important thing is that if the desire and ability are combined, if there is harmony, nothing is impossible. Which proverb corresponds to the definition given above?

Student 2:

- If Oltovlon can take it, he will take it in his mouth

When Tortovlon is finished, he collects what he has not done.

Student 1:

- During his life, a person should follow the example of his surroundings, he should live not above himself, but below himself. In life, if we face any difficulty or lack, it is necessary not to be depressed. We have people living in difficult conditions. What proverb do the above ideas correspond to?

Student 2:

- See a thousand and think

Thank you for seeing one.

The innovative technology "Definitions and finders" is very useful for teachers in developing the ability of independent thinking of students, in facilitating the learning of the level of mastery of the subject, in covering the whole class. This game can be reversed. That is, the first proverb itself is said, and the students can be asked about its meaning. After the topic of proverbs is explained by the teacher in class, memorization of proverbs is given as homework. After the student repeats the proverbs at home, if the task is asked in the form of a game in the next lesson, it will certainly give the expected results.

We know that the 21st century, as an age of intellectual potential, thinking and spirituality, opens up new horizons for humanity, but also brings up acute issues that we have not seen, encountered, or encountered before. In today's difficult, complicated and dangerous times, the literature teacher, thinking about the tomorrows of his students, calls on the students to goodness, justice, honesty, conscientiousness, kindness and tolerance during the literature

lesson, as we know, XXI In addition to opening up new horizons for humanity as an age of intellectual potential, thinking and spirituality, the century is also bringing forth acute issues that we have not seen, encountered, or encountered before. In today's difficult, complex and dangerous times, the teacher of literature, thinking about the future of his students, during the literature lesson, calls the students to goodness, justice, honesty, conscientiousness, kindness and tolerance, and educates them. they need to carry out educational work. In order to have such a moral right, we teachers of literature must first of all have life experience, a broad worldview, high creative skills, modern and innovative knowledge together with great knowledge, and most importantly, this is o We understand very well that it is necessary to show real dedication in a field that is difficult, difficult, and requires a strong will. President Shavkat Miromonovich Mirziyoyev said in his address to teachers-trainers and intellectuals that the main goal was to build the foundations of a new Renaissance, that is, the third Renaissance in Uzbekistan [1.B.5]. Adequate preparation and participation in international studies on the assessment of the quality of education serve the same purpose.

### REFERENCES

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3. Curriculum of general secondary education in literature 2021
4. Textbook for the 5th grade of general secondary schools/S. Ahmedov, B. Kasimov, R. Kochkarov, Sh. Rizayev.-"Sharq", 2020

### Online Learning Resources:

1. [www.pedagog.uz](http://www.pedagog.uz)
2. [www.e-adabiyot.uz](http://www.e-adabiyot.uz)
3. [www.ziyo-net](http://www.ziyo-net)