

## **METHODS OF TEACHING EPIC WORKS IN ACADEMIC LYCEUMS**

Urazova N. Q.

Head Teacher of the Academic Lyceum Under  
Westminster International University in Tashkent

### **ABSTRACT**

This article explores effective methods for teaching and analyzing the work «Bygone Days» by Abdulla Qodiriy, one of the prominent representatives of Jadid literature and the founder of Uzbek novel-writing, in literature classes at academic lyceums.

**Keywords:** Modern literature, Jadids, internet, lifelong learning, novel, analysis, character, Kahoot platform, student assessment, communication technologies.

### **INTRODUCTION**

Modern Uzbek literature was formed as a new literature in the 1900s. In particular, Mahmudkhodja Behbudi's drama, Abdulla Qodiriy's novels, and Cholpon's lyrical poems shaped new Uzbek literature, while the following generation: Hamid Olimjon, Mirtemir, Zulfiya, Gafur Ghulom, Abdulla Qahhor, Oybek, Usmon Nosir, Said Ahmad, Odil Yakubov, Pirimqul Qodirov, Asqad Mukhtor, Abdulla Oripov, Erkin Vohidov, Otkir Hoshimov, Shukur Kholmirzayev and many other creators brought our modern literature to great heights. True, although the period in which they created coincided with the darkest period of slavery in our country, the artistic world they created plays an important role in the spiritual and cultural education of young people. Because even in such a time, they reflected the national culture, dreams, and spirituality of our people in their works.

In the current era of globalization, one of the important tasks facing the teacher is to interest the student in fiction and to instill the skill of reading books. Because with the Internet increasingly penetrating our lives, the student receives a lot of information every day. Therefore, the teacher should organize the lesson in such a way that the student feels the feeling of reading a work of art, talking spiritually with the characters, and not being indifferent to their fate. Only then will the teacher achieve the goal he set for himself. If the teacher does not simply narrate the events of the work of art during the lesson, but uses various pedagogical technologies and interactive games, the effectiveness of the lesson will be further increased.

### **ANALYSIS OF LITERATURE**

In increasing the effectiveness of the lesson, continuity between the stages of education is also important. For example, the works of Abdulla Qahhor are studied in the 6th grade: "Bemor", in the 7th grade: "O'g'ri", "Dahshat", in the academic lyceum: excerpts from the novel "Sarob", in the 7th grade: "Mehrobdan shayon" by Abdulla Qodiri, in the 9th grade: "O'tgan kunlar" novels. This principle can be used in the continuous education system as examples of the story "Muzqaimoq" by Odil Yakubov, the novel "Ulug'bek khazinasi", "Yulduzli tunlar" by Pirimqul Qodirov, "Chinor" by Asqad Mukhtor, "Kecha va kunduz" by Cholpon, "Uzbeklar" by Shukur Kholmirzayev, "Utkir Hoshimov's last victim of war", etc.

Research methodology. At the lyceum stage of continuing education, the main goal of literary education is for students to think about the plot, composition, image method, and the writer's point of view in studying images, to analyze the style of artistic thinking in their works, and to master the standards of aesthetic evaluation of the work. Each creator, each work, and each character is a new phenomenon that does not repeat itself. When studying the works of writers created in different genres, students understand that a work of art has a specific compositional structure, artistic image method, and coverage of life events based on the requirements of a certain genre. They also learn to distinguish the works of writers who created in the same genre from each other according to a number of elements such as their own style, thinking, theme, problems, life material, symbols, plot, and artistic language. At the same time, students understand that the human image is at the center of any work of art, and that it is necessary to approach its study based on the requirements of art. They know that the believability of life events and artistic heroes, the artistry of the creator in using artistic means, play an important role in giving an aesthetic assessment to a work of art.

As is known, the analysis of works of art is carried out by studying the images in them. In particular, the plot of the centuries created in various genres of this epic type, the compositional elements of which are aimed at highlighting the main symbols, form a coherent and integral unity. Using the example of the main characters, students understand the writer's attitude to life problems, human personality, and conflicting events. Observing the complex relationships and life struggles of a person and the world around him, he becomes a living witness to these events, expressing his attitude to each issue.

Therefore, each topic covered in literature lessons is important. In order to analyze and understand a work of art, the student must also have theoretical knowledge about the plot, composition, detail, genres of fiction, artistic art, image, landscape, author's speech, characters' speech, and linguistic features of the work. A student who has theoretical knowledge can think reasonably about the artistic world and analyze it from a scientific point of view. The "Concept of Continuous Literary Education" emphasizes the following: "At the same time, if noble spiritual qualities and beautiful human deeds are directly shown to a teenager and are not forced into the student, but are instilled in his psyche naturally and without force, they become an integral quality of the child's spirituality. The implementation of a difficult mechanism called interaction and attitude depends on the positive or negative nature of those relationships." At the same time, the need to study literary works not for the purpose of mastering literary-theoretical concepts, but for the purpose of fully understanding literary works should always be in the spotlight.

President Shavkat Mirziyoyev, in his Address to the Parliament on the most important priorities for the development of the country on December 20, 2022, emphasized: "We must study our ancient and rich history more deeply, especially the activities of our great forefathers, who boldly carried forward the ideas of science and enlightenment, human freedom, people's freedom, love and devotion to the Motherland and national values, in extremely difficult conditions.

Their courageous struggle and self-sacrifice in the pursuit of great goals should serve as a true school of example for all of us, first of all, our youth, in building a New Uzbekistan." From this

point of view, it is important to pay special attention to the representatives of Jadid literature and their works at the stages of education.

## ANALYSIS AND RESULTS

The works of Abdulla Qodiriy, a major representative of Jadid literature, the founder of Uzbek novelism, are studied at different stages of education: in grades 5, 7, 9, the story "Uloqda", the novels "Mehrobdan shayon", "O'tkan kunlar", taking into account the age and psychology of students. It would be appropriate to analyze the life and work of Abdulla Qodiriy in the 1st stage of academic lyceums not only from the point of view of enumerating them, but also from the point of view of how social life and changes in society were reflected in the writer's work. In this regard, we would like to quote the following thoughts of Professor Q. Yoldoshev: "The tireless work of a literature teacher cannot be the main criterion that does not determine the success of literary education. This criterion is how much students work on a work of art. Therefore, it is appropriate to consider these tasks as activities that allow students to fully digest the literary text and help them vividly feel the magic of the literary word. So, thoughtful questions and tasks expand the horizons of students' imagination. " It is clear from the scientist's opinion that literature lessons should not be about counting the life path of a particular writer year by year, but rather about using the principle of instilling the artistic art he created into the hearts of students. Considering this, organizing the lesson using the "Muloqot" technology will give positive results. This technology "is aimed at students' independent thinking during the lesson, free expression of their thoughts, and the development of a culture of debate in them. Usually, such a lesson is conducted by dividing students into small groups." Before organizing a lesson, the teacher must determine the level of knowledge of the students about Kadiri and his works. Because based on their knowledge, an assignment will be given on the work "Days Past". For example, each group is required to ask questions that create problematic situations and encourage students to think, reflect, and observe. In particular, group 1 can read the passage "It is good to return to the past, they say. Accordingly, I have determined the topic from the past, from the days of the past, from the "khan times", which were the darkest and darkest days of our history, and give the following assignment: Why does the writer call this period of our history "the darkest and darkest days"? For the second group, the work says: "264 AH, the seventeenth of the month of Dalv, one of the winter days, the sun has set, and the evening prayer call is heard from all around.

This famous palace, built with its gates facing east and south, is occupied by merchants from Tashkent,

Samarkand and Bukhara, and with the exception of one or two rooms in the palace, the others are full of foreigners. The palace residents have returned to their rooms after their daytime work, and many rooms are busy cooking dinner, so the palace is lively in the daytime: the people's chatter, laughter, and joy seem to lift the palace to the sky. " and ask the following question: Why was the prayer not offered on a winter day, why was the call to prayer not made after the call to prayer, why was everyone busy with their own work in the caravanserai?

For group 3, why is Otabek's mother called "Uzbek mother" in the work? After all, we rarely find the name "Uzbek" among women, right?

For group 4, the following excerpt from the work: "Otabek seated the guests in the tancha and asked Hasanali after the fatiha:

- Are you okay, father?
- Thank God, – said Hasanali, – I have become a little lighter now. I think I got the point.
- Let me order some chores...
- Here you go, my son.
- Thank you, father, but why don't you make us some tea.
- Okay, my lady.

Hasanali came out. After returning to Otabek and asking for his health, Rahmat asked:

- Who is this man, bek aka?

Otabek looked at the door without answering Rahmat's question. He pushed Hasanali away from the room and then answered:

- Our servant".

After being introduced to this passage, the following question can be asked to the students: Why did Otabek wait for Hasanali to leave the room and then answer? What does the writer want to say through this passage?

Group 4: Why did the writer include the story "Usta Olim" in the work, and what do you think he wants to prepare the reader for with this story?

Group 5: Less than a month after Otabek arrived in Margilan, he receives a letter from his father, Yusufbek Haji. At the end of the letter, the sentence "The incident of Azizbek is an advice not to come to Tashkent until it is published!" appears. That is, the father wants to warn his son about a possible danger - on top of that, "Otabek is in love", and "the weather is cloudy again, bitterly cold, people are running in all directions", "snow is sparkling". In the same conditions, Otabek was busy reading "Boburnoma" in his cell. In these difficult conditions, Otabek is reading "Boburnoma" and not some other century? What symbolism is there here? You can ask the following questions to the students.

Group 6 is given the following excerpt from the work: "It must have been in the autumn of 1277, Yusufbek received a letter from Haji Qanoatsh. Qanoatsh was writing from the saint.

"Your son Otabek was in our army with another man. When we clashed with the Russians near Almaty, these two young men took our first line and fought heroically and became martyrs. I buried two of them with my own hands."

Yusufbek Haji Khatmi recited the Quran and gave food to the country, and the Uzbek mother wore black and offered condolences.", and why did Otabek die a martyr in the autumn days, not in the summer or in the spring, why does the Uzbek mother wear black? You can ask questions.

Students seek answers to such questions through dialogue, which creates the basis for their creative thinking and correct and objective assessment of the work. As a result, a new interpretation and analysis of the work begins.

Conclusions and suggestions. Nowadays, innovative technologies play a great role in the development of each field. The correct use of innovative technologies in education also gives good results. The organization of the educational process based on information and communication technologies leads to an increase in student knowledge. During the distribution of lesson time, it is also necessary to allocate time for assessing students. For

example, it is very important for the teacher to find out how much the students have mastered a new topic.

There are special online platforms for assessing all students in a short time during the lesson. One of such platforms is Kahoot, a game-based learning platform located on the Internet. (Figure 2.3.1).

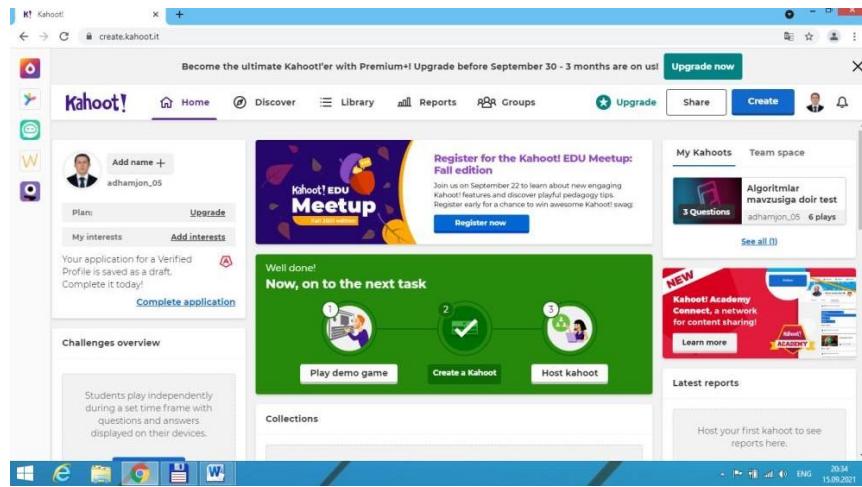


Figure 2.3.1. Kahoot game learning platform.

Through this platform, the teacher can first register and create a separate test bank for each subject. For example, students can be given assignments by posting test questions on the work of Abdulla Qodiriy, excerpts from films based on the writer's works, and various pictures.



Figure 2.3.2. The window for organizing a topic section.

One of the advantages of the platform is that in the window for writing test questions, each test can be given a different time depending on the level of complexity.

At the end of the lesson, test sessions for this lesson are held via the website <https://kahoot.it/>

To enter the test, a special code appears on the screen and students can directly participate in the test using this code. After entering the special code, the student must enter his/her name

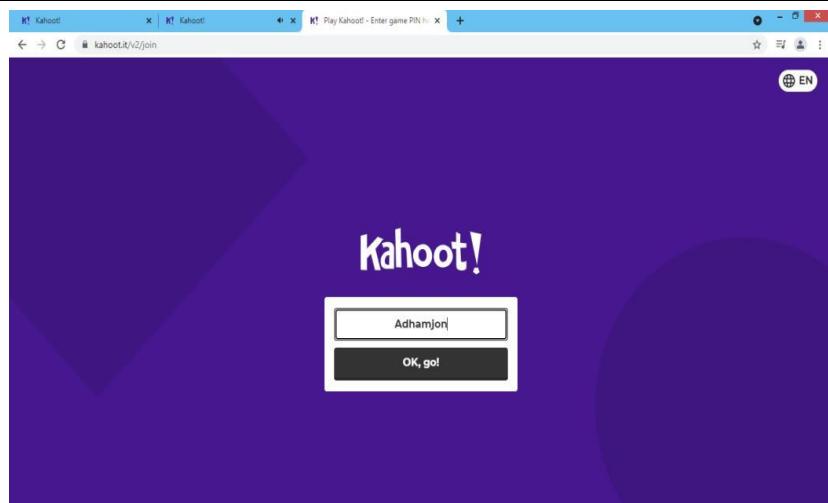


Figure 2.3.3. Accessing the platform.

After checking that the students have fully logged in to the platform, the teacher allows the test to run by pressing the “START” button. After the students complete the test, they can see how many points they have received and where they are in the group.

Students will need an internet connection, a laptop or a phone with internet support to participate in the test. Using such platforms in the lesson increases students’ interest in the lesson. In order to get a high score on the test, special attention is paid to mastering the subject.

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