



## THE PRINCIPLE OF SYSTEMATICITY IN THE STUDY OF FOLK EPICS

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### ABSTRACT

The article describes the principle of systematicity in the study of folk epics such as "Ravshankhan" in the 7th grade and "Kuntugmish" in the 8th grade. In addition, the content of the questions and assignments in the textbook is analyzed, in this regard, the students' mastery of the subject and the relevant knowledge, skills and comments that will help in the formation of skills are given.

**KEYWORDS:** Epic, complex, criterion, artistic image, pedagogical principle, didactic principle, folklore studies, epic school.

### INTRODUCTION

The principle of systematicity in literary education of general education schools serves to study folk epics step by step (across classes), improve students' learning and logical thinking, eases the process of mastering. In the textbook-complex of each class, first of all, certain passages from the studied epics and scientific-theoretical analysis of these epics are given, and then the relevant questions and tasks are provided.

According to the content of the questions devoted to the study of folk epics, it is necessary to answer them by working independently on the text of the work. One of the main criteria of literary education is mastering the essence of the work (epic), for which every teacher is required to work first of all with the text given in the textbook and recommended for independent reading. It is appropriate that the questions given in the textbooks are structured from this point of view, but the main point is that their ease or difficulty, few or many, and most importantly, whether the content-essence corresponds to the age and level of the students of the class or not is of particular importance. In this regard, some of our considerations became clear in conducting research work and completing their experiments. We found it necessary to give some of them.

In the literature-complex textbook of the 7th grade, 28 questions were given on the text of the excerpt from the epic "Ravshan" sung by the son of Ergash Jumanbulbul (pages 132-160), and two questions on literary-theoretical concepts about it. In the curriculum, only three hours are allocated to study this epic and the topic "Artistic Image and Exaggerated Image" on the basis of topics 19-21. In our opinion, it takes not only a 7th grade student, but also a student of the philology faculty of a higher educational institution several hours to prepare the appropriate answers to the given three hours and a total of 30 questions and assignments, and to learn and interpret them. So, how can a school student complete the tasks given in the textbook for 3 hours? or will he absorb them at the level of demand, - it is natural to ask the right question. First, there is a large number of questions, and secondly, they are simple and complex. If you

pay attention to their content, it becomes clear that some questions are logically difficult and complex, the school student has a little difficulty in preparing answers to them, and it takes a lot of time to successfully complete them. Specifically, Question 22: Find an exaggerated image of Hasan Khan's position before entering the battle and explain the artistic function of the exaggeration here. Explain how it fits Hasan Khan's current state of mind? and others include Complete and successful completion of all the questions and assignments given in the textbook will lead to students' complete mastery of the subject and formation of relevant knowledge, skills and competences. But here, the role of the teacher of literature is special: first of all, it requires the teacher to have high pedagogical skills and master the basics of the subject thoroughly. If it is the opposite, it will be the main reason why students will not be able to complete the tasks assigned to the subject and their mastery result will be at a low level.

Secondly, it is necessary to take into account not only the fewness of the questions and tasks given in the textbook, but also the age characteristics and mental states of the 7th grade students. From this point of view, in some places it is not very close to the pedagogical criterion. For example, let's pay attention to the content of the first question in the textbook. "Could Ravshanbek's relationship with Gulnora be called true love?" Express your opinion based on the text.

In our opinion, the 7th grader who is still not aware of the secrets of the sacred and delicate feeling of "true love" is not mentally and physically ready to answer such a question. In addition, assignments such as "Give an opinion based on the text" cannot reveal the logical consistency of the text at all. This is because a 7th grader is being asked for feedback. However, in order to express an opinion, the reader should have an independent opinion not only about the given text itself, but also about the meaning in its context. For this, first of all, it is necessary that the student's age, appropriate and social-spiritual worldview should be at a high level. Based on the above-mentioned comments, we would like to emphasize that in the literature and textbook sets of general education schools, the knowledge and concepts that the 7th grade students need to acquire, the questions and assignments should be taken into account according to the age characteristics of the students, the level of knowledge, scientificity in literary education, special attention and strict adherence to educational and didactic principles such as logical consistency and systematicity is required.

If we turn to the 8th grade "Literature" textbook, it contains a fragment of the epic "Kuntugmush" written by the son of Ergash Jumanbulbul - text (pages 13-40), "About the epic of Kuntugmush" in the column "Folk oral creativity" and "Romantic" in the column "Theoretical information" -heroic sagas" are given. We see that in this textbook, the provision of theoretical information on folklore along with a certain fragment of the epic - text and their analysis, shows that, first of all, on the basis of scientific-theoretical, general didactics, certain principles of systematicity and consistency have been followed methodologically.

In this textbook, 22 questions are described for students to learn the theoretical information about the "Kuntugmish" epic and romantic-heroic epics, and also to learn the epic details of the given text. these will further enrich and develop their level of knowledge. Conditionally dividing the given questions into the following groups confirms how comprehensive they are.

1. Questions related to folk epics and their characteristics, epic schools and performers. For example, "What do you know about folk epics?"; "Which famous poets do you know who created the epic school?"; "When did epic schools appear and which century was its most developed

period?"; "What is being done in our country to develop epics and to support the creativity of Bakhshis?"; "What works do you mean by romantic-heroic epics?"; "Explain the difference between romantic-adventure and romantic-heroic epics"; "What is the characteristic of the final part of Uzbek epics?" and hokozos are among them. Such questions and tasks, according to their content, allow you to learn relevant information about folklore, at the same time, to be aware of the relevant decrees of the President of Uzbekistan on folk gifts and the art of giving gifts, as well as the decisions of the Cabinet of Ministers in this direction. , will help them learn that the rule has an important place in the education system of the current era.

2. Quizzes aimed at strengthening the knowledge gained from the subject of the mother tongue and developing it based on the text of the epic. For example, what does the word "Shirkhora" mean? Explain"; "The meaning of Kuntugmish boys' names: What do the words Gurkiboy and Mohiboy mean? Explain the reason"; "Write down dialect words in a literature notebook and compare them with their forms in the literary language"; "Find wise words, proverbial expressions or phrases close to them in the epic text. Try to explain their meaning"; "Kuntugmish is remembered by what other name in the play? etc. are among them. Such questions, according to their essence, require perfect mastering of the vocabulary of our language, dialect and literary language relations, terms, and independent thinking with a specific attitude to the names of the epic heroes in the epic.

3. Questions related to the genealogy, life and activities, specific actions and qualities of the epic heroes in the epic. For example, "Whose child is Holbeka?" Tell me about his life until he became an adult?"; "What did Kuntugmish do before the age of fourteen, and what activities did he master after the age of fourteen?"; "Kuntugmish and Holbeka met under unusual circumstances (in a dream). In which other epics have you encountered similar situations (meeting through a dream, a mirror, a ring)"? "What measures did the king of Zangar city fall in love with Holbeka and take to achieve his goal?", "What measures did Kasim take to save Kuntugmish?"; "What trick did Azbarkhoja use to kill Kuntugmish?"; "What qualities do you think can be learned from the heroes of the epic?" and others include Paying more attention to the positive and negative aspects of the genealogy, behavior of epic heroes in this type of questions shows that, in addition to general didactic requirements in literary education, they also have an educational goal related to spiritual maturity. All this encourages us to analyze the character and behavior of the epic heroes in the epic, to determine their place and role in the details of the plot, and to draw appropriate conclusions to prove their mutual relations.

Experiments conducted on the problem set in the research showed that the excessive crushing of questions leads to the somewhat boring training sessions dedicated to the study of epics and, most importantly, to the relative slowness of student activity. This pedagogical problem (case) can distract students from the main problem. In our opinion, the crushing of the questions-assignments for studying epics destroys the possibility of completing the study of epics, even if the amount of time allocated to studying epics is increased in the curriculum. In addition, it will not be possible to selectively recommend them to the students due to the interconnected nature of the questions. In such cases, the literature teacher can divide the class he is teaching into small groups based on new pedagogical technologies, and it is better to summarize them himself.

The large number of questions and assignments does not allow to use the study session dedicated to a particular epic in the amount of time allocated to it, according to the purpose set

for it. This causes some important issues mentioned in the training plan not to be solved. Also, it is completely unjustified from a scientific and methodical point of view that the questions and tasks are designed to be answered in the form of traditional questionnaires in the form of "yes" or "no", "good" or "bad". For example, question 17 of the Ravshan epic in the 7th grade is "Pay attention to the crafts of the deaf. Can they be the symbol of our nation?"; Question 21: "How is the battle scene described in the epic?" such and such questions are characterized by the characteristic of simple dialogue speech, which is sure to cause any reader, who is not familiar with the text of the epic, to respond with hesitation. In the end, the student will not be able to master the required knowledge in time

One last comment: some questions and assignments given in general education textbooks repeated each other in terms of content, and in some cases they were close to each other. We observe this in the column "Articles about the epic". Theoretical information related to "Epic and its types" is also repeated in textbooks in one way or another. In our opinion, such suggestions and comments will be corrected and supplemented by the authors of the textbook in their reprints.

### CONCLUSION

In conclusion, the role of scientificity, interdisciplinarity, systematicity and other educational and didactic principles in the study of folk epics by students in general education schools is incomparable.

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