



METHODS OF STUDYING THE EPIC "RAVSHAN" IN THE 7TH GRADE

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ABSTRACT

In this article, the significance of the "Ravshan" epic being included in the textbooks of the new generation, the didactic factors that gain theoretical importance in the process of teaching it, and the role of the questions given to students as homework in the development of students' thinking are briefly discussed.

KEYWORDS: Textbook, curriculum, epic, factor, Ergash poet, bakshi, quiz, analysis, value, plot.

INTRODUCTION

In the textbook "Literature" intended for 7th grade students, under the column "Sounds from the past", a text fragment from the epic "Ravshan" by the son of Ergash Jumanbulbul is given, and a time unit of 3 hours, A2+: 5 hours is allocated to it. It should be noted that in the 7th grade "Literature" textbook, the views defined in the programmatic interpretation of this epic and the didactic aspects that need to be studied are fully expressed. Theoretical information is also given in the article about "Ravshan" saga (pages 162-165). In addition, 28 questions and assignments related to the text of the epic (pages 160-162) are also given, which, without a doubt, will allow for a complete analysis of the text of the epic.

Although "Ravshan" epic takes place among the new generation textbooks created after we gained independence, it is significant in two ways. Firstly, that is, he praises his students from a spiritual and educational point of view, and educates them with human qualities characteristic of the spirit of courage, loyalty, devotion and loyalty to one's faith, love for the motherland; secondly, i.e. artistically and aesthetically, teenagers who are on the threshold of adulthood are introduced to the realities of love and affection that await them in the coming years and the content of inner feelings and inner experiences that occur through them. Pedagogical scientists also support this point of view: "students at the teenage age should be aware of all the great loves that a person encounters during his life. After all, during the transition from childhood to adulthood, a child who is not aware of the most sensitive feelings and experiences, who does not understand the owner of such high experiences and cannot sympathize with him, may be left without enjoying such high sensations until the end of his life"(1).

It is appropriate for a literature teacher to pay attention to the following didactic factors of a theoretical nature at the initial stages of teaching the "Ravshan" epic:

The first factor: it is appropriate only if the teacher enriches the lesson materials with new additional information, recommending the students to independently learn the biographical information given in the textbook. For example, in the study of this epic, noting in the lesson that 5 of the Bakhshi-poet's ancestors, 2 of his aunts, and 2 of his brothers were eloquent folk

bakhshis who sang folk epics and terms, can be a practical basis for organizing an interesting lesson and attracting the attention of students. . In this place, Ergash praises the information about the poet's father, Juman Bakhshi, who memorized and performed about 100 epics for the power of his talent and the superior skill of epic singing, which further strengthens their knowledge in this regard. In this place, the reader Ergash can read "Juman is my father's horse, his nickname is nightingale quality, all of them are the descendants of the seven pinks that the poet passed" or "The fifth is my father's horse, Yodgor." "The intended goal will be achieved only if the information about the fact that his ancestor was a poet, and that he gave separate descriptions to each of his ancestors, starting with his fifth father, Yodgor, will be achieved.

The second factor: the teacher, who sang with pleasure and enthusiasm the epic poem "Ravshan" included in the textbook, informed the students of the fact that the poet Ergash also has an extraordinarily strong memory, a great and unique talent, and prepares a certain ground for thorough and mature mastering of the lesson; Also, it is good to give the students biographical information about their knowledge of school and madrasa in the Arabic alphabet and their written literacy. Here is an example of a literary argument:

It is a historical fact that after reading the manuscript of the famous poem of the Kazakh people "Kiz Zhibek", he got certain impressions, and then, despite the text of the poem, he tried to sing it in his own style with some additions. In this regard, Bakhshi himself states that there is no need to prove this:

A copy of "Girl Jibek",

Let me tell you a funny story.

I'm going to die anyway

Let Talib finish...

After that, the teacher will give information about the importance of romantic-adventure epics in Uzbek folk epics, the main theme of romantic conflicts in such epics, the role of romantic-adventure epics in the "Goro'gli" series and the role of "Ravshan" in this series. Emphasis on the fact that the number of epics in this series is more than a hundred is ingrained in the minds of the readers.

The third factor: the teacher should focus on the factor of taking into account the age, mental level, interest and mental state of the 7th grade students. For example, there is a natural basis for this factor: when students of the class are advised to read a text in a textbook, at first they do not pay much attention to any character traits of epic heroes, but they focus on certain behavior of epic heroes who strongly influenced them. Children are mainly interested in the image of young characters in the epic, they want everything to be done clearly and quickly, they are interested in how the development of the events of the text will end. A teacher who takes into account the same mental and spiritual factor in students should patiently teach them the culture of reading and develop their interest in this matter. Taking into account that the 7th grade students are encountering the epic genre for the first time in the literature classes, the teacher should give general and theoretical information about folk epics in the first introductory parts of the topic, and then introduce the students to the text-fragment in the textbook, that is, read it in an expressive way. It is necessary for the teacher to read the given text in a figurative, understandable and expressive way, paying particular attention to the elements of the Kipchak dialect, the content and essence of the text should be attractive and lead children's attention and imagination to the events of the epic, the system of images, the



ground and the space. Only 24-25 minutes are spent on introducing students to the text in the textbook. Readers who want to get acquainted with the full version of the epic, it would be useful to give brief tips on how to find the work, where to get it, and how to read it again. After that, the students can be recommended to complete a series of tasks as homework. In addition, it is appropriate to divide the students of the class into 4 small groups according to the rows and give them the following tasks individually:

- a) Finding and memorizing the text of Gorogli's words when he went as a matchmaker to his son Avazkhan's house in order to marry his grandson Ravshan;
- b) Finding and memorizing the text in which Ravshan, when he was going to the land of Shirvan in search of Zulkhumor, the daughter of the Karakhan king, Hasankhan bit his finger and looked at his only child, saying a word;
- c) finding and memorizing the text in which Ravshan tells his father Hasan Khan about his past;
- d) Father Hasan Khan's prayer to Ravshan, who rode to the land of Shirvan. finding and memorizing the given word-text.

It should be noted that through these and other concrete-individual assignments, the results of further developing students' thinking and teaching themselves to work independently in this way will be extremely fruitful. Therefore, it is necessary to try to make the students to work on the text, to find the important idea, magic and charm in it, and to express their thoughts based on this in a unique simple and concise manner. In our opinion, it is appropriate if the method of interdisciplinary integration (joining, merging) is effectively used in the analysis of the epic text. For example, relying on the method of "Bloom's taxonomy" theory in memorizing, memorizing and consolidating the knowledge gained from subjects such as language, history, geography, biology, zoology, based on the specific processes of the given text, will be more appropriate. In particular, based on the main ideas of the cognitive (know, know, understand, apply, analyze), affective (feel) and psychomotor (create) directions of this theory, which is popular in the literature teaching methodology, if the following questions not given in the textbook are raised and discussed, would be appropriate:

- a) To what regions do the names of places such as Taka-Yovmit eli, Wayangan, Khunkhor, Arzrum, Shirvan eli, which are expressed in the epic, correspond to today?
 - b) Why does Hassan Khan take away Khan Dalli from Arzrum? Where did the customs of escape come from?
 - c) Why did Avazkhan refuse to go to his house as a suitor for his daughter's father Gorogli? etc.
- There is no doubt that the questions and tasks bring out the affective (feeling) and internal emotions of each student, excite them in a certain sense, and increase their activity even more. Or, if not, the teacher can give students individual tasks such as drawing a picture, writing a poem, creating the appearance of epic characters, or writing an opinion based on their impressions from the epic, aiming to change and develop the students' practical skills in the psychomotor (creative) direction during the lesson. , requires the reader to independently read the text of the epic to do this. In the lesson, special attention is paid to poetic art and artistic image tools in the epic, students are expected to analyze the descriptions related to the content of the text, the nature and behavior of the heroes of the epic in the discussion of the epic. In particular, in the analysis of epic heroes such as Gorogli, Misqol pari, Yunus pari, Hasankhan, Avazbek, Ravshan, Zulkhumor, the bald brothers in the epic, their specific behavior, ability,

character, beliefs, beliefs, various traditions Students' attention is drawn to customs and traditions. During the analysis, it is emphasized that the plot of this epic is devoted to romantic-adventure events, and that our creative nation has long valued love, which is a pure human value. At this point, it is appropriate to inculcate in the minds of the students that our ancestors had high human feelings and that each of them was able to choose a suitable and loyal place for their children, and that they fought valiantly and protected their honor in order to reach a suitable place in life. In this way, drawing the attention of students to the fact that our nation has been a morally high example for the nations of the world is bound to have a great effect. During the analysis, it is necessary to note that the epic heroes of the epic have implemented national and universal values.

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