

## TO DEVELOP STUDENTS' SKILLS IN ANALYZING POETIC ARTS

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**Annotation:** This article explores the issues of students' awareness of classical poetry, understanding and deepening of their artistic aspects, as well as the formation of skills in the analysis of poetic arts in the conduct of "Literature" classes.

**Keywords:** classical art, spiritual arts, rhetorical arts, nomadism, metaphor, allegory, metaphor, symbol, embodiment, tashbeh (analogy), talmeh, tajnis, tanosub, takrir, tazod, hereditary parable, rhyme, tuyuq.

### Introduction

Literature taught in academic lyceums, which is one of the main stages of the continuing education system, is an integral continuation of the subject of literature in general secondary schools. Therefore, the purpose and task of teaching the subject "Literature" is to enrich the consciousness, worldview, spiritual world of students, to express their identity, to create the basis for them to become conscious members of society. The main topics of the "Literature" program are the study of the works of poets and writers, working with the text of works of art, their understanding, analysis and inference. Thus, it is intended to bring up highly spiritual, harmoniously developed individuals.

As noted by President Sh.M.Mirziyoev, "It is known that the upbringing of the younger generation has always been important and relevant. However, in the 21<sup>st</sup> century this issue is really becoming a matter of life and death. "The more perfect the upbringing, the happier the people will live," say the sages. In order for education to be perfect there must be no gap in this matter" [1. Sh.M.Mirziyoev, 2017].

In the learning process every child should be guided by their abilities, interests and it is important to not to stifle the student's interest in learning, not to stifle his spirit, not to hurt his passion, not to stifle his pride at the level of his abilities [2. Q. Khusanboeva., R. Niyozmetova. 2018].

Today's literature teacher is required to be able to use a wide range of nontraditional and interactive methods that are the foundation of a student's spiritual well-being during the lesson. Thus, interactive methods involve the organization of students' interaction with each other and with teachers in the full mastery of the content of education. These methods are based on the students' activity, free thinking, independent research, creative approach to the acquired information [3. I.Rajabova. 2010].

In the process of teaching the subject "Literature" it is expedient to effectively use advanced pedagogical methods and technologies. For example, Case Study, working in small groups - 3/4 technology, "Brainstorming", "BBB", "Word magic in words", "Cluster", "T-scheme", "5-constant number", "Essay", "Concept Analysis", "Debate", "Elpigich", "Conversation", "Reading Together", "Venn Diagram", "Wheel of Mind" and others.

The poetic arts in the works of the representatives of our classical literature, whose works are studied in the literary classes of the academic lyceum, aims to expand and deepen the theoretical understanding and skills in the process of determining students' knowledge of art. With this in mind, it is expedient to give students assignments to identify not one, but two, three, sometimes four arts in one or another bait, to determine the weight or rhyming features of several poems, not just one bait, ghazal, musaddas. The main purpose of the analysis is to understand the essence of the artistic world reflected in the work, to fully comprehend its original content. In particular, the development of students' oral and written speech is one of the main tasks of the study of literature at different stages of education. The history of our literature shows that the poetic arts are not a show of the poet's artistic potential, his skillful use of various arts, but an expression of the scale of creative artistic genius, the art of polishing high social and moral ideas [4. Anvar Xojiahmedov. 2001]. The great word artists used various poetic arts as a variety of productive, skillful means to make the content of their works colorful. This plays a huge role in making the work artistically mature, stylistically fluent and emotional in form [5. Hamidov Z.1991].

Poetic arts are studied in the course of "Literature". When we study the works of Lutfi, Sakkoki, Atoi, Alisher Navoi, Babur and other similar poets on the basis of the model program, we focus on the poetic arts and their types.

For example, in the process of teaching the subject “Fine arts in the poetry of Alisher Navoi” students will not be able to understand the essence of these works, their artistic and aesthetic essence without explaining the peculiarities of classical art. Information on the arts will be provided at the beginning of the lesson. “Art” is derived from the Arabic word “sun”, which means “to create”, that is, to create art. Fine arts are a means of providing a more vivid, effective expression of the ideas expressed in the work, a brighter embodiment of lyrical and epic symbols, the artistic elegance and charm of poems. They are divided into the following two groups:

1. Spiritual (meaningful) arts
2. Verbal (form-related) arts

One of the most widely used artistic tools in literature is the art of “talmeh”. **Talmeh** is an Arabic word meaning “lightning strike”, “a glance”. As an art form, it is a concise expression of an idea by referring to the name of *a historical and legendary event, parable, person, famous work, and hero*. The Great Alisher Navoi has the following baits:

*Mast o‘lub el yotsayu men yuz ayog’iga qo‘yub,  
O‘zni qutqarsam zamone **Xizr** umri oridin.  
Bir oh ila kul bo‘ldum, ey charh, tilab topib,  
**Farhod** ila **Majnunga** oshiqlik ishin o‘rgat.  
Ko‘p o‘qudum **Vomiqu Farhodu Majnun** qissasin,  
O‘z ishimdin bul’ajabroq dostone topmadim*

There are taken the names of four people in this poem: **Hizr**, **Farhad**, **Majnun**, **Vomiq**, and there have been written many myths, legends, songs and epics about them not only in Uzbeks, but also in different nations.

**Tanosub.** Many works of art rely on the spiritual connection of words in poetry. The poet’s use of logically interrelated and interdependent words is called *tanosub*.

The bait of the poet: *Chun masal bo‘ldi soching zulm ichra yoshurmoq ne sud* “Mushk isin yoshursa bo‘lmas” which is used in the second bait of this famous work “The sweet fragrance cannot be hidden” also helps to emphasize the idea of the previous bait - the sweet fragrance of beloved woman’s hair. For example:

*Dahr **bog**'i gullari husnin vafosiz erkanin,*

*Yuzi gul, jismi **suman**, ko 'yi **guliston**ing 'a ayt. (A.Navoi)*

Navoi combined words like “**bog**” (*garden*), “**gul**” (*flower*), “**suman**” (*flower*), “**gulistan**” (*garden*) in one bait. At the same time, these images give the art and impression to the content of the bait. We use the word “proportionate” to make the word “tanosub” understandable to students. This makes it easier for students to understand the word.

**Takrir** is the most common type of word-repetition-based art. The essence of this art is that the word used at the beginning of a bait is repeated at the end of the bait.

***Shohlar shohi** demay, ul **shohlarning shohikim**,*

*Har biri yuz **shohlar shohicha** tutqay muknatin. (A.Navoi)*

We can see the embodiment of a unique artistic beauty during the repetition of the word “**shoh**” (*king*) in the given example.

**Tazod** is the creation of impressive artistic symbols using words that are semantically contradictory in the bait (from Arabic *to contrast*). The art of tazod is one of the most widely used lexical-stylistic tools among the spiritual arts.

*Ul **shohu** men **gadomen**, ul **tiflu** men **qari**,*

*Gar boqmasa mening sari, Haq bor aning sari.*

*Bir lahza **turguzub** meni, bir lahza **o'lturur**,*

*Gohi **beri** yugursa o 'yin vaqti, gah **nari**.*

Lexical devices such as “**shoh va gado**” (*king and poor*), “**tiflu qari**” (*young and old*), “**turg'uzub – o'lturur**” (*to stand – to sit down*), “**beri - nari**” (*here - there*) in the given baits are used in opposite meanings and are the main tool in the emergence of the art of tazod. It is necessary to work on the dictionary while explaining the meanings of words to students.

In addition, it is advisable to conduct classes in close connection with the science of the native language while explaining the examples given in the poetic arts. For example, the lesson is more interesting if we focus on the types of poetic art such as “hereditary parable” to explain folk proverbs when passing the topic “Lexicology”, “tajnis, tazod” when passing the topic “groups of words in terms of form and meaning”, “tanosub” when passing the topic “cognate words”. The use of interactive methods in the transition to this topic will help to increase the

sense of organization and responsibility of students, the effective use of additional literature, and, most importantly, to increase their interest in the literature lesson. This requires great skill on the part of the literature teacher.

Special attention should be paid to independent work on various sources related to the topic, extensive use of Internet information, independent work on them, conversations, practical training in order to develop students' skills of independent learning. It should be noted that the teacher should focus on improving and nurturing students' love for literature and art, creativity, creative activity, high moral traditions. To sum up, one of the main factors in the formation of research (competence) activities in students is the continuity of education in the field of literature, taking into account the personality and interests of the student, in accordance with the characteristics of age. In this sense, it is important to combine education and upbringing in educating young people.

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