

SMALL EPIC GENRES AND PROBLEMS OF TEACHING SMALL EPIC WORKS IN LITERARY EDUCATION

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ABSTRACT:

This article discusses the classification of small epic genres given in literature textbooks and curricula of general secondary schools.

Keywords: Epic type, small epic genres, paremic genres, independent literature, novella, artistic analysis.

In today's rapidly developing era, every nation and nation is working effectively towards the development of its culture and spirituality. In this regard, reform and development of the education sector, introduction of new modern textbooks and pedagogical technologies have become one of the urgent issues of our country's policy. In particular, ad abiy education forms the student's outlook, enriches his ideas about the world and man; teaches to distinguish white from black, good from bad. By studying works of art, the student's philosophical views mature and his observations deepen. Life is a big school. Even so, he is a grateful adviser, a sincere friend who teaches the student to endure all the complexities of this life with perseverance and fortitude, to overcome its difficult trials, to move forward without losing himself even in the most difficult moments - this is literature, literary education.

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, myth);
- b) middle epic works (story, short story);
- d) big epic works (novel, epic, epic novel)

When dividing the epic into genres, the scope of the image is taken into account, not the extent of the coverage or duration of the events. The size of the works cannot be the main measure in the classification of epics into genres ¹. As literature reflects reality, it approaches it from the point of view of beauty rules. Therefore, the choice of the subject of the work is also an extremely important creative point. For example, the effective performance of the work depends on the emotionality and upliftment of the thought based on it, among many other criteria. The Uzbek people, who have achieved national independence, are showing their identity in all aspects of life. Literature, including the literature of the independence period, is undergoing fundamental quality changes. During this period, the artist works with a deep understanding of the possibility of thinking about the world and man differently than before. As a result, the creation of works of art that express the world, people, and their feelings in different ways began. The person depicted in the literature of this period shows a deep sense of his responsibility to humanity, the Motherland, and the country. Independent literature is a new, naturally

¹National Encyclopedia of Uzbekistan. State Scientific Publishing House. T.: 2005, B.171.

developing aesthetic phenomenon that does not fit into previous patterns, both in terms of subject matter and in terms of principles of artistic representation.

Minor epics are works of a smaller size, mainly intended for younger children. The works of this type differ from other types by their emotionality, conciseness of expression, and completeness of the conclusion.

Genres form a certain system because they arise from a set of common causes, and also because they interact, support each other's existence, and compete with each other at the same time.

It is important to distinguish the story among the small epic types. What is the difference between a story and a short story? Given the extraordinary diversity of their real national and historical forms, it is not easy to answer this question. The etymology of the terms sheds some light on the problem. The word "novella" of Italian origin appeared during the Renaissance to denote popular prose works characterized by neat brevity, rapid paradoxical development of plot twists, and unexpected endings. Initially, it was an imitation of an oral live story, similar in structure to an anecdote.

Literary types and genres have appeared as important units of the science of poetics². In literary theory, literary genres of the epic type are classified into three groups:

1. Big epic genres - novel, epic;
2. Middle epic genre - short story;
3. Small epic genres - myths, legends, fairy tales, stories, narratives, tales, parables, etc. Theorist scientist D. Kuronov also "classifies epic genres in terms of the scope of artistic coverage of life and includes small epic forms: anecdote, parable, story, narrative, fairy tale, legend, novel, etude, essay, essay,³etc.

Subgenres were studied based on the following classification. These are:

1. Narrative genre;
2. Narrative genre;
3. Paremical genres: proverb, parable (proverb), ogit, hikmat (wise words) .

In the experience of teaching literature, the terms epic works and prose works are often used interchangeably. However, the term epic works also includes works of a number of genres that are finished in a poetic way. The main sign of epicness is the presence of events and details. Therefore, our views on the analysis of epic works should not be considered to apply only to prose works.

Regardless of the genre, in epic works, characters are depicted in the heart of events, and their nature is revealed during the description of events. The fact that a number of epic works included in the curriculum for learning are large in size, they often cannot be read in one go, like lyric works, therefore, within one lesson, it is necessary to familiarize with the text and it should be noted that analysis is impossible. One of the factors that caused the uniqueness of the analysis of epic works is the issue of size⁴.

In the literature classes of the lower grades, the study of artistic works according to their genre characteristics is carried out on the example of various works, if not from a scientific-theoretical point of view. 5th grade literature textbooks mainly include stories, fairy tales, parables, proverbs, epics,

²Dzhorakulov U. Chronotope poetics in Alisher Navoi's "Khamsa" Ffd (DSc). Diss. autoref. - T.: 2017. -B. 15.

³Kuronov D. Introduction to literary studies. - T.: Publishing house of folk heritage named after A. Qadiri. 2004.-B. 143.

⁴Yoldoshev Q. Scientific-theoretical foundations of teaching literature: for school teachers, academic staff, students. – T.: Teacher, 1996. B-126

narratives, riddles and short stories. Apart from these, scientific and popular texts are also taught. The construction of artistic works of different genres has its own stylistic features, and their impact on students is also different. For example, the text of poetic works is fundamentally different from the text of fairy tales and stories, and the text of scientific and popular articles is fundamentally different from the text of works belonging to the parable genre. Riddles are mastered by comparing the similarities between objects and events, while the content of proverbs requires interpretation through real-life examples. Accordingly, when teaching artistic works of different genres, the teacher is required to choose appropriate methods.

One of the reasons why the fairy tale genre, which is characteristic of folk oral works, is well received and read by children in literary education is the impressiveness, sharpness, meaning and closeness of the language to the colloquial language. In most of the fairy tales, the depiction of real life is combined with elements of adventure. The sharp, interesting subject of the fairy tale, extraordinary and wonderful situations in the development of events will fascinate the readers, the brave, strong, resourceful, brave, agile heroes in it are the ideological direction of the fairy tale, the constant victory of goodness in it will inspire children. attracts. The adopted narrative style of fairy tales, repeated repetition of the same words and phrases, melodiousness, impressiveness of the language, vividness of the means of expression are the basis of their interest. The heroes of fairy tales are often compassionate, generous, fair, and their opposites are evil, miserly and greedy people. The pedagogical value of the fairy tale is that the students are happy that the truth and honesty have won, that the poor people have been saved from difficulties, that is, that goodness and goodness have come true, and evil and evil have been condemned. They always want it to be like this in life.

In literary education, when working on the text of fairy tales, it is important to teach children not only to read a fairy tale, but also to tell it. Telling stories develops oral speech, enriches children's speech with new words and phrases. Working on proverbs presented in fairy tales, paying attention to the similarity of the ideas presented in them to the text of the fairy tale, and conveying this to the minds of children, developing connected speech by memorizing them, can serve to increase the effectiveness of the speech. In the course of working with the text of fairy tales in literature classes, it is important to work on theoretical concepts such as artistic tools used in it: revitalization, metaphor, exaggeration. Taking into account all the above points, the construction of fairy tale lessons can be defined as follows:

1. Introduction to the fairy tale: a) preparing students to understand the fairy tale; b) the teacher's expressive reading of the fairy tale, telling it from memory, etc. ;
2. Conducting a short conversation in order to determine to what extent the students have perceived the fairy tale;
3. Reading and analyzing a fairy tale in parts, some visual aids in it, finding synonyms, dictionary work (explaining the meaning of some words) ;
4. Preparing to tell a story (reading in, etc.) .

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, image subject, object-subject relationship. ⁵Traditionally, artistic works are divided into three large groups: epic, lyrical and

⁵ Kuronov D., Mamajonov Z., Sheralieva M. Dictionary of literary studies. -Tashkent: Akademnashr, 2010.-B.339.

dramatic types. The question of dividing literary works into types has been in the center of attention since ancient times. The ancient Greek philosopher Plato in his work "The State" says that it is possible to imitate the language of a poet by describing the speech of others as a dialogue or using a combination of the two.

The analysis of works of art has always been considered one of the most urgent issues of methodological science. Scientific and theoretical aspects of teaching literature are analyzed in the book "Scientific-theoretical foundations of literature teaching" by Doctor of Pedagogical Sciences K. Yoldashev. In connection with these issues, the scientist puts forward certain ideas about the interpretation of a literary work, its analysis and re-evaluation. B. Tokhliyev's book "Methodology of Literature Teaching" also contains reasonable comments on analysis. In the work "Fundamentals of Artistic Analysis" published under the co-authorship of Q. Yoldosh and M. Yoldosh, the scientific and theoretical issues of literary analysis are studied through the means of new views compatible with the process of globalization. In the upper classes, when studying epic works that are much larger in size, the analysis can be carried out on the basis of showing how skillfully the images are depicted. Also, after getting acquainted with the text of a work of art in the basic classes, which are always prone to arguments, it is possible to carry out an educational analysis by putting a moral-aesthetic problem in front of the students and asking them to express their attitude to this problem. So, there are many ways to analyze epic works, and the more epic works are studied, the more specific the analysis will be. A teacher who makes a template in literary education and thinks that he will use it successfully in any case makes a mistake. Today, educating young people as mature individuals is one of the most urgent issues. In recent years, in our republic, in the general secondary education system, normative foundations have been created for improving the methodology of teaching works of the small epic type, developing the interest of students in genres suitable for their age characteristics and literary preparation, and for the methodology of teaching works of this type. the need for research is increasing.

We know that the 21st century, as an age of intellectual potential, thinking, and spirituality, opens up new horizons for humanity, but also brings 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 Mirmonovich Mirziyoyev, in his address to teachers-coaches and intellectuals, said that the main goal was to build the foundation of a new Renaissance, that is, the third Renaissance in Uzbekistan .⁶Adequate preparation and participation in international studies on educational quality assessment serve the same purpose. Artistic integrity is of primary importance in epic works, therefore, when

⁶ Mirziyoev Sh.M. Together we will build a free and prosperous, democratic country of Uzbekistan. Speech at the joint meeting of the chambers of the Oliy Majlis dedicated to the inauguration ceremony of the President of the Republic of Uzbekistan / Sh.M. Mirziyoev. - Tashkent: "Uzbekistan" NMIU, 2016. - 56 p.

analyzing a fragment taken from an epic work, it should be considered as a part of the whole. Because the image of a situation in an epic work does not exist on its own, but is born due to the image of an action before it, and causes the creation of an artistic situation by itself. Taking into account the same circumstances, it is possible to analyze the fragments in the form of aesthetic integrity, and the level of artistic impact of the fragment does not decrease. In order to make the most of time in the analysis of large-scale epic works, the literature teacher should be able to correctly distinguish the important aspects of the work of art, the aspects that can serve the pedagogical purpose to a greater extent, from the insignificant aspects that are not so important for aesthetic analysis. required. The teacher should be able to correctly determine the way and method of approaching it.

For the first time in 2021-2022, Uzbekistan participated in PIRLS, PISA and other international studies on the assessment of the quality of education. PISA, which has been conducted every 3 years since 2000 and is expected to involve 90 countries in 2022, assessed the knowledge of 15-year-old children in reading literacy, mathematics and natural sciences. In PISA studies, it is not the student's mastery of the program that is evaluated, but the extent to which the knowledge and skills can be applied in life.

These studies are called "reading literacy" in European countries and are aimed at improving the ability of today's students to think, to enrich their imagination, to increase their intelligence, to increase their attention, to develop their speech, in the field of Literature, which encourages the reader to analyze. to be able to express one's personal opinion, to form a realistic view of life, to analyze the text, and to serve its growth and improvement.

As long as the learned scientific and theoretical knowledge, various doctrines and laws are not put into practice, they will not serve for the development of the society. In order to develop literary education and provide quality education to students, various rules and methods developed by scientists, interactive methods should be actively involved in literature classes. In this case, it is necessary for the teacher to choose the most suitable methods and apply the most effective one in the lessons. Of course, this requires a high level of knowledge, skills, and abilities from the teacher. A student with a solid scientific and theoretical knowledge, a teacher who can correctly assess the abilities of young people and the level of students, will definitely choose the most suitable among the methods. it is necessary to be able to choose methods that educate a person who can determine his own conclusions, attitude and position, and develop his personal thoughts. In this case, the teacher needs to choose the most effective method depending on the volume, comprehensibility of the works of the small epic genre, and the writer's intended goal. The teacher should choose methods in the lesson taking into account the age characteristics of the students and the general level of the class. Reviews encourage the reader to love the book and read more interesting works. Because, as he reads a book, his mind calms down, his outlook on life changes, his range of thinking expands, and most importantly, his speech develops. It is clear that renewal and changes in social life require renewal and new approaches both in literature itself and in the field of its teaching. This is equally relevant to all problems , starting from educational methods to the components of the lesson, from the content of literary education to the relationship between the teacher and the student, from educational programs, textbooks to the organization of literature classes . It is no secret that the problem of reading books is becoming more relevant today, when the flow of information is rapidly increasing, and the world of computers and technology in general is taking an ever wider and stronger place in human life. Since books and reading are an integral

part of the human spiritual world, learning to read books and forming the spirituality of a reader remains the most important task in the educational process.

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