



## DEVELOPMENT METHODS OF TEACHING "RAVSHAN" EPIC

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<p><b>Received:</b> February 20<sup>th</sup> 2023 <b>Accepted:</b> March 20<sup>th</sup> 2023 <b>Published:</b> April 26<sup>th</sup> 2023</p>	<p>The use of interactive methods, information and modern pedagogical technologies in literary education is of great importance in students' mastery of science. In the era of continuous development of modern information technologies, there is a need for new approaches in literary education, of course. This article also includes new approaches to teaching the "Ravshan" epic, which is an example of folk art. The purpose of the article is to create relief for school teachers and to encourage students to think independently, to strengthen their thinking, and to study examples of folk art with interest. The article can be used for teaching 7th grade students. Today, the main activity in teaching literature should be the teacher himself. Through this, the teacher can ensure the students' activity. The goal of the article is to effectively convey to the readers our epics that show our historical roots, values, and traditions.</p>

**Keywords:** modern methods, innovative approach, technology, "Ravshan" epic, "Piyola" (bowl) method, "Fourth is more", method, "Cluster" method, "Looking into the psyche of heroes" technology.

### INTRODUCTION

The quality of the educational process organized in the general education schools of the continuing education system, the level of mastery of the subject and the given knowledge of the learner, acquired knowledge, independent and critical thinking, knowledge, skills, competence, new and to be able to use it in unexpected situations, a great responsibility is placed on the teacher. The purpose of modern literature is to educate a person with a mature and independent mind. Examples of folk art play an important role in raising a person to be well-rounded and morally high in all aspects. Organization of lessons that meet the world's requirements, educating students to be enlightened, highly spiritual, creative thinkers, knowledgeable and active is one of our urgent tasks today. In school education, this task should be performed by the native language and literature teacher. In teaching literature, we should focus on the development of pedagogical technologies that teach students to think analytically and critically. Now we will present our suggestions regarding the solution of the problems related to the teaching of examples of folk art given in the literature classes of general education schools.

### THE MAIN BODY

According to the definition of folklorist Omanulla Madayev, the "lucky genre" of folklore is the epics, which represent the identity of the Uzbek people. Folklorists have conducted many studies on the characteristics of this genre, and this process continues. Victor Zhirmunisky, Hodi Zaripov, Mahmud Zaripov and others have made a great contribution to bringing folk epics to readers. The written sources are not only the past of our nation, but also serve as a bridge to the future.

When we read folk epics, we enjoy the situation of the heroes of the work in different situations, bravely passing through trials and conditions. The epic does not bore the reader, nor does it require excessive mental effort. We also find prose and verse forms in it, we see elements typical of the genre of legends and fairy tales. We can use modern methods to teach folk epics. Modern methods serve to activate and accelerate student activity. The use of modern methods in literature classes improves the quality of lessons.

In accordance with the requirements of the current state educational standards, in the current textbooks, the 5th and 6th grades of our schools teach folklore more widely. The textbooks provide extensive information about proverbs, fairy tales, riddles, folk songs, anecdotes and stories. Its purpose is to introduce the socio-ideological content, genre features and forms, customs and ceremonies, the processes of their expression and performance to the consciousness of the reader, as the rich, cultural heritage and national values of the Uzbek people from the first stages of education to absorb, to develop their skills and competencies.

In the second stage, only epics from examples of folk art were included.

The epics "Kuntugmish", "Ravshan", "Alpomish", "Rustamkhan", and "Birth of Goroguli" are included in the program in grades 7-11.

We will focus on the epic "Ravshan" given in the 7th grade literature textbook.

In the 7th grade "Literature" program, a total of 3 hours were allocated to study the epic "Ravshan". In the first hour, theoretical information about the history of the creation of the epic "Ravshan" and its important role in the Uzbek folk epic will be given, and in the second hour, the given passage from the epic will be read expressively, its content and the characters of the work will be organized.

In the third hour, information will be given about what traditions and customs our ancestors followed in the past and how the events of the epic were created based on the traditions that are widespread in the epics of the Turkic peoples. It is necessary to create conditions for the readers to analyze what the heroes of the work have achieved as a result of following national and universal values or vice versa. Naturally, the question "How will this be done" arises. Let's look at several ways to find the answer to this question.

Before starting each lesson, we need to attract students' attention to the lesson. For this, we use the "Piyola" (bowl) method based on the content of our lesson.

"Bowl" (Piyola) method

To implement this method, we need one bowl and 6 participating students. The condition of the game is that the students stand in a circle, and the first student must stand in the circle and give the bowl in his hand to the participants around him in different ways. If the bowl transfer situation is repeated or a new method cannot be found, at the end of the game, that participant fulfills the condition. These conditions may include:

1. You are an artist and what figure would you draw based on the epic "Ravshan" and why would you draw that particular figure?

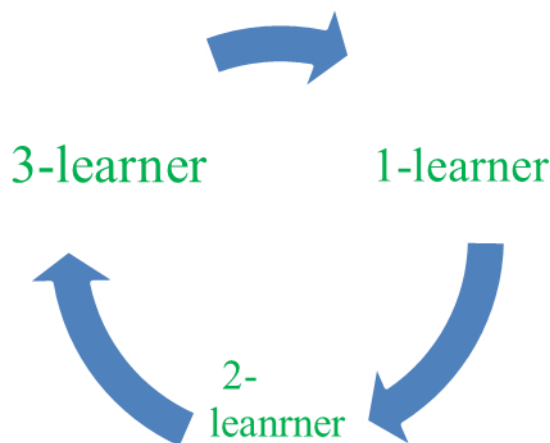
2. Complete the proverbs below with the necessary sentences and continue!

O'zga yurtning .....o'z yurtni.....yaxshi.

Qarg'a.....ko'zini chuqimaydi.

Qazisan, ..... – axir .....ga tortasan.

..... yomon qopib gapiradi.



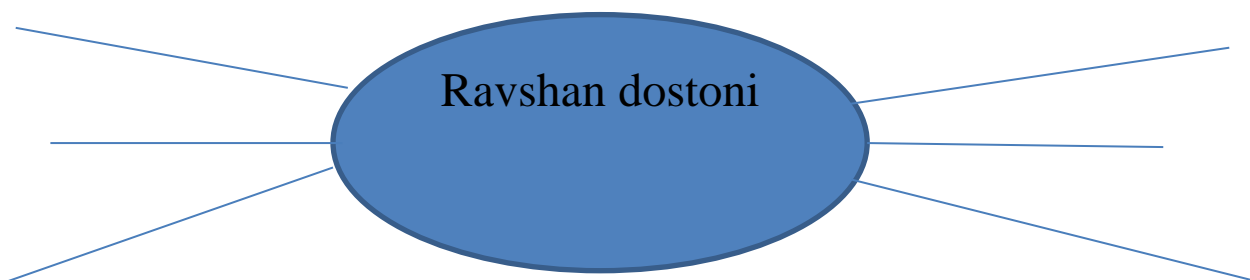
Through the above method, students will think logically, they will also remember the tea ceremony, which is our national tradition, and their ingenuity will be tested during the fulfillment of additional conditions. The main thing is that we can attract the attention of students to the lesson through this method.

**"Questions to activate students"**

1. How do folk epics differ from other genres?
2. Can Ravshanbek's relationship with Gulnor be called true love?
3. Explain the hero's confession: "I'll say yes, I'll go to honor."
4. How is the market described in the epic? Can this image convey the spirit of the ancient Uzbek bazaar?
5. In the confession of the hero of the epic: "Dear, your head is not equal to my feet...", is there a strong feeling of arrogance or Uzbek pride?

Through these questions, students' knowledge is strengthened and their independent thoughts are tested.

Express your thoughts based on the "Cluster" method



Through this method, students express their thoughts about the epic. Readers write down their first thoughts when they hear the title of the epic, and this way we can learn what readers think about the epic. At the end of the method, the teacher also gives the supporting and concluding conclusions about the epic.

**"Fourth plus" method**

In this method, cards are distributed to groups. The characters of one epic are presented in three rows of the card, and the heroes of another epic are presented in one row. The members of the group should determine which heroes of the epic are superfluous.

**Group 1**

1. Alpomish Barchinoy
  2. Ravshan Zulhumor
  3. Avaz Khan Hassan Khan
  4. Yunus fairy Misqol fairy
- The same goes for other groups.

**"Looking into the psyche of heroes" technology**

Examples of depictions of Zulhumor characteristics	Examples of the description of the properties of the resin	Examples of images of Gulnor characteristics
Yasangan hurday, tishlari durday, ko'zlari yulduzday, qoshlari qunduzday, lablari qirmizday, og'izlari o'ymoqday, lablari qaymoqday qiz. (A girl like a made scrap, her teeth are sharp, her eyes are like stars, her eyebrows are like a beaver, her lips are red, her mouth is carved, her lips are like cream.)	Mard va jasur, or-nomus va xalq sha'ni uchun kurashuvchi bahodir. (He is brave and courageous, a fighter for honor and the honor of the people.)	Yaxshi sur'atli, shirin so'zli, quralay ko'zli, uzun bo'yli, xushxayol, zehni tez, serfahm qiz. (A girl with good speed, sweet words, beautiful eyes, tall, good-natured, quick-witted, intelligent girl.)
...	...	...

We will continue in this way, the students will tell the characteristics of the heroes that they have independently realized. Special attention is paid to studying the content of the work and describing the character of the characters. At the same time, teaching the students the theoretical concepts defined in the program will definitely give results if it is carried out by organizing literary analysis classes.

The socio-pedagogical conditions set for modern classes are as follows: a group of inquisitive, friendly students, good textbooks, visual aids, technical tools and well-equipped classrooms, capable of creative work and well-versed in the secrets of their profession, relevant. It consists of didactic and methodical training of a teacher, a pleasant psychological environment, the relationship between a teacher and a student based on sincerity, mutual respect, and pedagogical cooperation.

**CONCLUSION**

In conclusion, the results of the educational system will be more effective if modern methods are used effectively and in their place in the course of the lesson. The specific features of such methods increase the productivity of time, give positive results, and moreover, it is necessary to refrain from one-sided lessons. The teacher's use of information technologies and modern methods in his work creates the ground for students to think independently and actively participate in the lesson without getting bored. If modern methods are used appropriately during the lesson, the expected goal will be achieved. This requires creativity, initiative, and knowledge on the part of the teacher.

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