



LEVEL OF USE OF RUBOYIY WEIGHTS IN THE EDUCATION SYSTEM

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Article history: Received: January 8 th 2024 Accepted: March 4 th 2024	Abstract: In this article, attention to the study of ruboiy weights in the educational system and methods of analysis of ruboiy weights in the given school textbooks have been developed. Also, the weight characteristics of ruboiy genre are analyzed.
Keywords: Literature textbook, aruz, weight, ruboiy, genre, image, image, syllable.	

Studying the science of aruz in general education schools, reading poetic works expressively according to weight, paying little attention to mastering the simple rules of the science of aruz - short, long and super long syllables not directed. Due to the complexity of the sciences of weight and rhyme, almost no hours are devoted to their teaching even in general education school programmes.

A. Hojiahmedov "If the masterpieces of our classical literature, each stanza, each word in them, are not read according to their weight, the poetic measure intended by the poet, it is impossible to understand the ideological and literary intention of the creator. It is impossible to feel the taste of the chosen melody" - he said. In fact, this science of aruz should be formed in students.

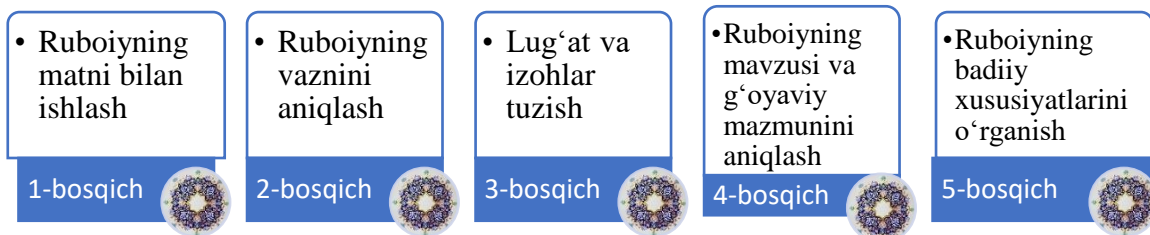
At first sight, the knowledge of weight in literature textbooks does not seem to be important. The reason is that you can read and understand the poem and analyze its art without knowing the weight. But this is a false view. It is known that reading with the use of weight in poetic lines reveals their musical tone, attractiveness, repetition of vowels and consonants in a certain order. Knowledge of weight helps students to understand that it is created on the basis of certain strict patterns in aruz poetry and the aspects of classical literary thinking.

Determining the weights of ruboiy's is a little more complicated than in other genres of poetry. The reason for this is that the four verses of Ruboiy's are written in different weights, while the verses in other poetic works are often written in one or two weights. As we saw in the first chapter, the columns involved in the Ruboiy weights were divided into **axrab va axram** groups. In order to determine the weight of the Ruboiy, it is necessary to correctly define its columns and paradigm in the structure of each verse. Therefore, we analysed the weight characteristics of the Ruboiy genre and its measurement possibilities using school textbooks as an example.

The study of the ruboiy genre is linked to great traditions and experiences and has been taught in secondary schools since ancient times. In the following periods, this tradition was continued in the school education system and the aruz system was taught. The "literature" textbooks of the 5th, 6th, 8th and 10th grades of general education schools contain poems belonging to the ruboiy genre. They are penned by Alisher Navoi, Zahiriddin Babur and written in the style of the **axrab** family of Hazaj Bahr. In the 5th grade "Literature" textbook it was found that there are thirteen ruboiy belonging to the work of Babur, and in the 6th, 8th and 10th grade "Literature" textbooks there are ruboiy belonging to the work of Alisher Navoi.

STEPS OF ANALYSIS OF RUBOY WEIGHT

Ruboiy's analysis is a complex process that requires specific knowledge and thinking. In order for students to learn to analyze ruboiy independently, it is necessary to master the following steps of analysis.



Now let's analyze the Ruboiyyat "*Johilki, hasad bo'lg'ay aning jahlig'a zam*" ("Ignorance, jealousy will increase his anger"). This ruboiy was given in the 6th grade "Literature" textbook.

Example:

RUBOIIY ANALYSIS OF ALISHER NAVOY'S "JOHILKI, HASAD BO'LG'AY ANING JAHLIG'A ZAM" ("IGNORANCE, JEALOUSY WILL INCREASE HIS ANGER")

STAGE 1. FAMILIARITY WITH THE TEXT OF RUBOIIY

*Johilki, hasad bo'lg'ay aning jahlig'a zam,
Nur el ko'zidin anglasa o'z ko'zida kam.
Ko'zlarni olishmoqqa chekib tig'i sitam,
El ko'zini ham o'ygay-u, o'z ko'zini ham.*

STEP 2 WORK WITH THE DICTIONARY AND NOTES

- **Johil** – uneducated, ignorant
- **Jahl** – ignorance
- **Zam** – to add, sum up
- **Tig'** – dagger, knife; suffering, pain
- **Sitam** – suffering, oppression

STEP 3 WE DETERMINE THE WEIGHT OF THE GHAZAL

Hazaji musammani makfufi ajabb

Taqte'si (paradigmasi): -- V / V -- V / V --

MISRA SERIES	Jo	hil	ki	ha	sad	bo'l	g'a y	a	ning	jah	li	ga	zam
READING	–	–	V	V	–	–	V	V	–	–	V	V	–
SERIES	Nur	el	ko'	zi	din	ang	la	sa	o'z	ko'	zi	da	kam
READING	–	–	V	V	–	–	V	V	–	–	V	V	–
SERIES	ko'z	lar	ni	o	lish	mo q	qa	ch e	kib	ti	g'i	si	tam
READING	–	–	V	V	–	–	V	V	–	–	V	V	–
SERIES	El	ko'	zi	ni	ha m	o'y	gay	u	o'z	ko'	zi	ni	ham
READING	–	–	V	V	–	–	V	V	–	–	V	V	–

The step-by-step analysis of the educational system in this way gives effective results.

Its weight is also important in understanding, expressive reading and memorising ruboiy. Therefore, it is necessary to pay attention to the weight of the Ruboiy's selected for study. The weight of the ruboiy's given in the textbooks varies, and they are written in the Axrab family tree of Hazaj Bahri. Determining the weight of the ruboiy is very important because it is the source of the expressive recitation of the ruboiy and the complete conveyance of the content to the listener. Usually, students read classical and modern poetry in the same tone. However, each lyric work, especially ruboiyyi, is a genre with its own soul and tone.

In the course of the experiment, most of the students (about 75%) said that they could not independently determine the weight of the ruboiy. Therefore, we believe that it is necessary to indicate the weight of each ruboiy in literature textbooks. Experiments show that in the textbook, not only the weight of the ruboiy, but also the ability to give each verse of the ruboiy a board will increase the students' ability to read the poetic text correctly and expressively. The main task of expressive reading is to convey to the reader the ideological content of the work, the author's view of life and the inner feelings of the characters. To this end, every student should master the characteristics of expressive reading perfectly. The speech of a person who has mastered the art of expressive reading will be fluent and succinct, and he will be able to convey his thoughts to his listeners correctly and consistently.

Today, several generations of literature programmes and textbooks have been created on the basis of state educational standards, and the process of their improvement continues regularly. When we compared the programme and the textbook, we found the following changes. The state educational standard and curriculum [2017] is the same as the 5th grade literature textbook. However, the Ruboiyyat was mentioned in the 8th grade literature textbook, which was not reflected in the programme. The same situation is observed in the 10th grade literature textbook. In the old

textbooks and in the curriculum, the Ruboiyyats were given, but in the new textbooks, the Ruboiyyats were not given. These textbooks are based on the old curriculum. In the course of our work we identified and analysed the ruboiy in the old textbook "Literature" of 10th grade. The same situation was observed in the new textbooks created according to the national curriculum, i.e. in the textbook "Literature" of the 6th grade eight ruboiy are listed, but this item is not included in the national curriculum. Perhaps, in our opinion, these circumstances will be taken into account later. In the programme and in the textbook it is prescribed to study 29 ruboiy of 2 artists from the 5th to the 10th grade.

Nº	Grade	Ruboiy's name	Poet
1.	5th grade	"Ko'ngli tilagan muridig'a yetsa kishi", "Tole' yo'qi jonimg'a balolig' bo'ldi", "Har kimki vafo qilsa, vafo topqusidur", "Yod etmas emish kishini g'urbatda kishi", "Ko'pdin berikim yor-u diyorum yo'qtur", "Tuz oh, Zahiriddin Muhammad Bobur"....	Zahiriddin Muhammad Bobur
2.	6-sinf	"Ko'nglungni orit barcha yomon xislatdin", "Kim egri erur, tuzluk emas poyasi ham", "Xub el bila suhbat tutubon xub o'lg'il", "So'zdurki nishon berur o'lukka jondin", "Johilki, hasad bo'lg'ay aning jahlig'a zam"...	Alisher Navoiy
3.	8th grade	"Gardun gah manga jafu-u dunluq qildi", "Ahhob, yigitlikni g'animat tutungiz", "Jondin seni ko'p sevarmen, ey umri aziz", "G'urbatda g'arib shodmon bo'lmas emish".	Alisher Navoiy
4.	10th grade	"Farzand ato qullug'in chu odat qilg 'ay", "El qochsa birovdin, el yomoni bil oni", "G'urbatda g'arib shodmon bo'lmas emish", "Ko'z birla qoshing yaxshi, qabog'ing yaxshi".	Alisher Navoiy

The Ruboiys selected in the programme and the textbook include the selection of poets who have played an important role in the history of our literature. The Ruboiyyat of Navoi and Babur embodies all the advanced ideological principles of the time and gives us a broad knowledge of the poet's time, historical conditions, people's life, their aspirations and hopes. The classical literature of Uzbekistan is a huge treasure, each of its works has its own value and importance, but it is impossible to include all of them in the literary curriculum and textbooks. Therefore, it is necessary to pay careful attention to the inclusion of the most valuable examples of this treasure in the general programme of secondary education, and to develop the principles of selection.

"The aim is to explain a lot (to people) with a few things. It is like showing a handful of wheat to give an idea of a storehouse full of wheat". In the textbook, the reader of each artist's samples should evaluate the poet's overall creativity, the skill of using words, the skill of describing universal ideas, and have an idea about it.

Several ruboiy of Zahiriddin Muhammad Babur are mentioned in school textbooks. For example, in the 5th grade textbook "Literature", there are ruboiy of the king and the poet. Babur's Ruboiyyats are complete and perfect works of poetry in every respect. At the same time, the poet's ruboiy are more in the style of hasbu hol. They reflect the scenes of Babur's life.

Only the contents of the ruboiy given in the textbook are analyzed. There is no information about their weight characteristics, measurement capabilities. First of all, the reader should know the weight and measure of the ruboiy text in order to read it expressively. At this point, we used the methods of analysis in Sh.Rakhmonova's study guide "Problems of Teaching Aruz System in General Education Schools" in the formation of our research.

Most of Babur's Ruboiyyats presented in the 5th grade "Literature" textbook are on mystical topics, and the Ruboiyyat beginning with the verse "There is no Tole', my soul has become a child" is double-weighted, the 2nd and 4th verses are hazaji musmuli akhrabi makbuzi salimi abtar weight, pillars and throne:

maf'uvlu mafoilun mafoiylun fa'
 -- V / V - V - / V - - - / -

In the style, the 1st and 3rd stanzas were created in the measure of **hazaji musammani axrabi makfufi solimi abtar**. Its meaning is as follows:

maf'uvlu mafoiylu mafoiylu fa'
 -- V / V - - V / V - - - / -

The ruboiy of the poet mentioned above is written in **axrab shajara** weights. Therefore, this ruboiy is pronounced in two different ways. In order to pronounce the ruboiy correctly, we will show its text and weight characteristics based on the table so that students can pronounce the text of the ruboiy correctly.

Table 1

To	le'	yo'	qi	jo	nim	g'a	ba	lo	lig'	bo'l	di
-	-	V	V	-	-	V	V	-	-	-	-
Har	ish	ni	ki	ay	la	dim	xa	to	lig'	bo'l	di

-	-	V	V	-	V	-	V	-	-	-	-
O'z	yer	ni	qo'	yib	Hin	d(i)	so	ri	yuz	lan	dim
-	-	V	V	-	-	V	V	-	-	-	-
Yo	Rab	ne	ta	yin	ne	yuz	qa	ro	lig'	bo'l	di
-	-	V	V	-	V	-	V	-	-	-	-

From the table above, we can see that the word "Hind" in the third verse of the Ruboiyyin "Tole' yo'qi jonimg'a balolig' bo'ldi" is a very long hyphen because it is a syllable ending with two consonants. Therefore, after the second consonant in it, we add a short vowel "i" and separate this syllable with two symbols: - V.

The second verse of Zahiriddin Muhammad Babur in the textbook begins with the verses "Tuz, oh, Zahiriddin Muhammad Bobur". This ruboiy of the poet was also created in the weight of the Akhrab family tree of Hazaj Bahr. The first stanza of verses 1, 2, 3, 4 of this ruboiyy is maf'uvlu (axrab), the second stanza is mafoilun (maqbus), the third stanza is mafoiylun (solim) and the last stanza is fo' (azall) (Rahmonova, 2021, 120). Based on the names of the verses, the 1st, 2nd, 3rd, 4th verses of the ruboiy are hazaji musammani axrabi maqbuzi azall (the verses and taqee):

maf'uvlu mafoiylun mafoiylun azall - - V / V - V - / V - - - / ~) Or

Table 2.

Tuz	oh(i)	Za	hi	ri	din	Mu	ham	mad	Bo	bur
-	-V	V	-	V	-	V	-	-	-	~
Yuz	oh(i)	Za	hi	ri	din	Mu	ham	mad	Bo	bur
-	-V	V	-	V	-	V	-	-	-	~
Sar	rish	ta	yi	aysh(i)	din	ko'	ngul	ni	zin	hor
-	-	V	V	-V	-	V	-	-	-	~
Uz	oh(i)	Za	hi	ri	din	Mu	ham	mad	Bo	bur
-	-V	V	-	V	-	V	-	-	-	~

Another event that provides tone in Ruboiyyat is the imola event. It is known that the imola phenomenon represents the artificial prolongation of vowels in extremely long syllables and short pronounced vowels with the requirement of weight (Yusupova, 2020, 31). In the 1st, 2nd, 3rd verses of Ruboiyyah there is a phenomenon of imolayi acceptable with the requirement of weight. **oh, aysh** words are very long syllables and in these words they are pronounced by adding a short vowel 'i' after the consonants "h" and "sh".

As we know, new textbooks for secondary schools have been published. The new textbooks aim to develop critical thinking, research and problem-solving skills. The literature textbooks that have been created deserve recognition as great fundamental works. Year after year, examples of our classic literature are included in the textbooks. Among them, we can see that Lutfiy, Zahiriddin Muhammad Babur, Alisher Navoi's Ruboiy, Ghazals, Tuyuq are included. From the lower classes of secondary schools, it has become a tradition not to teach large-volume poems but small-volume verse forms.

In the educational system, especially in literary education, it is important to organise the study of our classical poetry in accordance with the requirements and recommendations reflected in the documents of the DTS. Teaching and learning the importance of Ruboiy in classical literature classes in comprehensive schools is a relatively more complicated process. It requires great skill on the part of the teacher and attention and interest on the part of the students.

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