

METHODS OF TEACHING KARAKALPAK LITERATURE



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Annotation

In the process of globalization of the peoples of the world, educational problems are of particular importance. “Education is the main driving force of progress and an important activity leading to the achievement of the goals of sustainable development” - this definition is given by the new concept of education until 2030, adopted by international organizations and developed countries of the world. Virtual education technologies, open educational resources, educational technologies, education management systems are effectively used to provide quality education, improve education methods for assessing learning outcomes. Based on the tasks set, the technology of teaching Karakalpak literature at academic lyceums is being improved, the information of students in literature lessons based on innovative approaches is analyzed.

Keywords: the process of the lesson, teaching methods, science fiction, novel, mental hallucinations, movement, portrait, plot, objective plot, subjective plot, novel, dialogue, monologue, creativity.

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1. Introduction

The article is devoted to the teacher of literature a great methodical qualification on teaching Karakalpak poetry the types of lessons, the using of methods and lectures correctly in the academic lyceums. Among them, one of the most important issues is to teach students about poet's creative works through the methods of lectures and its types. One of the most important methodical problems in achieving students' knowledge, theoretical conceptions, practice is to teach materials of literary schemes in academic lyceums through various types of lessons. The article is devoted to one of the actual problems today - ways of increasing student's interest to reading literary books on the basis of the literary-artistic analysis. As the material for the investigation were used the works of the famous Karakalpak writers. The article is devoted to the study of extracurricular lessons in Karakalpak literature for students of academic lyceums. On the basis of the opinions of the famous methodologists, the authors of the article distinguish such kinds of extracurricular work as: a literary conference, party, work in the club, exhibition corner, publication of journals and wall newspapers, literary trip and others.

To determine the scientific, theoretical, aesthetic-pedagogical, practical, methodological aspects of the methodology and determine the level of its study, to identify the features of teaching Karakalpak literature in accordance with the updated pedagogical program and highlight its place in the field of education, to show the contents of the teaching methodology of Karakalpak literature, the development of scientific sources for compiling curricula and textbooks; to identify new forms of learning in the cycle of Karakalpak literature using innovative technologies that provide effective educational and practical results and it has been strengthened by teacher motivation based on the needs of teachers, using effective problem solving situations in teaching Karakalpak literature and activating the communicative process. Studies on the use of innovative technologies in teaching have been carried out by such scientists as Zh.G. Yuldashev, G.D. Baubekova, N. Shamshieva, U.K. Tolipov, M. Usmonboeva, A. Pakhratdinov, K. Yusupov and others. The introduction of such innovations in the educational process is necessary and important. The deepening of theoretical thoughts on Karakalpak literature, the exact conclusions and because of the practical significance of these thoughts, the guidance of pedagogical principles in educating the younger generation are the reasons for the demand for modern teaching methods. Also, the use of interactive technologies in teaching Karakalpak literature has peculiar features [1]. Teaching folk epics in grades 9-10 is a complex pedagogical process. From one side this complexity

is characterized by the wide epic scale of teaching them, an unusual way of jirau (jiraw) performing the way of our ancestor's living and the characters of nature of an epic [2]. It is important for teachers to understand the teaching methods of the lesson itself, why it is included in the lesson, what kind of spiritual values are intended to be reflected in the lesson, to understand completely and choose right methods of teaching the lesson. Depending on the age of students, their level, the inner conditions of the classroom, different methods and appropriate teaching methods are used. For example, a method that works well for one class may not work as well for another class. For this reason, if the teacher uses interactive methods like thinking from different angle, choosing the right practical tasks, working with small tables, using a comparable analysis of characters of the epic, presentations of visual materials, multimedia materials, of course, he or she will be able to participate in the activities of the students. The epics, which are considered as wonderful examples of the creativity of the people, have been performed by both jirau and baksi for centuries. The voice of jirau performing folk epic in an unique way and a beautiful sound of kobyz enter the heart, and such an aesthetic effect remains in their memory for a lifetime. So, in the literature lessons, the audio version of the epics done by jirau and baksi, a video film with a picture taken during the epic, and the plot of the epic and the images from the photo albums are used to improve the effectiveness of the lesson. If the lesson is focused on the materials, the students will have a complete understanding of the appearance of the characters in the epic, the clothes and the epic place shown in the epic. In Karakalpak literature lessons, the "Brainstorming" method can be used more in teaching epic works and stories [3]. For example: this method has both verbal and non-verbal types, and many of the teachers express their opinions in response to the questions given orally. When it comes to its written form, the given questions are written in a concise and understandable form, not only on notebooks, but also on special paper cards [4]. When the brainstorming method is used in the lesson process, the students are divided into two groups and distributed paper cards in the following form. The method of brainstorming that can be effectively used in the lesson process is based on the goal set by the teacher, that is: This method is applied in the introduction section of the lesson when the goal is to clarify the basic knowledge of the students. If you want to review a topic or link it to another topic, you can do it with a new topic section. If the purpose is to strengthen the knowledge of the theme, it can be done during the revision section of the lesson after the topic. In addition to this, it is possible to show the advantages of this method in the course of the lesson. In this method, the valuable results of the training lead to

the development of various thoughts and ideas of the students [5]. In general, all kinds of innovative technologies are being used effectively in teaching process in Karakalpak literature at schools. We have achieved the development of thinking abilities, pupil's remembering the heroes with the help of the use of new innovative methods in the teaching of folk epics by the brainstorming method that we have discussed above. Such a method is the most important lesson in the use of new computer technologies in the teaching process, as well as the creation of new types of innovation, effective usage of computers in the teaching process, and an example of professional lessons [6]. Basic concepts are studied according to the methodology of teaching Karakalpak literature, the relationship of programs with subjects, the principles of teaching, the organization and planning of classes, interactive methods, the analysis of works of art, the study of the writers' work, the conduct of extracurricular activities. It is important to study in a comparative way the point of view of scientists on current problems of teaching literature, to outline the development of the direction of methodological and theoretical opinions. The methodological studies indicate the opinions of S. Akhmetov, A. Pakhratdinov, K. Yuldoshev, B. Tukhliev, A. Abdurazzokov, Z. Aizhanov, K. Yusupov and others on the problems of teaching literature at schools [7]. Considering age and psychological features of students on the materials included in the program on Karakalpak literature, it is necessary to familiarize students with the best examples of Karakalpak literature, literature of related people and world literature, to instill a sense of love for the motherland in the hearts of young people, a national feeling, and also an awakening of a sense of respect for national values and the ability to express one's opinion by studying the poetic characteristics of fiction. It is also necessary to consider that the materials included in the literature program are selected literary works, and therefore it is necessary to take into account the peculiarity of the language, psychological and pedagogical requirements of students [8]. The opinions expressed need to be further improved from a methodological point of view. Therefore, these opinions apply to schools and the teaching of literature. In our academic lyceum on the basis of teaching literature, we considered it necessary to pay attention to 2 problems. Firstly, we need to study the requirements for a lesson in teaching Karakalpak literature and the form of their organization. Secondly, the main goal was to study and put into practice the methods studied in teaching Karakalpak literature. Also, during classes it is necessary to observe an individual approach with each student, it is necessary to conduct individual work with capable, talented and poorly performing students, it is necessary to instill the habit of independent work, to independently acquire

knowledge, to develop the consciousness and ability of students [9]. Teaching Karakalpak literature with the help of new educational lessons, conferences, disputes are considered the most important methodological task. We considered it necessary to dwell on the methodology of the conference. Conducting lessons increase interest in the lesson through the various types of activities given in the program. Also methodological suggestions and opinions on the conduct of the lesson are given, an exchange of views, the purpose and objectives of the lesson, the organization of the lesson, and ways to assess the knowledge of students in the lesson. Exchange of views lesson develops the ability of thinking, the opinions of students and increases interest in literature [10]. At secondary schools and academic lyceums there are features of the use of lesson forms. Firstly, at schools during the lesson it will be advisable to use such types of lessons as a blended lesson, a joint lesson, introducing students to a new educational lesson, an introduction lesson, a repetition lesson, and a game lesson. Secondly, you need to take under the guidance the age-specific features of students, the time of each lesson, and the principles of compiling materials from an easy level to a difficult one. Thirdly, at academic lyceums such types of lessons as a conference, an exchange of views lesson, a lecture, and a seminar increase the students' thinking ability and interest in the lesson. As a result, a spiritual, philosophical, aesthetic feeling and a sense of beauty are formed in the students' minds [11]. The second chapter of the explores the problems of using innovative technologies in teaching Karakalpak literature, introducing innovation into the educational system of the Republic of Uzbekistan, tasks based on the development of methods that give quick and good results in practice, new methods and ways of education that are consistent with world achievements [12]. In the methodology of teaching Karakalpak literature, there is a peculiar order of analysis of a work of art and work on it, by purpose, task. A study of the work of each writer is required in connection with peculiar features. By analyzing works of art under this literature program, students can familiarize themselves with its ideological content, images, and genre qualities. Along with this, one must be guided by the main principles of the analysis of a work of art. Studying the topic, the idea of a work of art. The event described in it and what period they relate to, it is necessary to pay attention to the writer's view of the present. It is necessary to study prose works in academic lyceums according to the number of hours allocated for the program, as well as to train students in prose works according to the following requirements:

-To educate students on prose works and develop their scientific thinking;

-To study the characteristic features of the period described in the prose work;

-To study the features and importance of the main images in prose works;

In the course of analysis of an artwork, students form such knowledge and skills as mastering the form and content of the work, determining the genre variety and the main problems posed in the work, knowledge of its plot, compositional elements, and world of images, artistic and ideological features.

Studying by students of such works given in the program as "Aral qushaginda" by O.Ayzhanov, "Akdarya" by K.Sultanov, "Amudarya boyinda" by J.Aymurzaev, "Dastan about Karakalpaks" by T.Kayipbergenov and Sh.Seyitov's novels are one of the necessary methodological tasks. Therefore, it is necessary to know the content and ideological orientation of the work, to determine its plot, to understand and fully reveal the characters of the heroes, to determine the portraits of the heroes, to know the landscape and art details, to determine the figurative world of the work of art, to reveal the composition of the work. The methods of artistic depiction in the whole world prose as author's descriptions or author's information, dialogues and monologues from interior, monologues, depictions of nature and natural phenomena (landscape), portraiture of the characters, movements, letters written by the characters of the work, diaries and dreams, or mental hallucinations are skillfully used by classical writers in their work. Famous Karakalpak writers T. Kaipbergenov, Sh. Seitov, K. Mambetov, K. Kamalov, K. Karimov and others have successfully used similar techniques in their prose works.

The heroic deeds of Karakalpak children Bahadyr and Tamara, who made discoveries in world cosmonautics in the plot of S. Ismailov's novel "Galaxy of the Heart", despite the experiences of their son Sabyr, in addition to this, the memories and visions of several characters, stories, legends and dreams, letters were a barrier to plot and composition. The ancient "objective plot" of the work Bahadyr and Tamara, along with Sabir's experiences Bahadyr's father Mahmud, Mahmud's father Karim, an old man Atamurat, whom Sabyr met in Takhtakopir, through the representatives of other planets, the stories of Tahira, Kuo Man, Theo Lan, and others, the letters they wrote and their dreams, the events they experienced are transmitted in parallel through their recollections.

These qualities are clearly reflected in the work of the writer's high imagination through the possibilities of poetic mastery. The novel has two main plot orientations: objective plot: Bahadyr, Tamara, Sabyr's experiences and subjective plots are in a convincing way for readers. S. Ismailov's novel "Galaxy of the Heart" has a number of artistic methods, which differ from the artistic power and aesthetic qualities of the plot and compositional

development. These author's descriptions or author's information, dialogues and monologues, landscapes and scenery descriptions, portrait of heroes, movements, letters written by characters of the work, diary entries and dreams, or mental hallucinatory processes are considered to illustrate. It is also interesting and scientifically-theoretically and practically significant that these methods of artistic expression were modified by the writer and synthesized together where necessary. In particular, the master of prose short and extended forms of dialogue and internal monologues, internal monologues of heroes and forms of author's and personalized internal monologues, types of merging of characters and author's monologues, author's narrative data, landscape fusion, movements and synthesis of portraits are well used. Here, we will try to reveal all this in more detail in the course of our analysis below. In our opinion, it is better to dwell on the author's information and narratives in the novel. While cold and ineffective external narratives of psychology and thought are allowed, on the basis of various environments, especially in space and on other planetary conditions, their history, sometimes with sharp philosophical, social and ethical ideas and current problems, with his (author's) stories has achieved great success in depicting the inner psychological thoughts of a person. "The view of planets sometimes roll over like a small whale, and disappear into space. They also think that they have a livelihood. What a life on a dark planet! Only the intergalactic spacecraft is piercing the world like a dagger. Darkness is terrible. The feeling that we are walking in the desert where there is no humanity. How happy you would be if you wandered in the wilderness and saw a light at night. You hurry to get to it... What awaits you there, even if you do not think about it. Even you do not worry about whether he is a friend or a foe. You strive, hurry until you reach, hope. Now young couples are in such a situation, they wander in a dark space every day".¹ Here are the author's descriptions of the events of Bahadur and Tamara in the long world of darkness, who were in search of the constellation Cepheus and on that trip had a child named Sabyr in a spaceship. Their idea at that time was to temporarily take care of their child Sabyr, even if it was an unfamiliar planet, and to allow him to grow and develop anatomically and physiologically. The author manages to convey to readers in an effective and clear way through a number of extended internal monologues of Bahadyr and Tamara, other descriptions, author's information. "Planetary shipwrecks are half-moved to the sand". It is necessary to describe the fact that in the past these sands were under the ocean, marked in the mountains. The writer used it correctly. More precisely, this is a case of sending to another planet and the loss of human tracks, where Bahadyr, Tahhira and other names lived. Here, Tamara stayed

in a large ship, where Bahadyr found Tahira's half-dead body on a small planet, and all the remaining relics, and took them back to the big ship.

"Here is a wonderful planet! On one side of it there is a desert, and on the other side there are gardens. Cities that are equal to the sky on one side, and on the other side you can see the barns...It's amazing that people do the opposite of what you say! The spaceship descended and landed on the side of an ordinary village. "People were burying a canal." In this way, the writer describes the planet "Impostors" of Shiylan and Miylan with author's references (information), and then complements it with dialogues, further impressing and animating the plot and composition. As we can see, they are on the one hand, in a satirical-humorous test, secondly, it is very similar to the situation we are all witnessing on the planet. The author's successes are also visible to in such places. See:

"They flew over the drying sea. Birds are spreading their wings on both sides trying to bury them. "

Isn't this our Aral Sea?! The writer incorporated it into a fantastic plot composition woven in his imagination, and conveyed it to the readers as if it were another planet. "If there is a lot of grass in the rivers, there is a lot of waste in space. From a distance, something resembling a barrel is draped over it, and right next to it is a bucket, a funnel, and a stream of uncontrollable objects. What is not in this space; If you look for pieces of broken wood, burnt iron, the wreckage of a shipwreck, the clothes of astronauts who have been traveling since ancient times ... "(92). In our opinion, it is possible that the author's imaginative depictions through the author's narratives are realistic, interesting and thought-provoking. Science does not exaggerate this either. The power of the writer's creative imagination is also evident. "Humanity is free from the unique individuality of nature. We should be grateful for our nature, not for ourselves...What is the cessation of life in nature? What is eternity? What is death? ... Even if we dig up a poplar and throw it upside down, can we find out that its roots still have life-sustaining nutrients, that is, its roots are green again, and if we take care of them, they will grow again.

"Is it death? No! Death is also the source of life. You seem to believe that there will not be a death in the living nature. Belief is good... But I wish it would happen! There is a temporary death in our nature from ancient times. This is called lethargic sleep, although it is not very accurate in our science..." (148-149).

Such authorial information, expressed in the words of the author, is followed by philosophical or scientific fiction in different places, in the novel, with the idea that after death a person's body turns into a number of other chemical elements. All of them are thought-provoking, perhaps, call for the acquisition of science, as well as humanism and patriotism. A methodological study was conducted

on the organization and content of extracurricular activities in Karakalpak literature. It notes the need to study some literary materials in extracurricular activities due to the fact that studying the material in the program is not enough. Conducting extracurricular classes in literature makes it possible to consolidate the knowledge gained, to further develop the students' worldview. From this point of view, it will be correct to conduct extracurricular activities in accordance with the program, not limited to regular classes in literature. In terms of purpose and content, extracurricular work on Karakalpak literature is divided into several varieties. The necessity of paying special attention to extracurricular activities while improving students' knowledge, while educating them with worthy citizens of the homeland is noted. Extracurricular activities at academic lyceums: circles, organization of shows, literary travels, literary magazines and newspapers, literary conferences develop spiritual qualities and interest in each student. During extracurricular activities, students should study folklore materials, the history of Karakalpak literature of the ancient period, Karakalpak literature of the 18th, 19th, 20th, 21st centuries. Increasing the level of knowledge requires the appropriate organization of not only classroom, but also extracurricular activities. To this end, we first determined the purpose and objectives of the lesson, the content of the material, and made an analysis of the specialized literature, which allowed us to single out the complex of extracurricular activities as a discussion. Literary travel, country study circle, independent work, etc., as well as a set of modern interactive methods that can be applied during extracurricular activities, such as brainstorming, cluster, insert, three-story interviews, round table discussions, zigzag, business games, disputes, discussion. The use of new pedagogical technologies in teaching helps create favorable conditions for interlocutors and facilitates the assimilation of extracurricular material. In this connection, the purpose and objectives of the lesson, the content of the material were studied. The basis for the formation of educational tasks is the question of the aesthetic and spiritual education of students on the basis of a reassessment of the values, traditions of the people, their culture and spiritual wealth, which require a systematic approach to highlight the ways and techniques of intellectual work. Such stage-by-stage forms of work are improving the students' skills and abilities, solving problematic problems in literature, and analyzing specific situations. As the study showed, positive results in the implementation of the tasks were achieved by highlighting the communicative skills and abilities, and therefore, special attention was paid to ways of improving the culture of oral and written speech, the types of essays and assessment criteria.

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