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## ABOUT THE POSSIBILITIES OF STUDYING THE EPIC "RAVSHAN"

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**ABSTRACT:** The article talks about changing and developing students practical skills, quizzes that serve to increase students' interest, as well as examples of various logical games.

**KEYWORDS:** Textbook, curriculum, epic, factor, Ergash poet, bakshi, quiz, analysis, value, plot.

### INTRODUCTION

Questions and assignments serve to bring out the affective (feeling) and internal emotions of each student, excite them in a certain sense, and increase their activity. Otherwise, the teacher aims to change and develop the practical skills of students in the direction of psychomotor (creating) during the lesson. , he can give his students individual tasks such as drawing a picture, writing a poem, creating the appearance of epic characters or writing an opinion based on the impressions he got from the epic, which requires the student to read the epic text independently. In the lesson, special attention is paid to poetic art and artistic image tools in the epic, students are expected to analyze the descriptions related to the content of the text, the nature and behavior of the heroes of the epic in the discussion of the epic. In particular, in the analysis of epic heroes such as Gorogli, Misqol pari, Yunus pari, Hasankhan, Avazbek, Ravshan, Zulkhumor, the bald brothers in the epic, their specific behavior, ability, character, beliefs, beliefs, various traditions Students' attention is drawn to customs and traditions. During the analysis, it is emphasized that the plot of this epic is devoted to romantic-adventure events, and that our creative nation has long valued love, which is a pure human value. At this point, it is appropriate to inculcate in the minds of the students that our ancestors had high human feelings and that each of them was able to choose a suitable and loyal place for their children, and that they fought valiantly and protected their honor in order to reach a suitable place in life. In this way, drawing the attention of students to the fact that our nation has been a morally high example for the nations of the world is bound to have a great effect. During the analysis, it is necessary to note that the epic heroes of the epic have implemented national and universal values.

In the next stage of the lesson dedicated to the study of the "Ravshan" saga, the curriculum specifies that "theoretical information about the artistic image and exaggerated image" will be given. In this lesson, the teacher should inculcate in the minds of students information about such concepts as image, hero, character, as well as artistic elements such as exaggeration, allusion, and irony. Based on the text of the epic, these data are cited and analyzed as literary evidence in appropriate places, which serves to further increase students' interest in the lesson. In this regard, it is better to ask students the following questions:

- a) Read the text of the epic, find the main and secondary characters, positive and negative characters, write them in your class notebooks in a separate order;
- b) Find and interpret wise sayings, folk proverbs and folk sayings at the level of proverbs from the text;
- c) What traditions are expressed in the text and write them separately;
- g) Mark the incomprehensible words in the text and create their dictionaries;
- d) Separate the ideas of the main idea in the text and divide them into meaningful parts, etc.

At the last stage of the educational session devoted to the study of the "Ravshan" saga, in order to ensure that the lesson is demonstrative, the teacher will listen to the students a fragment of the audio version of the saga sung by Bakhshi. Because every student who hears the lively voice of the folk dance becomes more excited, increases his activity, enriches his imagination about the activities and actions of the epic heroes, fills up his knowledge about the epic plot and the cultural and household lifestyle of the past. As a result, the students of the class will have perfect knowledge about epic and bakhshi, its live performance. After that, at the end of the lesson, the students will be given the task of writing an opinion on the text of the epic they read independently and learned in class. In addition to these, it would be appropriate if additional classes, optional activities and clubs are organized outside the classroom in order to systematically and systematically study folk epics such as "Ravshan". A literature teacher can increase the knowledge of students in this regard and encourage them to be active through literary and artistic circles called "Ancestral Heritage" or "Ancestral Civilization".

"The teacher has the opportunity to use various logic games while passing the Ravshan saga. We will give one of them as an example. The teacher writes the following sentences from the text of the epic on a piece of paper or cards and places them on the classroom bulletin board using modern computer tools or, if not, displays them on the classroom screen:

- a) "A boy who has never felt a cold wind in his life";
- b) "I am drowned in the mud of grief";
- c) "I came to shake off the real slush that has changed from El";
- g) "Burnt words";
- d) "If I die, I will not die!";
- e) "He fell into the hands of the enemy due to his youth and inexperience";
- or) "Dear, your head is not equal to my feet";
- sh) "Ravshan, who did not bow before the enemy, wept when he saw his father" and others.

It is recommended that the teacher's students put the given texts into a form of a table and determine which adjectives belong to which of the epic characters, in which places of the epic they are used as a task to be performed at home. After repeatedly referring to the text of the epic, comparing and summarizing the information and answers prepared by the students, they come to a comprehensive conclusion. The advantage of this method is evident in the independent performance of the given task, the reference to the text and the formation of full knowledge, skills and competence about the plot and characters of the epic.

It is appropriate for the teacher to read the selected literary passage from any epic, regardless of the class. It is absolutely not correct to teach the students a story that has just been studied.

Because the students are not aware of the image and language features of the epic, and do not know the spirit of the characters in the work, in addition to not being able to reveal the charm of the text, the students may have a wrong idea about the work. It will be appropriate if the teacher uses the epic itself and not the textbook when reading the work. When reading a passage, it is necessary to achieve the manifestation of the entire artistic appeal of the text, paying attention to the peculiarities of the language. In this case, the teacher should draw the attention of the students to the use of artistic image tools in the epic, to the presentation of the heroes' psyche. In the analysis of the epic, as much as possible, the students should be more involved and active. Then they will try to think about the text of the work of art, feel its charm and find its magical aspects. For example, when introducing the text of the epic "Ravshan" we are talking about, it is necessary for the teacher to be able to perceive in time the artistic factors that ensure the development of the events of the work. Otherwise, the epic may leave an impression on children like a myth or a fairy tale.

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