



World Conference on "Integrated and Life-long Education of Modernity"

## Artistic Expression of Small Epic Works in Uzbek Literature

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**Abstract.** This article presents a scientific and theoretical aesthetic analysis of small epic works, which are rare masterpieces of Uzbek literature.

**Key words:** World literature, short story, story, Gafur Ghulam, Abdullah Kahhor, Oybek, Askar Mukhtar, O'tkir Hashimov, Erkin Azam, Hayriddin Sultan, literary genre, literary theory, artistic text, interpretation, research , Kashgari, genre and hakozi.

Epic works play an important role in the development of Uzbek literature. At the beginning of the last century, such masters of our national prose as Abdulla Qadiri, Sadridin Ainiy, Gafur Ghulam, Oybek, Abdulla Qahhor created examples that can be decorated with masterpieces of world artistic thought. Representatives of this generation laid the foundations of Uzbek storytelling and raised it to a certain stage of development. Later, writers such as Asqad Mukhtar, Saida Zunnunova, Odil Yaqubov, Pirimkul Kadirov, Shukur Kholmirezayev, O'tkir Hashimov, Khudoyberdi Tokhtaboyev, Ne'mat Aminov contributed to the full formation of the short story genre in our literature and artistic and aesthetic improvement.

The analysis of a work of art is a separate and important part of the science of literature teaching methodology. The quality, efficiency and responsiveness of literary education to the students of the time are largely determined by how the study of literary works is organized. Conducting literary education in a scientific methodical direction, organizing the analysis of literary works based on aesthetic principles in the general education system, developing effective educational methods, creating non-traditional methods and tools constitute the general theoretical issues of the methodology of literary work analysis.

The methodology of analysis of literary works works in close connection with the disciplines of "Literary History", "Literary Studies", "Literary Theory". This connection is evident in the purpose of the field, the object of research, and the content of its structure.

Relying on the achievements in the field of literary studies, advanced ideas, the foundations of science, the methodology of teaching literature is researched, the analytical methods of literary studies are used in the analysis of literary works.

The theoretical principles of literary theory are strictly followed in all areas of the methodology of teaching literature, in particular, in the analysis of literary works: literary types and genres, visual media, types of poetic art are directly addressed in the analysis of literary works, analysis based on theoretical knowledge is held.

The methodology of teaching literature uses achievements related to the history of literature

and scientific research to solve the issues of organizing the study of the history of literature on a scientific methodical basis. Therefore, observing the principles of periodization of the history of our literature and analyzing literary works, the teacher of literature should approach the spiritual literary heritage based on the spirit and requirements of the idea of national independence.

The methodology of literary work analysis refers to the science of linguistics in the process of studying the language of a literary work, it involves the analysis of the aesthetic features of the Uzbek literary language; In connection with the science of psychology, the methods and tools used in the analysis of the literary work are considered to be suitable for the age, level of knowledge, mind, and outlook of the students.

In close connection with pedagogy and didactics, the methodology of the analysis of literary works ultimately affects the formation of the young generation as well-rounded, intelligent people, feeling goodness and beauty.

It serves to bring up mature, appreciative, spiritually mature individuals.

The methodology of analysis of literary works is used in the formation and improvement of the skills of studying literary works, aesthetic analysis of students who are studying in the field of master's degree in higher schools and will work in the general education system, academic lyceums, vocational colleges in the future. helps; through the analysis of literary works, the student intends to raise the spirituality of young people, develop their aesthetic taste, speech, and thinking potential.

The composition of the methodology of the analysis of a literary work consists of knowledge acquired from literary studies and literary theory, basic knowledge from literary history, pedagogy, aesthetics, psychology, and practical skills; as a whole, the educational process is at the center of it, the students participating in this process and the methods, principles of aesthetic analysis, scientific and methodical illumination of the stages of studying literary works; The main goal of this course is to equip the departmental literature teacher - masters with knowledge and skills related to the methodology of literary work analysis. Its tasks are to perfect this process, to teach the student to aesthetic analysis of literary works based on advanced methods and tools, to develop and improve the skills of literary analysis.

We can find views on the methodology of literary work analysis in Mahmud Kashgari's "Devonu lug'otit turk", Ahmad Yugnaki's "Hibatul Haqayiq", and Yusuf Khos Hajib's "Kutadgu Bilig".

At the beginning of the 20th century, Hamza, Fitrat, Cholpon, Behbudi, Abdulla Avloni's pedagogical views, literary works, thoughts on spiritual education, works promoting moral-didactic and enlightenment ideas, articles and pamphlets, textbooks XX We know very well that the 20s and 30s of the century had a great impact on the formation and development of Uzbek methodology. "Adabiyot nadur?" can be said to be one of the most important methodological foundations in the field of studying and analyzing an artistic work. Alloma writer and scientist Abdurauf Fitrat wrote in his article "Poetry and Poetry" (1919) "Poetry is not good?" answered the question as follows:

"...poetry has a power, a spiritual power that boils people's blood, stirs their nerves, vibrates their brains, and stimulates their senses. A word without such power cannot be a poem, even if it has "weight" and "rhyme"... true poetry is to show the feelings of the heart. Weight and rhyme are the decoration of the word.

As a result of the adoption of documents that stifle the freedom of creativity (state resolutions of 1932, 1936), the subjection of fiction to the method of socialist realism had a serious

negative impact on the methodology of literary work analysis. This situation continued until the 90s of the 20th century.

The works of art are selected from the text of the episodes, so they serve as evidence for evaluating the image of the hero, as a basis for revealing the essence of the events.

The episodes that make up the device of the work of art are used to illuminate a specific purpose.

1. If the teacher chooses episodes in order to clarify that the characters of the work have unique character traits, then the selected episodes should be suitable for clarifying and justifying this purpose.
2. It is necessary to cover the selected episode in connection with the events of the work, in this way, students' overall imagination of the work of art is formed.
3. The teacher can use different aspects of the episode for different purposes. A single episode can be studied as a means of creating different situations, thoughts, experiences or changes in the psyche of the characters. That episode can be used to determine the author's attitude to the events or to shed light on the nature of conflicts.

In explaining the content of uncle and nephew relations in the novel "Diyonat", the scenes depicting the conversation between Gulsara and Otakozi are important. How much Gulsara's agony was tormented by the pain of his little brother, Otakozi bent over when he left the door with a "slam"

the writer described very impressively through the "fall". In the stories of the artist and writer A. Qahhor, we can witness that episodes are the "force" that drives the plot, and at the same time, they become a means of illuminating the psyche of each hero from the inside.

The teacher instructs the students to find examples of pictures, images, events that serve to illuminate the complex character of the leading character in the novel "Religion", and begins to summarize and fill in the answers. Here's the next assignment: based on this episode, you can find out what qualities are unique to Father:

"Why am I now ... in my old age ... doing things against my conscience and my religion in the name of your son?"

Otakozi put his hands on the table and leaned forward with his whole body:

- You... what are you talking about? What did my son do that makes you feel guilty? Or is he promoting cannibalism in his thesis?"

Readers should interpret the image of such episodes and illuminate the image of the hero in the light of their opinions. They will try to express the thoughts of Otakozi and Uncle Nomurad. In our experience, we give students such creative work. They felt the world of heroes in complex situations with all their contradictions and expressed their thoughts and imagination in writing. Here is an example: "I imagined the inner experiences of Atakozi like this: "He nervously walked from one corner of the room to another, unable to find a place to put himself. He felt a tingling sensation in his body. Boyaga sat relaxed, as if his shah had abated a little. He felt a spark in his heart. It was a feeling of excitement. Will his uncle forgive him? Now what will happen to this oil? ... He had a severe headache, and his eyesight became dark. He would remember the mistakes he had made with his conscience filled, his thoughts would be confused and he would take it with himself," wrote student Bahadir Nishanov.

"How would you solve the events of the play?" - to the teacher's question, the students

expressed their opinions again:

Under the pressure of life, Otkozi realized that a person who goes against his religion and conscience will end in tragedy. A person who has trampled on true humanity is convinced that he will eventually face the cruel blow of life. You can trust that Otkozi will understand his mistakes. This is how the ending of the work can be imagined," said student Matluba Obidova.

In fact, it is not for nothing that the novel is called "Religion". If a person lives without humanity and religion, he will face a terrible tragedy; and people who make honesty and religion the main criteria of their lives will be loved by everyone. By directing students to literary analysis and involving them in creative works, it is possible to teach them to draw vital conclusions by paying attention to various aspects of a person's life.

So, practical work on episodes includes the following steps:

1. Determining how the selected episode affected the reader: Did this episode serve to bring the reader closer to the world of the events and characters of the work? What experiences or thoughts did the image of the episode evoke?
2. Determining the importance of the selected episode in the plot and composition of the work, does this episode serve to shed light on the character of the hero? Were the readers able to notice the influence of the selected episode on the development of the events of the work? - finding solutions to questions like
3. Teaching episodes expressively to students and sending them to analysis according to the text of the work.
4. The teacher should keep in mind that the stages of working on the episodes are organized in accordance with the age, level of literary preparation, reading level of the students.

In conclusion, it can be said that the method of expression, plot construction, compositional accuracy, figurativeness, simplicity of language and creative use of other elements characteristic of small epic works show the realism, nationalism, genre diversity, ideological and artistic scope of Uzbek children's literature and is providing the level.

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