

## USING METHODS IN TEACHING FOLK EPICS

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### Abstract

This article discusses Karakalpak epics. Mainly, the concept of the term "dastan" is given, and the emergence of epics, their periods of development, types, and educational significance are specifically mentioned. In addition, the methods used in teaching them will be discussed.

### Key words

education and upbringing, epic, story, jiraw, bakshi, poet, customs, traditions.

**Introduction.** The future of independent Uzbekistan depends on a comprehensively developed, highly intellectual generation and the quality of its education. The refore, the upbringing of a creative personality who loves their homeland and people, is rich in new ideas, and thinks independently is one of the priority directions of the state's policy in the field of education. "World history testifies to the fact that any new development (civilization), a new Renaissance, begins with books and libraries." [1]

Among the oral traditions of the Karakalpaks and other peoples, epics occupy a large place. Epics, encompassing the demands, dreams, and aspirations of the people, are entirely aimed at singing the song of a nation, a people. In epics, the people often sing of their patriotism, justice, and courage. Heroes who showed heroism in defending the homeland from enemies are glorified. In the epics, the love of peoples for their homeland and the triumph of truth and justice are depicted with great confidence.

These epics call upon the people to fight against their enemies and defend their homeland. Epics have been passed down to us from generation to generation, from mouth to mouth, and have been preserved to this day. Epics, like fairy tales and songs, are also folk poetry. Epics are mainly works created in the form of poetry and prose narration. Usually, they are sung by bakshi and zhyraus. In all parts of Karakalpakstan, especially in the Chimbay and Khojeyli districts, there were many talented bakshi and zhyraus. Among them are Qurbonboy,

Xo'jambergen, Nurabulla, Qiyos, and others. Storytellers, bakshi and zhyraus performed the epic to various melodies with a dutar or kobyzy. Usually, bakhshis recited epics in the evenings after the completion of agricultural work. They were highly respected by the people. Orally performed epics of the Karakalpak people range in volume from 5 thousand to 20 thousand verses.

**Methods.** Epics, along with being rich in events and broad content, are also diverse in terms of genre. Scholars studying epics divide Karakalpak epics into 4 categories: heroic, lyro-epic, socio-vital, and historical. Although they are similar in form, they differ in plot structure and plot content. In heroic epics, the struggle of the people's hero against the peaceful people, the onslaught of external enemies, is discussed. For example, the epics "Alpamysh," "Forty Girls," "Koblan" and others. In lyrical-epic epics, the issue of marriage and marriage is discussed. This includes the epics "Garib-oshiq," "Sayatxon-Hamro," "Yusuf-Zulayho." In socio-life epics, the internal contradictions of life are discussed. This includes the epic "Sharyar." In historical epics, people who lived in history are mentioned. This type of epic includes "Edige," "Er Shura," etc.

The word "dastan" entered the Karakalpak language from the Persian language through neighboring fraternal peoples. The concept of "dastan" was introduced into the Karakalpak language much earlier, and the word "dastan" is often used for works performed orally, while the word "qissa" is used for works in written form. When we look at the process of creation of epics, initially, zhyrau-bakhshi, poets created individual episodes of the hero's exploits or a part of epic poems, and then, at the request of the listeners, supplemented and expanded it with new episodes. Thus, large epic poems appeared.

The epic is a large-scale epic work in the oral tradition of the Turkic peoples. [2]

Epics are considered not only as works of art, but also as an important preserver of the history, culture, and moral values of the people. Epics play an important role in connecting readers not only to literature, but also to the values of their people. Teaching epics in Karakalpak literature classes not only increases students' interest in literature, but also allows them to absorb the historical, cultural, and moral values of their people. Karakalpak epics are unique epic works, based on the customs, life experiences, and national pride of the people. The use of modern pedagogical methods in teaching epics ensures a deep understanding of the text by students.

The methods used in teaching epics can be diverse and effective. Teaching methods involve different approaches to ensure more effective and engaging learning among friends. The following methods can be considered:

Literature lessons allow students not only to develop written and oral speech skills, but also to educate and broaden their worldview by introducing them to the greatest cultural monuments of humanity, including epics. Epics, as one of the unique examples of large-scale events, heroic ideas, and folklore, provide students with deep knowledge. The methods used in teaching epics not only help to assimilate the content of the epic, but also develop students' ability to think and analyze. It is necessary to teach literature, which is considered a secular science, interestingly and effectively. The works studied in literature lessons are diverse and interesting in terms of genre and ideology. Works of art sometimes create their own complexities. This is due to the fact that students understand the topic at the same level of understanding of the topic, creates difficulties in mastering. In this regard, modern technologies and innovative methods have a positive effect as the most acceptable way to achieve educational effectiveness.

It is necessary to familiarize the reader with the most important information about the structure of the epic, its artistry, the scholars who recorded and studied the epic, and the bakhshi who performed it, which is brief, but not given in the textbook. To increase schoolchildren's interest and familiarize them with the work, the teacher should evaluate each situation with the students, recall each word and phrase used in the text, proverbs, sayings and related life events, literary works or films, and most importantly, draw conclusions from the expressed thoughts and considerations.

The effectiveness of which method is best in teaching epics depends on many factors. Depending on the students' age, interests, learning objectives, and the epic itself, each method can be differently effective.

**Results and Discussion.** Today, it is advisable for students of general education schools to use innovative technologies in the study of folk epics and text analysis. For example, when using the "Boomerang" technology, students get acquainted with the text of a literary work, memorize the most important episodes, can talk, express their opinion freely, without hesitation, and have a lot of information in a limited time (i.e., during the lesson). The application of the "Boomerang" technology, which is the most effective for working with the text of a work of art, leads to the expected result. When using this method, students become more closely acquainted with the text, communicate with each other, and exchange ideas. In this way, the text of the epic is better understood.

It is known that it is methodologically impossible for a teacher to read the text completely and retell its content, and this will not give the desired result. "Where you can retell, there is no art. The artistry, divinity, creativity, and uniqueness of art are precisely the same; attempting to narrate it is to nullify a work of art" [3].

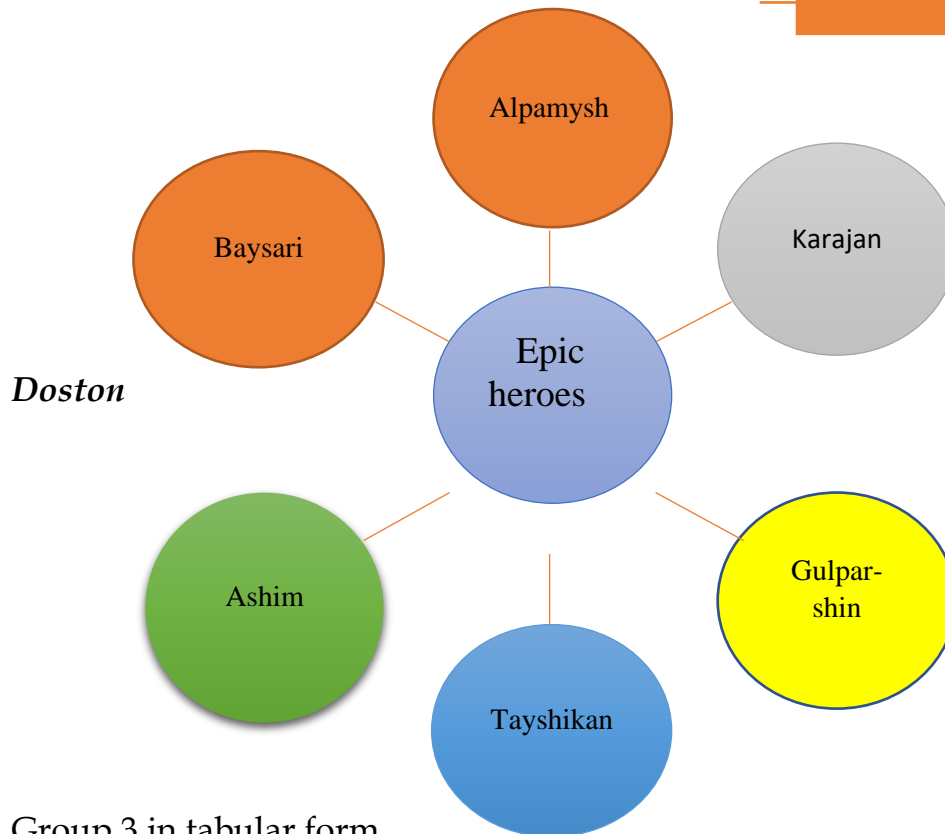
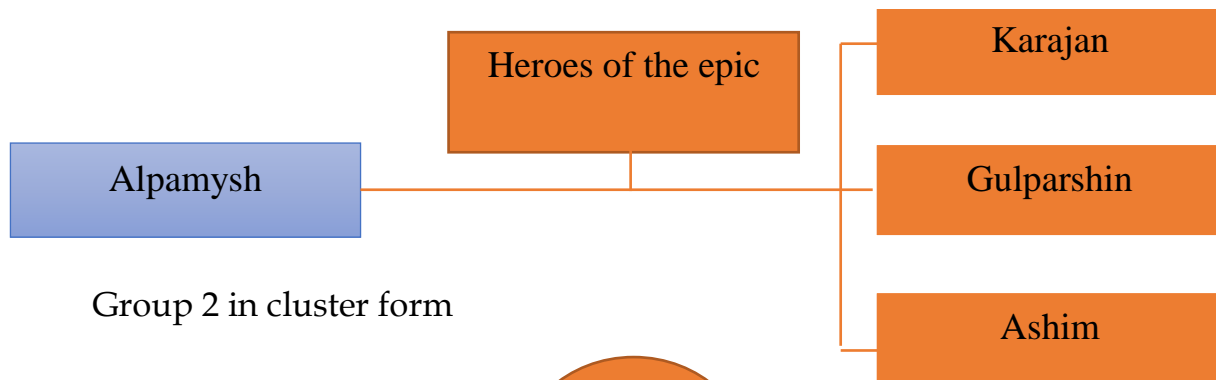
Structure of the "Working in small groups" method The stages of the "Working in small groups" method are as follows:

1. The direction of activity is determined. Related issues are identified on the topic.
2. Small groups are assigned. Students can be divided into groups of 3-6 people.
3. Small groups begin to complete the task.
4. Clear instructions are given and guided by the instructor.
5. Small groups make presentations.
6. Completed tasks are discussed and analyzed.
7. Small groups are evaluated. Advantages of the "working in small groups" method:

- leads to better assimilation of the content of training;
- leads to the improvement of communication skills;
- there is an opportunity to save time; · all students will be involved.

Syndicate method. Syndicate comes from the Greek word meaning "to act together." This method develops students' ability to express thoughts concisely and succinctly based on creative teaching of the topic, generalization, and systematization of theoretical knowledge. Each group must complete one task in 3 different (On the example of the epic "Alpamysh")

Group 1 In the form of a diagram



Main characters of the epic	Positive characters	Negative characters
Alpamysh	Alpamysh	Tayshixan
Karajan	Gulparshin	Ultan qul
Tayshixan	Ashim	Yolmogiz kampir (old hag)

For example, if the topic is about the epic "Alpomish," and the task is to write about the heroes of this epic, each group is required to perform the heroes of the epic in the appropriate way based on this method. Then they can be given the task of writing descriptions of whether the characters they write are positive or negative characters. For example, it defines Alpomish's extreme bravery, his love for his



people, his cruelty to the enemy. He must prove with his own thoughts that this image is the most mature in folklore. [4]

The teacher should evaluate students based on their activity. If there are errors, correction is required.

Analytical method. By conducting an analysis of the epic, the teacher helps students understand the text more deeply. In this method, the linguistic features of the epic, its rhythmic structure, as well as its artistic values are studied.

Analysis of the peculiarities of the artistic style and language of Karakalpak epics, for example, aruz and vezin, vocabulary and proverbs, forms the literary taste of students.

Methods of artistic expression. Reading epics and expressing them artistically encourages students not only to understand the text, but also to feel its meaning more deeply. The teacher can help to artistically express the main events of the epic or the speech of the heroes. This method develops students' speech culture and impressionability skills. Discussion and discussion methods. After reading the epic, it is very important to analyze the text and conduct a discussion with the readers. Through this method, students discuss the idea and moral issues of the dastan. Analysis of the heroes' decisions, their goals and intentions helps readers to understand the epic more deeply. This method is effective for developing students' thinking and speaking skills. When reading an epic poem, it is important to apply the reading method in accordance with its language, tone, and environment. To help students understand the spiritual and emotional aspects of the epic when reading it, the method of dramatization can be applied. Readers can fully feel the spirit of the epic by reading a certain part of it and performing it in the theater or dramatically. This method helps students fully understand the epic and comprehend its emotional aspects. Analysis of the characters. The application of the method of analyzing characters in the teaching of epics is very effective. Since the theme of heroism is the basis of epics, it is necessary to give readers the opportunity to deeply study and analyze the heroes of the epic. By studying and describing the personalities of the epic heroes, their courage, mistakes, and human qualities, readers can learn significant moral lessons. This method also teaches students to distinguish between the positive and negative sides of each character. Creation and creative approach. The study of epics is not only about studying their content, but also about developing a creative approach. Students can be given tasks to write their own stories or poems inspired by epics, to create new events based on the heroes and events of the epic. This method develops students' creative thinking and makes them interested in literature.

Visualized approach. When reading epics, depicting them using visual aids helps students better understand the content of the epic. Readers can bring the text to life by staging the events of the epic while reading or afterwards, using pictures and diagrams. This method develops students' imagination and increases their interest in the text. These methods help make the learning process interactive, interesting, and effective. Creates a comfortable environment for learning together with friends, as well as for consolidating knowledge and exploring new ideas.

Use of video and multimedia tools.

The method of using video and multimedia tools in the teaching of epics can also be included. By preparing short animations, video materials, or slides about the events or characters of the epic, it is possible to provide students with visual images. This method can be especially useful for students prone to visual learning. Materials that help students understand the epic increase their interest and make learning more effective.

**Conclusions.** Methods of teaching epics in Karakalpak literature not only provide students with knowledge about literature, but also help them understand the cultural heritage of their people. The use of various methods creates an opportunity for students to master the epics more deeply and express their opinions. These methods also contribute to the development of student's creative and critical thinking skills.

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