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PROBLEMATIC METHODS OF LEARNING UZBEK LITERATURE IN ENGLISH IN AMERICAN AUDIENCES

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Annotation:

Problem and purpose: The article highlights the problems associated with the problematic method of teaching Uzbek literature as an integral part of the Uzbek language lessons in groups with English-speaking instruction in the USA (on the example of Indiana University) and in groups with Russian-speaking instruction in Uzbekistan; causes of occurrence and ways to resolve them. **Methodology:** The research is carried out on the basis of problem-based teaching methods (problem-based discussion, didactic analysis). The article examines educational materials confirming our activities, the theme of which is "Uzbek lullaby" (one of several lullabies presented in the electronic textbook) presented as an example. The goals and objectives, as well as the content of the study of Uzbek literature were identified. **Conclusion:** The author's note that the minimum requirements for knowledge, skills and experience in the study of Uzbek literature were determined taking into account the lexical base acquired in the first year.

Keywords: Uzbek language, Uzbek literature, literary education program, oral folk art, spiritual and moral education, spiritual and national culture.

Аннотация.

Проблема и цель: Статья освещает проблемы, связанные с проблемным методом преподавания узбекской литературы как составной части уроков узбекского языка в группах с англоязычным обучением в США (на примере университета Индианы) и в группах с русскоязычным обучением в

Узбекистане; причины возникновения и пути их разрешения. **Методология:** Исследование проводится на основе методов проблемного обучения (проблемная дискуссия, дидактический анализ). В статье исследуются учебные материалы, подтверждающие нашу деятельность, тема которой «Узбекская колыбельная» (одна из нескольких колыбельных, представленных в электронном учебнике) представленная в виде примера. Были выявлены цели и задачи, а также содержание изучения узбекской литературы. **Заключение.** Авторами отмечаются, что минимальные требования к знаниям, навыкам и опыту по изучению узбекской литературы, были определены с учетом на лексическую базу, приобретенную на первом курсе.

Ключевые слова. Узбекский язык, узбекская литература, программа литературного образования, устное народное творчество, духовно-нравственное воспитание, духовно-национальная культура.

Annotatsiya.

Muammo va maqsad: Maqolada AQShda ingliz tilida o'qitiladigan guruhlarda (Indiana universiteti misolida) va O'zbekistondagi rus tilida o'qitiladigan guruhlarda o'zbek tili darslarining ajralmas qismi sifatida o'zbek adabiyotini o'qitishning muammoli usuli bilan bog'liq muammolar ta'kidlangan; vujudga kelish sabablari va ularni hal qilish usullari. **Metodika:** Tadqiqot muammoli o'qitish usullari (muammolarni muhokama qilish, didaktik tahlil) asosida olib boriladi. Maqolada bizning faoliyatimizni tasdiqlovchi o'quv materiallari ko'rib chiqilgan bo'lib, ularning mavzusi "O'zbek lulbusi" (elektron darslikda keltirilgan bir necha lulbiyalardan biri) bo'lib misol tariqasida keltirilgan. Maqsad va vazifalar, shuningdek, o'zbek adabiyotini o'rganish mazmuni aniqlandi. **Xulosa.** Mualliflarning ta'kidlashicha, o'zbek adabiyotini o'rganishda bilim, ko'nikma va tajribaga qo'yiladigan minimal talablar birinchi yilda olingan leksik bazani hisobga olgan holda aniqlangan.

Kalit so'zlar. O'zbek tili, o'zbek adabiyoti, adabiy ta'lim dasturi, xalq og'zaki ijodi, ma'naviy-axloqiy tarbiya, ma'naviy va milliy madaniyat.

Introduction: Based on specific goals and needs, the Uzbek language is currently being studied at universities in a number of countries, such as China, Japan, Korea, USA, Russia, France, Germany. For example, at Indiana University (Bloomington, United States of America), with which we cooperate, the Uzbek language is taught in special groups for three years, a total of 210 hours (in the first year 30 hours, in the second 90 hours, in the third 90 hours) [1].

It is known that the Uzbek language began to be studied after Uzbekistan gained independence. Consequently, there is little experience in this area and the results are not yet very satisfactory. To improve the efficiency of this process, it is advisable to use the experience gained in Uzbekistan. For many years, the Uzbek language has been taught in higher educational institutions of Uzbekistan with the Russian language of instruction, teaching methods have been developed, and many didactic tools have been created. Many scholars have contributed to the development of the concept of internationalization of higher education. The research papers of such scholars Altbach (1998), Knight (1994), De Wit (2002) and Van Damme (1999) have helped to better understand the internationalization of higher education. In particular, the studies of Knight (2004) and De Wit (2002) have been the main source for understanding the rationale for the internationalization of higher education. Worldwide research on the internationalization of higher education served as the basis for this study.

Type Style and Fonts. As L. S. Vygotsky noted in his theory of personality development, the compatibility of the worldview with the environment and the perception of all this are directly related to the socio-cultural environment, as well as its cultural worldview. Each language reflects in itself the history, development, experience, religion, national traditions, art, culture, spiritual values of the people to which it belongs [2].

In groups with Russian-language training, Uzbek is taught as the state language in order to "form the student's ability to communicate freely in the field of professional communication and business communication skills in the state language" [8]. A total of 76 hours are allotted for this (only in the first year). The goal of

teaching students the Uzbek language abroad is similar, except for "business studies in the state language", and educational materials for studying the Uzbek language do not differ much from each other.

Literature review: The program [9] stipulates that an American student must master over two thousand one hundred words and phrases. About the same amount of knowledge of Uzbek words and phrases is required from a student studying in a Russian group at universities in Uzbekistan. The main focus in the textbooks "Uzbek language", created for both audiences, is paid to teaching the Uzbek language, firstly: works of Uzbek literature, used in such topics as "U kim? Bu nima? " ("Who is this? What is this?") [1; P. 41.], "Shu atrofda mehmonxona bormi?" ("Is there a hotel in the vicinity?") [1; P. 74.] and "Holatni ifodalash" ("Expression of the situation") [5; S. 73.], "Fikrni mantiqiy bog'lanishli ifodalash" ("Logical expression of thought") [5; S. 127.]. This is first.

Secondly, literary materials in the textbooks "Uzbek language" are not evaluated as fiction, but are presented as auxiliary means for strengthening knowledge of grammar or for linguistic analysis of text or speech development [1; P. 198; 199; 269; 337; 401] [5; S. 103, 111, 127, etc.]. In these textbooks, although the goal, communicative communication, is established, they do not take into account the issue of students' perception of the communicative situation. As a result, foreign students and students of Russian groups, knowing a sufficient number of Uzbek words and phrases, can talk on certain topics based on a template, but they cannot communicate easily and freely. The reason is that students, first of all, do not feel the style of the speech situation. Moreover, they do not have intercultural competence. Only when students become familiar with samples of the content of Uzbek literature, they can master intercultural competence. After that, they will not only understand the meaning of Uzbek words, but also feel the situation in which these words are used. In a relationship, a person should know well not so much the grammatical rules of the language as the logical rules of communication in one or another language.

Regardless of the form of presentation of educational material, be it paper or electronic, fiction is at the same time a source of spiritual and moral education,

aesthetic pleasure and intellectual activity, as well as an irreplaceable means of language learning. It is known that the culture, mentality of the nation-speakers of the language is fully reflected in the literature of this people. In addition, all the beauty, all the subtleties of the language being studied are more clearly manifested in the literary text. For this reason, reading fiction in the target language gives the student the opportunity not only to learn a new culture, but also to eliminate cultural alienation, to understand the national characteristics and psychology of the native speaker of the target language, to feel the spiritual roots of this people [10]. The process of analyzing the read Uzbek literary works, after reading it, noticeably improves the effectiveness of language learning among Indiana University students.

For this purpose, we have created a special program "Uzbek Literature" and developed textbook materials in the form of separate topics in an electronic version. Of those allotted for the study of the Uzbek language, 30 hours in the second year, 60 hours in the third year, hours were planned for the study of Uzbek literature. We have identified the goals and objectives, as well as the content of the study of Uzbek literature. According to the above, the minimum requirements for knowledge, skills and experience in the study of Uzbek literature were determined taking into account the lexical base acquired in the first year.

The vocabulary of students was also taken into account in the preparation of the program "Uzbek Literature". The program includes detailed information on the selection of works of Uzbek folk art, classical and modern literature, on the order and the correct approach to them. The electronic textbook presents didactic materials such as a dictionary of unknown words, three-level questions and tasks, as well as theoretical information about literary genres.

One of the educational materials confirming our activity is the theme "Uzbek lullaby" [10] (one of several lullabies presented in the electronic textbook) is presented below as an example:

Alla aytay, jonim bolam,
Quloq solgin, alla

Shirin allam tinglab asta,
Uxlab qolgin, alla

Yuzlaringa tomgan suvga
Hayron bo'lma, alla-ya
Baxtinga sen katta bo'lgin,
Xazon bo'lma, alla

Istiqboling porloq sening,
Jajjiginam, alla-ya
Baxtinga sen katta bo'lgin,
Xazon bo'lma, alla

Sevganimdan yodgorimsan,
Oltin qo'zim, alla-yo
Men sho'rlikday to'kilmagin,
Ko'rar ko'zim, alla
Alla, alla, alla-yo

(in Uzbek)

Sing a lullaby, my dear son
Listen to me, go to sleep.
Sweet lullaby, listen softly
Go to sleep, buy-by).

(Drops of my tears, on your face
Do not be surprised, byu-bye.
Luckily for me, be big
Never fade, bye-bye).

(A bright future awaits you,

My little one, byu-bye.
Be my great happiness
Never be discouraged, bye-bye).

(You are a memory from a loved one,
My lamb is golden.
Don't be unhappy like me
Light of my eyes, byu-bye.
byu-bye).

Dictionary

Quloq solmoq (listen) - to listen
Hayron bo'lmoq (To be amazed) - to be amazed
Hazon bo'lmoq (Fall) - to ruin
Istiqbol (Future) - future
Porloq (Bright) - bright
Jajji (Small, tiny) - small, cute, petit
Yodgor (Memory) - remembrance, morial
Qo'zi (Lamb) - baby [lamb]
Sho'rlik (Unhappy) - wretched
Mung (Meek, sadness) - meek
Taalluqli (concerning) – concerning

Analysis and results: Along with the dreams and aspirations of mothers, lullabies also tell about various historical events, attitudes towards public life. Mothers told their children about their suffering, which they could not tell anyone, and to some extent got rid of suffering. The lullaby "Alla" is a spiritual mirror of the lyrical mood of its time. Among the pleasant tones of the mother, the environment of time, people's livelihood, social life, relationships between people, contradictions are reflected in the beautiful and artistic, spiritual power of simple words. Lullaby is a

versatile song. It is sung in different languages, but this is based on the unconditional love of a mother for her child ... During the lesson, no additional time is required to work with the dictionary. It is intended for general comprehension of the text. The text of the Uzbek lullaby is first broadcast from disk in Uzbek, and then read out loud by the teacher expressively, with intonation. Then the students themselves, using the dictionary, will try to understand its essence and meaning. Unclear words in the text are discussed together. After that, work begins on the text and is analyzed using three-level questions-assignments.

1st level.

Questions and tasks on the content of the text.

1. How do you understand the meaning of "Yuzlaringa tomgan suvga" ("Drops of tears on your face")?
2. What do you think is the happiness of the mother?
3. Try to interpret the meaning of the phrase "Sevganimdan yodgorimsan" ("You are a memory from a loved one").
4. Read the first and last four verses again. Try to understand the difference between them and discuss your thoughts with your friends.
5. How do you understand the lines "Men sho'rlikday to'kilmagin" ("Don't be unhappy like me")?
6. To whom, in your opinion, is the phrase "Ko'rar ko'zim ..." "The light of my eyes" addressed?

2nd level.

Questions and tasks for reflection national color in the text

1. Watch and listen to the lullaby performed by Zulaikho Boikhonova on the disc again. Imagine an Uzbek woman performing a lullaby. (There are several versions of the lullaby presented in the e-textbook).
2. Look at the competition held in Uzbekistan for the best performance of a lullaby.
3. Compare both forms of lullaby - both in artistic and folk performance (This is also reflected in the textbook).

4. In what lines is the sadness of an Uzbek woman manifested? Try to figure it out.

5. In what lines of the lullaby does the mother express confidence in the bright future of her child? Read them separately. Express your attitude.

3rd level.

Questions-tasks for expression and comprehension

1. Both forms of lullaby - both artistic and folk performance, compare with the lullaby in your native language. Try to find similarities and differences.

2. Try to determine the fate of the mother based on the text of the lullaby: is she happy? Try to base your opinion on examples from the text.

3. Find and reread the wishes of the mother to your child in the text of the lullaby. Think about what wishes the mother expresses for the child in the present and what in the future. Substantiate your opinion. It is considered that students who were able to answer the questions and tasks on the 1st level, have mastered the essence of the text and are rated "average". Students who were able to answer the questions and assignments, on the 2nd level, could feel the Uzbek spirituality, the Uzbek national mentality and deserve a "good" score.

Conclusion. Finally, students who were able to answer Level 3 questions, comparing their own and Uzbek national beliefs and identifying their similarities and differences. They learn to feel people and get an "excellent" grade. In this way, each student progresses to the best of his ability. As you know, God has given every person the ability, talent and opportunity. In the educational system, it is important to give knowledge to the maximum extent and demand as much as possible everyone, at the same time, one must not allow one student to become a victim of the abilities and talents of another. In conclusion, we can say that the use of the analysis of the read works of fiction in the process of teaching the Uzbek language is a guarantor of increasing the effectiveness of language learning.

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