

## THE STUDY OF EPIC WORKS IN HIGH SCHOOL.

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**Abstract:** the article deals with the issue of studying epic works at the university.

**Keywords:** literary education, teaching literature, educational role, prose, analysis of a literary work, cognitive and social activity, biographical facts, questions of composition, methodological principle. social activity, biographical facts, questions of composition, methodological principle.

Modern approaches to literary education assume a high degree of student independence in the process of teaching literature and require special attention to the organization of students' research activities.

Modern education faces a responsible task - the formation of a spiritually developed personality, able to easily adapt to the changing socio-cultural space. In a number of academic disciplines, in terms of the importance of the educational role, literature still occupies a priority place.

The moral, existential, social problems that are touched upon in it suggest a deeper and more personal perception of it by the student.

Literature is able to reflect the diversity of human life and society. And in this regard, the leading role belongs to prose. It is prose that reveals, on the one hand, all the depths and all the diversity of human psychology, and, on the other hand, all the richness and complexity of human ties with the world, with society, with history.

The analysis of a literary work, taking into account its generic and genre specifics, makes it possible to acquaint students with various ways of expressing the author's position, the author's attitude to the world and man, helps to a deeper perception of the content and form of the work, contributes to the development of reading skills, arouses interest in the very process of analyzing a literary text.

The study of literary works in accordance with the characteristics of the genus and genre enables the teacher to enhance the impact of art on the spiritual sphere of students, to choose such combinations of methods and forms of teaching that would contribute to the development of cognitive and social activity of students, their independence, mastering the necessary competencies.

The central place in the literature program is occupied by epic works, and prose is studied the most: short story, essay, story, novel, epic novel.

“Epos - (from the Greek. epos - word, narration, story) is one of the three main types of literature, unlike lyrics and drama, which highlights an objective image of reality, the author's description of events unfolding in space and time, a story about various phenomena of life, people, their destinies, characters, actions, etc.” [1, c. 293].

When studying epic works, it is important to immerse students in the historical and biographical context, this helps to understand the peculiarities of the author's worldview. Documentary evidence shows the reader the mystery of the birth of the idea, allows you to see how the storyline is born. That is, biographical facts in the

classroom are given not by themselves, but in connection with the further interpretation of the literary text. S.A. Zinin believes that the formation of a "contextual approach" to the study of works of art contributes to the development of a culture of literary associations in students, the ability to correlate various literary phenomena.

The amount of information about the life and work of the writer is determined by the program and the textbook. If the program does not involve the study of biography, the teacher is limited to the most concise reference, the purpose of which is to introduce, recommend the author.

One of the forms of presentation of biographical information is a short story about the life of the writer, practiced according to the requirements of the program in the middle classes. Independently deciding which facts from the biography of the writer to select for his story, the teacher must be guided by the following principles:

Concentrate the main attention on those facts from the life of the writer, to which the work under study owes its appearance, or those that are reflected in it.

Select educational material.

Do not clutter up your story with an abundance of facts and dates.

Do not get carried away either by the writer's track record or the list of what he wrote, but talk about him as if he were a living person.

Elements of the writer's biography are covered only to the extent necessary to better understand the work under study.

Recreating the spiritual image of the writer in front of students, one should carefully select and comment on biographical material, and the pursuit of spectacular catchy episodes, passion for sensationalism often contributes to the distortion of the spiritual image of the writer. We can know all we want about him, but we are obligated to present him to the students in his best aspirations and hopes.

The main purpose of the introductory speech or conversation is to bring the work closer to the students, to acquaint them with its characters, with the problems.

It is necessary to strive to interest students in the upcoming study of a particular work.

V.I. Vodovozov believed that a qualified analysis is a means of moral and aesthetic education, and for this it is necessary to start with an analysis of samples, paying attention to the style of the writer, the thoughts of the author. He believed that the main thing is to understand the relationship between the elements of the work - the plot, composition, descriptions, details, symbolic images..

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V.Ya. Stoyunin also believed that the teaching of literature should be addressed to the feelings and thoughts of students, to develop them mentally, morally, aesthetically. To do this, you need to take the best examples of literary texts, consider them in the context of the history of Russian literature based on literary theory and in comparison with world literature.

V.P. Ostrogorsky following V.Ya. Stoyunin develops various techniques of the writer's main idea:

- comparison of life sources and the plot of the work;
- Identification of direct and hidden author's assessment of characters and events;
- consideration of the role of titles and epigraphs;
- analysis of speech characteristics.

M.A. Rybnikova writes: "A literary work brings its images and ideas to the reader through a complex arrangement of characters, scenes, portraits, landscapes and other components. Questions of composition are not side questions of literary reading, but essential ones. A story, a drama, a poem are somehow "built", and one must be able to understand this construction. This is not only what we call a plan, it is an internal plan, a complex relationship of images and scenes in common" [4, c. 39].

In the modern methodology of teaching literature, this has become a methodological principle.

Methodical creativity consists in competently combining different ways and methods of analysis, based on the generic and genre specifics of the text. Z.Ya. Rez characterized the path of analysis as a special sequence of analysis, a kind of move, a "plot" for examining a work.

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