



THE ROLE OF DRAMATIC WORKS IN LITERATURE TEACHING

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Abstract: This article discusses the inclusion of dramatic works in the literature textbooks of general secondary schools and its positive aspects for students.

Keywords: Literature, education and training, artistic works, dramatic work, dialogue, tragedy, comedy.

Today, new methods of teaching literature are emerging. Drama, which is one of the main types of speech art, is derived from the ancient Greek language and means action, action. Dramatic works are mainly intended for performance on the stage and are written in the form of conversation-dialogue. The dramatic type includes such genres as drama, comedy, tragedy (tragedy). In such writings, the reality is revealed through the actions and speech of the persons directly participating in the work. Dramatic works are written according to the stage. The author's thoughts are expressed through the words and actions of the participants in the work. In lyric or epic works, the author's point of view is expressed, sometimes openly, sometimes in a veiled way. The absence of this situation in dramatic works creates additional difficulties for the reader. Accordingly, there is a question of conveying the reflection of relations in a unique way to the mind and perception of the reader or viewer in dramatic works. Each action and each word in the play must be understood by the reader or audience. For this, in the process of analysis, special emphasis should be placed on these features of dramatic works.

In the course of education, pupils and students get acquainted with several dramatic works. Among them, from the works of ancient Greek dramatists, to stage works written by writers of foreign countries, to writings of Uzbek dramatists. Maqsud Sheikhzadeh, Said Ahmad, Sharaf Boshbekov, Khurshid Davron, etc. the dramaturgy of writers is one of them. Since the reader or viewer is unfamiliar with the methods of narration and description, he does not have the opportunity to directly analyze the behavior of the characters and the development of events. Such tasks are carried out under the leadership of dialogues, with the help of monologues, remarks and pauses, in the form of episodes that happen before the eyes of the viewer or reader in a certain time. Each event is given a direction. Since the dramatic work is shown with breaks, each part is called a curtain. There will be visions within the veil. Because it is intended for a single viewing, the dramatic work will be limited in size. Maqsud





Shaykhzoda's drama "Mirzo Ulugbek" draws the reader's attention to his enlightening activities while deeply understanding these characteristics of Ulugbek's personality. This can be understood from the words of Mirzo Ulugbek in the drama:

Ma'rifatning dargohiga qo'ydim ixlosim.

I put my sincerity on the gallows of enlightenment.

Og'ir bo'ldi qismat menga ortgan vazifa.

It was a difficult task for me.

Men, sultonlar o'rtasida bo'ldim donishmand,

I have been among the sultans, a wise man,

Donishmandlar tepasida sulton sanaldim.

I was considered a sultan above the sages.

Ma'rifatni hukumatga qilib rahnamo,

Bring enlightenment to the government,

Bu o'lkaning yerida ham yulduzlar yoqdim.

I also liked the stars in this country.

Each student enriches his imagination in depicting events. In educational practice, when studying dramatic artefacts, one must first get acquainted with their text, of course. If possible, it is a very effective way to see it on stage or to get acquainted with the recorded version. Because seeing the play on stage ensures the maximum effect of the expected result.

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