

SYSTEMATIC STUDY OF THE TURKIC NATIONS' LITERATURE

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ABSTRACT

In this article, the origin, similarities and differences of Turkic related languages are discussed. Some information about the theoretical and methodological factors of teaching literature of Turkic related nations are given. Furthermore, the methods of learning the differences between ethnoses of nations, the way of work of school educational system and the new approach to understand the literature of Turkic related nations are described.

Keywords: Literature of Turkic related nations, theoretical and methodological factors of teaching literature, school educational system, literary-educational system.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the years of the Independence of the Republic of Uzbekistan it has had a great significance to work out the theoretical bases of teaching the literature of related nations in order to develop the citizens' personality. A lot of research devoted to the investigation on teaching literature has been carried out lately. Among them investigations on teaching Uzbek literature at Russian schools play a considerable role. But it is necessary to note that there is no scientific work dedicated to the teaching of the literature of related nations.

The selected materials on the teaching of the literature of related nations at Uzbek, Kazakh, Kirghiz, Turkman, Karakalpak schools must be learned thoroughly and treated with new approaches of the present social-political conditions.

So, by forming the content of literary education through taking into account national traditions and such that are common to all mankind we solve such problems as to extend a new methodical approach to satisfy the interests of Uzbek multinational audience in the spiritual culture of ancestors on the example of the literature of related nations, to learn the opportunities of using new interactive technologies in getting the knowledge belonging to a great historic century, to bring up highly developed person at the present stage on the progress of society.

Teaching the literature of related nations at secondary schools has an important social significance; because the pupils' democratic relations develop at that stage. Teaching the literature of related nations serves as an object of learning the spiritual culture of people and its place in the world association.

If a system of learning the literature of related people is established, it should be made in correspondence to the modern task of upbringing a pupil in the spirit of national traditions and values common to all mankind in the Independent Uzbekistan.

Also, a great opportunity will be given to make philosophical, aesthetic, psychological-pedagogical and cultural-historical concepts the basis of the system of learning the literature of related nations at school, to define compatible peculiarities of ancient Turkic sources and to mark the scientific-methodical basis in renewing the content of literary education and

according to it to conduct methodological experiments.

If the theoretical methodological factors of teaching the literature of related nations are created, it will become clear that it represents an important way in the development of national traditions and such that are common to all mankind and that it is also an inseparable part of Turkic culture. At the same time it will be able to discern its influence in the sphere of cognition by working out many systematic approaches of new pedagogical technologies in the process of teaching Uzbek literature, the development of Uzbek literary course.

Theoretical methodological bases of the system of learning the literature of related nations give a chance to define the contribution of Turkic culture to the development of the world culture and to bring up highly spiritual human beings.

Tendencies of choosing and interpreting the growing basic content of education are considered as one of the didactic terms in proceeding the whole analytical approach to the writer's creation. For the system of teaching the literature of related nations the poetic ability and the creative individuality of every writer must be investigated in the development of the literary process.

The social development of a society is provided with the help of the educational system. According to it a new relation to the education is formed. Its significance is shown in the usage of a new macromodel like history - education - culture.

The school educational system must be considered according to the viewpoint of time as a pedagogical interpretation of the cultural property collected by mankind. Working out a new paradigm of education is regarded as one important part of moral development. An educated person is one who understands complex problems of modern culture and finds his place in life, not the one who has only enough viewpoint and knowledge.

Now there arises a question: how can we use high culture in the educational process? Professor L.N. Gumilyov writes about our ancestors: "Newcomers gave the world spirit". As Rabindranat Thakur wrote: "The noble spirit is the wealth of a nationality". The World spirit has two strong roots like the spirit of the East or West which are differentiated according to feeling and world-conception.

Oljas Sulaymonov noted: "Turkology at present must be ready for an inevitable turn". As it is seen, the ancient Turkic spiritual culture must have linguistic, archaeological, paleogeographical analyses, the basis of "historical-cultural" opinions in order to be universal.

Nowadays there is a widely spread quest for forming highly spiritual human beings and economical, administrative, political, juridical and educational changes - that is the demand common to all development of mankind.

As the Japanese say: "Education is the thing which stays after you have forgotten everything". The knowledge belonging to spiritual perfection is never forgotten at any stage of life. Such responsibilities are understood as "getting enough knowledge about science". The aim of education is to gain necessary knowledge for one's life. The aim of education must suit the aim of life. The stream of information in the sphere of science, techniques, culture and literature, the development of imagination and thought, they necessitate new approaches. According to the above-mentioned we can say that while teaching the literature of related nations we investigate the following ideas:

1.The idea of unanimity: Literature is studied on the basis of defining the place and role of national literature in this process.

2.The idea of applicability: The development of the human being and the logic of a school subject are foreseen here.

3.The idea of variation: Variation of the contents of literary education allows to take into account the students' personality on the examples of multi-stage syllabi and textbooks.

4.The idea of humanism: This idea determines the place of humanitarian subjects in the development of culture.

The main tendency of social and school pedagogy is to humanize literary education while economy and politics defines their superior aim as serving the nation. Y. A. Komenskiy noted that "school is a workshop of humanism".

To humanize education, to define its basic contents and to organize a teaching process are understood as emerging possibilities of a moral-aesthetic education.

The upbringing of the young generation in the spirit of national peculiarities, historical-moral, spiritual-aesthetic properties take a peculiar place in the content of general education.

There are various kinds of religions in the world. There are about 40 confessions and they all try to influence consciousness of the young. Every nation has its religious belief. The spiritual property of the related nations' Islamic traditions is passed on from generation to generation.

Rabindranat Thakur wrote: "The duty of every nation is to show its national essence to the world. If a nation gave nothing to the world, it can be compared to death, and the history of humanity never forgives it. Every nation must give its property to the world. Noble spirit is the wealth of the nation, to overcome their own benefits is peculiar to famous people".

So, the content of the novels the literature of related nations connected with ethno-culture appears as the figure of national mentality.

A corresponding national culture to a world spiritual culture is the demand of the new pedagogical mentality in the content of teaching the literature of related nations.

The problem is that a nation must not be mixed with another one, and it has to find its place in the world. Learning the literature of related nations helps to solve this problem. Ethnos is the system of the beginning and the end in the development of history. As L.N. Gumilyov noted: "The language which goes from the ancestors to the next generations between ethnos is the criterion which distinguishes them". He also wrote "A man isn't without ethnos; every person belongs to some ethnos. Ethnos is a system which connects us to other nations".

In connection with it a landscape ethnos is an indicating element. That's why geography and history are in accordance with literature and culture.

Natural environment and the changes in the world have an influence not only on the human physiology but also on its interior world.

Learning the differences between the ethnos of nations is convenient to understand the world out-look of the ancestors in the examples of related nations' literature in the senior forms of secondary schools.

Naturally every pupil is interested in questions like: what is the world; what is he for the world; what is life; and what is death; what is eternal?

Our ancient ancestors also tried to find answers to these questions. They tried to realize their place in the world and realized the world by themselves. They built their tents round according to the heavenly dome above their heads.

From Herodotus's point of view, the portable tent is the first architectural construction in human progress. The door of the tent was built to the sunrise.

Uzbek specialists in the study of culture learned customs and traditions of our ancestors, the peculiarities of their everyday life, and discovered the ties of the human being with his surroundings.

In developing the conceptual basis of learning the literature of related nations one should lean on "educational science" as the "European model" and "educational culture" as the "Eastern model". It's not difficult to realize that if Western civilization works with models and standards, Eastern culture works with aims.

The mentality of the related nations and their customs are expressed in different arts. The main peculiarity of the literature of related nations is that it has developed with two cultures: Turkic and Persian. Music, fine art and sometimes decorations expressed the emotional status of these literatures.

Art helps to perfect the degree of culture and the ethical quality as the result of human activity. For instance, fine art of Turkic nations and the theory of art play a great role in the progress of a famous scholar of the interior renaissance, in Al-Forobiy's thoughts. He developed his theories of art with the help of music which is of great importance in the life of Turkic nations. We can cite as examples a lot of poems which later became folk songs.

According to Al-Forobiy's viewpoint: "Poetry is an art which has an extremely majestic, tender and great importance". It's necessary to point out that poetry is a wide-spread literary genre in the literature of the related nations.

Al-Forobiy sees an internal and an external physical beauty in human beauty. He pays more attention to the healthy intellect than to body beauty and prefers capability of learning and the beauty of aesthetic appearance. Historical factors are important in discovering ancient Turkic roots of the literature of the related nations. For example, the history of centuries - old customs, problems, subjects of Uzbek literature - goes back to the far past. If these factors are not taken into account, learning of the literature of the related nations will not be complete.

Renewing and perfecting the literary-educational system doesn't mean taking it from the beginning every time. It is not a secret that the existing experiments still work. It's necessary to determine the opportunities to satisfy the demand of a new position and useful traditions existing in the educational system in order to define what remains and what changes.

The main aim of comparative teaching in the literature of related nations at different schools is to prepare pupils to perceive aesthetically classical and modern works and to acquaint themselves with the spiritual culture of other nations, and to educate them in the spirit of traditions common to all mankind.

Choosing the model of the literature of related nations at secondary schools is carried out according to the place the literary works occupy in the process of world literature, reflecting

Eastern traditions, life, and entertainment of the nation, marking an objective appearance of literary process in Uzbekistan and its ties with social changes in the society. Choosing the works of the literature of related nations' and their interpretation consider the principles taking into account their global problems and aesthetic world-outlook, to democratize the educational content aimed at pupils' free and creative thinking.

Considerable changes have happened in the literary life of Uzbekistan lately. Especially innocent names of writers were set up and the religious-aesthetic demand of society was satisfied. All of them were reflected in the setting up of national traditions, gave an opportunity to mark each privacy of general order in the literary event. That's why we shouldn't be indifferent to the appearance of urgency to perceive the literature progress in the recent past.

Reading, learning and discussing the works are planned in literature syllabi. There is an idea that a pupil can read and discuss the works independently in the nine year course. There is a definite amount of hours for a certain theme in the literature syllabi, but they are only recommended. A teacher can determine the amount of hours for a certain theme at her/his discretion based on his/her personal experience and methodical ideas.

Education is a permanent element of a policy, its state is a factor which influences all spheres of life. A strong policy is needed in the educational system.

The main task regarding methods of teaching literature is to work out a teaching system of the literature of related nations. Systematic approach is formed on the basis of methodological directions of scientific learning and social practice. A system is a collection of views put in a certain order structurally and in the organizational aspect and methodological means used to base complex social problems.

The methodological system of teaching the literature of the related nations is built on the basis of learning the role of every writer in the progress of literature and it is projected by means of pedagogical technologies.

There are new suppositions to the origin of a sound, word and sentence. Poets and writers together with scholars think about the problem of language in human life, the place and role of a word. Urhun-Enasoy relics, early dictionaries, first Turkic books and oral epics have contributed to the appreciable development of speech.

Pupils learn history through literary heroes kept in the memory of generations on the examples of famous people's activities. Only activities carried out and expressed by words can be worthy of a generation's attention. Our ancient ancestors: Tumaris, Shirak, Alp Er Tunga and others are kept in our memories by their good deeds. Bilgahan said to his people: "In order not to forget the name and fame of our ancestors, we did not sleep nights and days, fought till death [...]. Let the Turkic nation live for ever! Let them be a nation!" No one can be indifferent to the sense of these slogans.

The literature of every nation has tried to find an answer to the most important questions. If they put problems in the English literature "To be or not to be", in German "Stop for a minute: you are beautiful", in Russian "What should be done?", "Who is guilty?" in the literature of related nations the problem of "what is good and what is bad" is in the center of attention.

Realizing the world in this way leans on the centuries-old experiments of our nation. That's

why the national mentality of the people is also revealed when the literature of related nations is being analyzed.

In order to understand the literature and art of other nations, one should realize their way of thinking. The mentality of each nation is formed in a spiritual-historical situation. That`s why the learning works should be chosen according to the peculiarities that show the spiritual life, culture, history, the way of life of the nation. Because in the history of literature there are many writers and poets whose works are abundant with ideological, aesthetic maintenance.

Renewing teaching materials is based on choosing the works dedicated to open the nation`s historical, national poetic world, philosophical view and aesthetic problems as M.B. Cherkezova emphasizes: “Choosing works and learning them is based on the scientific criteria, historical-genetic, historical-functional and typological approaches to national schools [4:23].

The life experience of the nation gives an opportunity to learn the creative life of the representatives of classic literature and their new views on the poetic heritage.

The language peculiarities of literary works take an important place in teaching the literature of related nations. The spiritual culture of the nation is reflected in it. Language and ethnoculture are the two fields that tie the nation`s consciousness. Learning them brings together different nationalities.

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