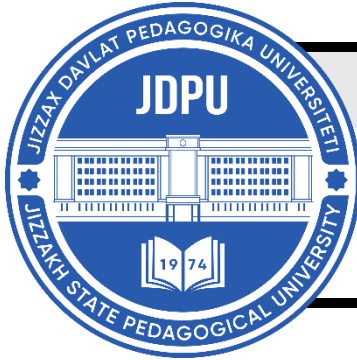


**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**GROUP INTERACTION TECHNOLOGY WHEN STUDYING EPIC
WORKS LARGE SHAPE****S. R. Sheikhmambetov***Lecturer**Jizzakh state pedagogical university**Jizzakh, Uzbekistan**E-mail: sheikhmambetov@mail.ru***F. Kh. Shukurova***Lecturer**Jizzakh state pedagogical university**Jizzakh, Uzbekistan**E-mail: shukurova@mail.ru***Sh. R. Abdulhatova***Lecturer**Jizzakh state pedagogical university**Jizzakh, Uzbekistan**E-mail: abdulhatova@mail.ru*

ABOUT ARTICLE

Key words: Process efficiency, implementation, modern technology, analysis, problems, complex content, creative team, novel, understand and explain, the elements of the novel, the image of the protagonist, the problem under study, the hero of the war, a man of tragic fate.

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Abstract: This article discusses the effectiveness of the process of literary education with the introduction of modern learning technologies, including personality-oriented ones, one of which is the technology of group interaction. The most productive way to organize group work in literature classes at a university, in our opinion, is the “creative group” method. We propose to use it in the process of self-preparation of students for the lesson, for example, when studying the epic novel by M. A. Sholokhov "Quiet Flows the Don". The work touches on many important issues. One of them is “man and time”.

INTRODUCTION

The effectiveness of the process of literary education largely depends on the introduction of modern learning technologies into it, including personality-oriented ones, one of which is the technology of group interaction. This technology is based on various ways of organizing intra-group

joint activities. The most productive way to organize group work in literature classes at a university, in our opinion, is the “creative group” method. Games should also promote learning and pupils’ vocabulary as well.

Therefore, it is important to progress in learning vocabulary through games. Games are often used as short warm-up activities or when there is some time left at the end of a lesson. We propose to use it in the process of self-preparation of students for the lesson, for example, when studying the epic novel by M. A. Sholokhov "Quiet Flows the Don" at seminars. The work touches on many important issues. One of them is man and time. Despite the fact that this problem is a cross-cutting one in the course of literature, its comprehension in the classroom will require students not only to know the text of the novel, but also the ability to analyze in terms of a given problem, compare and generalize what they have read, which is quite significant in volume and complex in content.

MATERIALS AND METHODS

In self-preparation for a lesson on the topic "Man and Time" (the tragedy of Grigory Melekhov in the novel by M. A. Sholokhov "Quiet Flows the Don") students go through all stages of work according to the "creative group" method. At the first - organizational stage - the topic is "broken" into five parts; creative groups are created; the criteria for their activities are determined (completeness of the study of the problem, the mandatory use of the text of the novel, as well as reference to critical literature on the problem; participation of each in the preparation and presentation of the results). At the preparatory stage, an individual study of the problem is carried out; then discussing it together in the group and determining how to present the results of the study. The third stage is the main one: each group in turn presents the prepared material (working on the overall result of the lesson) and answers questions related to the problem under consideration. At the stage of reflection, the creative group analyzes its activities. In preparation for the lesson on the novel by M. A. Sholokhov, each creative group (there are five groups in total) receives a task in which it is proposed to consider one of the stages in the life of Grigory Melekhov. The task is formulated somewhat unusually: the topic that needs to be prepared for the lesson is indicated, a quote from the text of the novel (or from critical works) is given, expressing the main idea of the study (statement) on a specific topic:

Card 1.

- Grigory Melekhov is the son of his family.

“His feet confidently trampled the ground...”

M. Sholokhov

"He clearly understands and defines ... the basic values of the Cossack way of life, way of life, type of life: economy, service, land, steppe and farm."

A. Minakova

Card 2.

- Grigory Melekhov in the First World War.

"... Gregory knew what price he paid for a full bow of crosses and production."

M. Sholokhov

▲ To fully comprehend this stage of Melekhov's life, it is necessary understand what awards Gregory received in the 1914 war and what a "full bow" is. Consult a dictionary.

Card 3.

- Love in the life of Grigory Melekhov.

"For all my life I will love the bitter..."

M. Sholokhov

Card 4.

- Grigory Melekhov in the Revolution and the Civil War.

"Wrong way in life ..."

M. Sholokhov

"The character of Gregory is in constant motion, in a difficult search moral and historical truth, in search of their own path in the "course of history".

N. Velikaya

Card 5.

- Grigory Melekhov at the end of the novel.

"He stood at the gates of his native house..."

M. Sholokhov

The lesson begins with an appeal to the first epigraph, which is a quote from the novel by M. A. Bulgakov "The Master and Margarita":

"... every power is violence against people." What piece is this passage from? From what episode? How, in your opinion, is Bulgakov's statement connected with the novel under study? - these are questions that prepare students for understanding the problem of the lesson. This is what you should pay attention to at the goal-setting stage, emphasizing that a quote from Bulgakov will help to understand and explain a lot in the image of Grigory Melekhov, to comprehend the essence of his tragedy, to take a certain position in a conversation about the role of the era in the fate of man.

Next, it is necessary to identify what goal Sholokhov set when embarking on working on a novel. The writer quite exhaustively explains his plan for the protagonist: "I wanted to talk about the charm of a person in Grigory Melekhov." These words should become the second epigraph to the lesson.

In addition, Sholokhov's statement also plays another role - it sets aspect of the analysis of the image of the hero of the novel.

Although students have a certain vocabulary, we nevertheless consider it necessary to refer to the interpretation of the word "charm" (charm is "an attractive force emanating from someone, something": Modern Explanatory Dictionary / edited by S. A. Kuznetsov) . As a result, students come to the conclusion that Sholokhov, creating the image of the main character, set himself the goal of telling what attracts him, attracts him in Grigory Melekhov, in his destiny.

RESULTS AND DISCUSSIONS

What is the story of the hero's life? What qualities of his nature are manifested in various twists and turns? These issues are being considered students in the process of checking the results of the work of creative groups.

In addition to the above tasks, each of the groups already during the lesson receives an additional task, one way or another related to their own researched problem, which allows students to more deeply comprehend the fate Grigory Melekhov. The nature of the tasks is different: work with extracurricular elements of the novel - landscape, portrait characteristics of the hero; appeal to images-symbols, their role in revealing the image of Gregory, the idea of the work; lexical work; acquaintance with the interpretation of the novel by other types of art (cinema, sculpture).

Additional tasks for creative groups:

1. Look at the pictures of the actors [2]. Which one do you think could play the role of Gregory in the film "Quiet Flows the Don"? To justify your choice, refer to the portrait characteristics of the hero of the novel.

2. What price did Grigory Melekhov pay for such high awards? Sholokhov writes about his hero: "... he knew that it was difficult for him, kissing a child, openly look into clear eyes ... ". Why "difficult"?

3. A bronze monument to Grigory Melekhov and her was erected on the banks of the Don in the village of Vyoshenskaya. They are depicted as follows: he is on a horse, she is climbing uphill with buckets. Who is she? Grigory Melekhov is a war hero, a man of tragic fate. Why did he choose such a (peaceful) plot for monument to its author?

4. There is one very important episode in the work, where Sholokhov depicts his hero admiring a blooming steppe tulip [3], "preserving rainbow drops of morning dew in its folds." But then, during the movement of Fomin's cavalry, which included Grigory, the writer shows a completely different perception of the hero of tulips: "... Cut off by horse hooves, crimson heads of tulips flew in all directions, like large drops of blood. Grigory looked at these red splashes and closed his eyes. For some reason, his head was spinning and a familiar sharp pain came to my heart." What does the tulip

symbolize in the novel? How does this symbol help to understand the attitude of Grigory Melekhov to the war?

5. Why do the events of the novel end in the spring? What is the role of the landscape in the last pages of the novel? What is the meaning of the open ending of the piece? How does it relate to authorship? Try to formulate it. After the students traced the life story of Grigory Melekhov, it is necessary to return to the second epigraph. But now attention is drawn not to the first part of Sholokhov's quote, but to the final one: "I wanted to tell about the charm of a person in Grigory Melekhov, but I didn't succeed completely" (our italics. - G.P.). What's the matter? Why does the writer come to such a bitter conclusion after completing the epic novel? Here are questions that will allow high school students to comprehend the fate of the writer and his creations in time, their dependence on the era, power. It clarifies at what time the novel was written, draws up (on the basis of already known facts related to the life and work of other writers) a "portrait" of the era, identifies the criteria with which criticism approached the assessment of any work written in that period. Attention is drawn to the fact that after the publication of the novel "Quiet Flows the Don", a discussion began about the essence of the tragedy of the hero of the novel. In criticism, two main views on the tragedy of the hero stood out: 1) the tragedy of Grigory Melekhov - the tragedy of a renegade (D. Bregov, V. Gura, N. Dragomiretskaya, L. Yakimenko, etc.); 2) the tragedy of Grigory Melekhov - the tragedy of delusion (J. Lindsay and others). Students get acquainted with critical statements confirming here or another point of view on the tragedy of Gregory (you can do this only on the material of the works of L. Yakimenko and J. Lindsay). Then readers are invited to decide on their understanding of the tragedy of the hero and, if they support one of the critics, give two arguments each in defense of his position. In addition, students need to put forward as many counterarguments to the rejected views. In a similar way, such an interactive form of work as debates is integrated into the lesson, which allows students to get acquainted with the disputes around the Sholokhov hero, to express their attitude towards him. Comprehending the fact that the presented points of view on the tragedy of Gregory were put forward by criticism during the period of domination in literature of such a direction as socialist realism, students think about whether there is any other (third) truth in assessing the fate of Melekhov and, if so, what it is.

At this stage, they are invited to get acquainted with the statements of modern critics about the hero, for example: "The tragedy of Gregory is the tragedy of a person who, under the given historical circumstances, cannot realize all the wealth of the human personality, he "does not coincide" with the times ... Grigory's tragedy is tragedy in the development of life itself....

The universal meaning of Grigory's tragedy lies in the fact that life, as a result of unprecedented upheavals, almost lost its former - human - appearance, appeared ripped off, distorted, "scorched, like

fires, by the steppe" (E. Kostin) [4]. What is the tragedy of the protagonist of the novel? Why did they change

are other assessments of the image of Grigory Melekhov possible? The tragedy of Gregory the tragedy of the country, the tragedy of the era ... Another time - another (now from a universal, and not ideological, class position) assessment of fate

Sholokhov hero. What happens? Times can be tragic for human life... Time judges... Time puts everything in its place...

CONCLUSION

The material of the lesson, the problems studied by students are quite complex and require further reflection. In this regard, students as homework, it is proposed to write a draft version of an essay on one of the topics: "The Tragedy of Grigory Melekhov", "The Fate of Grigory Melekhov", "A Man at the Turn of the Ages" (based on the novel by M. A. Sholokhov "The Quiet Flows the Don") or "The Tragedy of Grigory - it is a tragedy in the development of life itself" (E. Kostin). The wording of the topics is similar only at first glance. In fact, each of them requires its own approach, a turn. So, the first essay should be a story about the tragic moments in the life of Grigory Melekhov; the second is a kind of biography of the Sholokhov hero, understanding the role of circumstances, other people in his fate; finally, the latter are essays-reasonings about the relationship between the fate of man and the fate of the era, about the determining role of time in the life of everything that exists in it.

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[3]. In the novel by M.A. Sholokhov "Quiet Don", the steppe tulip is mentioned quite often, especially in peacetime scenes, symbolizing love in the broad sense of the word. Usually the mention of the flower sounds in the following context: "azure flower - steppe tulip ..."; "azure" here (according to V. I. Dahl) - "terry".

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