

METHODOLOGY FOR STUDYING CHINGIZ AITMATOV'S STORY ABOUT "THE WHITE SHIP"

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ABSTRACT

The work of Chingiz Aitmatov, the great representative of the fraternal Kyrgyz people, the favorite writer of world readers, is distinguished by a unique interpretation and high artistry of universal ideas. One of the factors ensuring the success of the writer's works is that at that time he raised pressing problems, was imbued with deep realism and high ideas of the nationality. The article discusses how Chingiz Aitmatov might study "White Ship"

Keywords: Technique, Chingiz Aitmatov, story, "White Ship", brother, literature, fiction, interpretation, symbol, folk

INTRODUCTION

Chingiz Aitmatov is one of the artists who has had a significant impact on the development of world artistic thinking. These unique works of art, created by a great creator, deeply penetrated the hearts of Uzbek readers. Chingiz Aitmatov, thanks to his high talent, tireless work and creativity, became a famous writer not only of the Turkic peoples, but also of the readers of the peoples of the world. With his active social activities, unique artistic creativity, the writer made a worthy contribution to the development of world literary and artistic thinking.

The works of Chingiz Aitmatov have been translated into more than 70 languages of the world. The writer's work "White Ship" is one of the masterpieces of world history. The theme of this work is characterized by relevance, high artistry.

In his works, Chingiz Aitmatov analyzes various aspects of human nature in a lively and reasonable manner. The skill of the writer is shown by giving the unity of nature and society, past and present, myth and novelty, fantasy and reality, legend and truth in an artistic image in a unique style. The story "White Ship" is one of the most beautiful works of the writer dedicated to the interpretation of purity and justice, bloodlust and its moral roots, national traditions and human values. In the work, the reader is a Boy who lives in the light of pure dreams, who earnestly believed that the fairy tales about the reindeer and the white ship are not fairy tales, but the truth, and watched for their fulfillment; Despite being extremely honest, sincere and truthful, the believing old man became dependent and mute because of his daughter and granddaughter's peace and tranquility, therefore, he even went as far as to kill Mother Deer; Human value and nature, national value and tradition - a barbaric character who treats everything as money, comes across characters like Orazkul.

The main issue expressed in the story "The White Ship" is the problem of man and nature and the moral issue arising from it. More precisely, the story depicts two worlds: evil and good, tyranny and justice, punishment and loyalty. These two worlds are embodied on the one hand

in the images of Mo'min chal, Bola, and Kulibek, and on the other hand, in the image of Orazkul, who is deprived of human qualities.

In the story "White Ship", the writer uses symbolic images to reveal the essence of the work. In fiction, a symbol is one of the widely used methods of representation, and it means the expression of events or concepts that are difficult to clearly imagine through things that are clearly visible to a person's eyes.

In the story "The White Ship", the antlered deer is a symbolic image, it is a symbol of kindness, goodness, nobility, and kindness that can never be completely lost. At the same time, Mother deer can be called a national symbol.

In the story, the fish and the white ship also carry symbolic meaning. For example, a fish is a symbol of will and power for a child. Because he can swim for a long time in the water, he does not close his eyes and does not catch his breath. At the beginning of the story, the child's thoughts about the fish are given, and the author prepares the reader to a certain extent for the tragic end of the work. The boy looks forward to seeing the white ship that will deliver his dream from afar, looks at it with envy and admiration. As the white ship recedes, he imagines: "He dreamed of turning into such a fish that all the parts of a fish - body, tail, fins, fins - would pass to him, but only his head with a thin neck, floppy ears, scratched nose stop if it stays. Let the eyes remain as they are. But not like now, let them see like real fish."

As a result of the killing of the mother steam, the child, whose hopes and dreams are dashed, turns into a fish, falls into the water and dies in order to reach the White Ship. imbued with aesthetic meaning.

Genghis Aitmatov's life and work are taught in literature textbooks in secondary schools. Before starting to read "White Ship", the teacher can divide the text of the work into hours, plan which part should be read in the classroom and which parts should be read at home, it will save time. This can be done as follows. In the first lesson, after a short conversation about the writer, the work is read and ends with a part like "Thus the tale of the white ship ended." The next hour ends with the sentence: "Mother deer, before leaving, said that she will never set foot in these places from now on...". Reading the rest of the text is assigned as homework. When reading the story, children's attention is focused on the two sentences at the beginning of the story. The task is to find a title for the fairy tales.

After reading the text, in the process of analysis, it is necessary to revive the situation in which the child in the story lives in the imagination of the students. Then the children develop the ability to visualize the story described in the work, to feel the feelings of the hero, and to express the situations in their imagination in words.

Working in groups. Each group is given the following tasks based on the text of the work:

Group 1: What makes the hero of the story so happy? Thoughtfulness in a child. How did it feel to be able to wonder, to feel everything, even inanimate objects? Can you be this happy about something? What for?

Group 2: Why does the boy make friends with the stones and talk to them, why does he consider the stone as an enemy? Why does a child like ivy flowers? Think about how Shiroijins' are related to the child's heart and nature, and the reasons for the secret crying in the bosom of these bushes.

Group 3: Talk about the reasons why the qualities of the child's grandfather, the open-minded old man Momin, are ready to do something good even for someone he barely knows, he is always at the service of everyone, he is loyal and polite to everyone, sometimes they work to the detriment of the grandfather. .

Group 4: "Momin was from the deer family, he was very proud of this and would not leave any of his tribesmen in the fight." What is the reason for this? Why does the writer Momin consider the old man to be a rare happy person?

Protection of group opinions:

When the opinions are defended in the groups, during the discussion, the children's attitude towards the creatures of nature, their love, and the fact that they feel that they are destined for them to some extent, are transferred to the students. Trying to evaluate the right or wrong attitude of the people around to the old believer creates a student's attitude towards people and life events, forms a point of view. Thinking about the nature of the grandfather, who does good to people and does not ask for anything in return, teaches students to look at life more seriously, to look carefully at people's behavior.

After reading the continuation of the text, students are asked the following questions.

Task 1. Find out from the text and try to explain why the mother deer has more reason to hate the human race than to love it and save its offspring.

Task 2. What did Baymoq mean when she said to the deer mother: "If the children of men repay you with evil for your good, you will be blind to yourself"?

Task 3. The mother reindeer said to the children: "Generations will not forget the language you brought. They enjoy speaking and singing in their own language. Comment on the thought "Live as people should live".

Task 4. What was the belief in the Antlered Deer among the descendants of Buguboy, and what was the reason for this belief to be damaged?

Task 5. To what extent do you think that the sentence "new people were born who did not see what it is all their lives" is true for you?

Task 6. Reread and comment on the child's reaction when he sees the head of the Antlered Mother Reindeer.

Task 7. How did you feel about Orozgul's behavior in taking the antlers of the killed deer?

When answering the above questions, students express their opinions independently. The mentality, experiences and situation of the hero of the work teaches the students to feel a different person on the example of the hero. Students should listen carefully to each other's opinions. Then they will be formed as people who do not repeat the opinions of others, have their own views, are able to think independently, and can make firm decisions on their own. In order not to bore the students, you can organize a game that is interesting for them. For example, the Golden Crown game is organized as follows.

"Play of throne" can be used to organize reinforcement and generalization lessons after the completion of a major topic or a section. The teacher prepares for this in advance. "Crown" and the names of the works or characters that will be installed on it are sufficiently prepared. This is "Find the name of the work", "Say the name of the character", etc. it can be.

A student is brought out to the blackboard and crowned with the name of a work or hero without being shown. The task is briefly explained to him. The students in the class are watching him. The crowned student can only ask the students in the classroom questions that they can answer with a yes or no. For example, if the name of a hero is written on the crown, such questions can be asked. Is it a masterpiece? A hero? From "Susambil" or "White Ship"? Then students answer only "yes" or "no".

Students sitting in the classroom should not give excessive information and explanations. In one lesson, several students can participate in the "crown game" in turn or at the same time. The student who finds the answer by asking the fewest questions is encouraged.

The story "White Ship" is a story that occupies a special place in the creative heritage of Chingiz Aitmatov. Romance, fairy tales and symbolic methods in the story are subordinated to realism and serve to express life events artistically. That is why the short story "The White Ship" is given the subtitle "After the Fairy Tale", which means that this story is not a fairy tale, but real life after the fairy tale and its symbol.

An important condition for improving the effectiveness of teaching the literature of the fraternal nations is to increase the knowledge and creative activity of students. It is also the choice of work methods that require active learning of knowledge, questions and assignments aimed at independent research of students, organization of creative written works, extensive use of modern educational methods and visual aids.

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