



Study of Artistic Character Characteristics as an Organ Element of Work Analysis

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Abstract: This article is devoted to the problems of working on character traits of heroes in connection with the analysis of a work of art in special literature classes of creativity and specialized schools. In the article, the analysis of the work as a creative process, the complex aspects of students' activity, the issue of the proper organization of the analysis process is highlighted.

Key words: image, character trait, character, appearance, situation, description of objects.

The main content of fiction is to describe the position of people in society, their interactions and relationships. Critics interpret the image as a picture of a person's life. The main composition of the work is the image of the people depicted in the work.

When creating the image of the character, the writer describes the information, experiences and his personal point of view related to the selected topic through the actions and characteristics of the character, worldview. The way the author understands life, the way he wants to see it, embodies these wishes in the image. (1;109)

It is known that character traits are studied by observing the course of events in the work and the hero's actions in certain episodes. The participation of the character in the development of events is studied by telling the story of the work.

The character is described not by making generalizations, logical conclusions, but by defining some of his features as much as possible.

7th graders are recommended not any work to identify only some features of the hero's character, but works that are easier to understand and can easily identify the specific characteristics of the character. (2;89)

It is known that in works of art, there are episodes describing a single plot and the interactions and conflicts of the hero with certain characters in its development. The sum of these episodes constitutes the overall content of the work. That is why it is convenient and easier to study some episodes in the process of learning the character.

When studying the character of the hero of the work in the 7th grade, first of all, it is necessary to determine the opinion of the writer about the hero and his attitude towards him. For this, the main attention of the students is focused on this issue when analyzing the work. Then, in the development of the plot of the work, the continuation of this idea is followed and studied. In the course of the development of the plot, it is also studied how the hero under study interacts with the characters participating in the plot. As a result, students form an idea about certain characteristics of the hero.

It is known that the work of Rasul Khamzatov is studied in the 7th grade special literature program. The poet's thoughts about his native language are reflected in the passage from the poet's work "My Dagestan"(3;67). Before analyzing the character traits of Abutolib, the students will familiarize themselves with the text "Language" describing the power of words.

After getting acquainted with the text, the students will focus on the character of Abutolib and talk about his actions during the development of events. After this conversation about the events of Abutolib's life, we begin to identify the characteristics of this character. In order to analyze the image of Abutolib and determine his characteristic features, it is necessary to find answers to several important questions.

1. For what purpose does Abutolib appeal to a passenger wandering the streets of Moscow?
2. In which languages does the English tourist tell him that he does not understand the question?
3. In which languages did Abutolib want to ask the English tourist?
4. How did Abutolib behave when he met a cultured Dagestani?

The students' correct answers to these questions form Abu Talib's characterization. Readers will appreciate all the characteristics of Abu Talib, who showed courage in preserving the language of his people, making the next generation literate, and fighting against the cultured people in quotation marks.

After the students identify Abu Talib's characteristics of justice, generosity, philanthropy and friendship, can he be compared to the characters in other works? - they stop when they come to the question. At this point, the teacher must give a special understanding of the historical evaluation of each work and its hero. Because the concepts of heroism, friendship, patriotism are relative according to the time.

In addition, people with different times and living conditions have different understandings. Virtues can also be limited in a person of a certain era depending on the level of his time, and in another, these qualities can have a deep essence. Because of this, can the teacher compare Abu Talib's bravery to the hero of Makhtumquli's poems? should fully answer the question.

When all the characteristics of the character are determined, the exercise related to his characteristics is completed. Finally, students will write an essay on the topic "Language is a symbol of culture." This essay aims to highlight some of Abutolib's characteristics based on the events of the plot.

Special attention is paid to the study of world literature in special literature classes of creative schools. According to the program, in the 7th grade, along with Rasul Khamzatov's essay "My Dagestan", an excerpt from Chingiz Aitmatov's short story "The First Teacher", Mark Twain's stories are planned. Let's look at Chingiz Aitmatov's story "The First Teacher" (3;131). In an excerpt from the story "The First Teacher", Duchenne describes the hard life of a teacher whose father Toshtanbek once left the farm.

In the textbook Duchenne describes the difficulties faced by the teacher in the way of making the children of the village literate and how the students whom the teacher taught became real people in the future. Although the plot showing the development of an almost certain event is not exaggerated in this story, it describes the opening of a new school in the village and the memories of academician Oltinoy Sulaimanova, who left the village, about the teacher Duchene. In order to determine the points related to Duchene's description, the teacher first makes a plan, and the students identify the points from the text that represent the content of this plan. This characteristic is as follows.

Characteristic features of Duchenne's image.

Appearance. "I didn't know Duyshen very well. He resembled an old, tall, lanky man with an eagle's skull."

"...a strange young man in a military overcoat, whom I had not seen before, appeared in our yard. I also remembered his overcoat, for some reason, because it was made of black cord.

Dealing with people.

While they were sitting closer to the fire, Kartanboy sighed and calmly said: "It's going to happen. Could it be possible to escape from the fate?" Why don't you leave so late? - The meeting in the center is long, Karake. I finished the work. - It was good. Well, if that's the case, if you stayed the night and arrived the next morning, no one would touch you. - I promised the children that I would arrive today, we will start the lesson tomorrow morning, - replied Duyshen. "Eh, you fool!" - said Kartanboy, even standing up and shaking his head in anger: - Do you hear, old woman, he promised the children, this cat, the tyrants! What would happen if there was a disaster? Do you understand what you are saying!?! - This is my sacred duty, my personal work, Karake.

- I understand that you feel sorry for me, Karake. Let's suppose that if the children were to go to school, what is the point of studying, and who would we become, then what would be the government's work and our future? For me, teaching is not a profession, Look, if I could give children a better education, I would achieve my main dream.

Condition and item description

When the old man's eyes were closed, a strong wind broke his peace. A mad hurricane shook the roof beams and windows with its claws and shook everything upside down. Outside, you could hear the chain rattling against the walls. The writer's attitude to Duchenne. "Besides, another reason why I feel guilty is that at the opening ceremony of the new school, I think that all the honors should have been given not to me, but to another blessed person, and not to me, but to him. First of all, the first teacher of our village - the old man Duyshen - deserved it... Young people do not know what kind of teacher Duyshen was in his time. Most of the representatives of the older generation are no more. Many of Duishen's students died in the war, they were true warriors. I had a duty to tell young people about our teacher. He would have done the same if he were in my place... I will still go to my teacher, answer everything and ask for his forgiveness. These examples illustrate several characteristics of Duchenne.

Students can find in the text a description of the teacher's clothes, portrait, dealings with people, living conditions and household furnishings. However, Chingiz Aitmatov's attitude towards Duchenne and his thoughts about him are difficult to determine. Because the writer does not openly express his thoughts about Duchenne. Here, the teacher points out that the writer can express his thoughts and goals in the language of the character he likes. After that, the attention of the students is drawn to the relationship between Oltinoy and Duchene's teacher, and how he looks at the teacher "with a sense of guilt". This "feeling of guilt" indicates Aitmatov's attitude towards Duchenne's teacher.

Quotations chosen by students based on the plan serve as material for oral characterization.

After students have reviewed their chosen material, they begin to create an oral description. The description is preceded by the author of the work, about whom it is written, and then the description of the author.

In the above examples, when creating the description of the hero of the work, the example of determining the characteristics of the character was considered depending on the direction of the event of the work, the development of the plot. In these examples, first the individual characteristics of the character were studied, and then these characteristics were reduced to a certain order, thus, the characteristics of the character were formed.

Studying the character of the characters in the 8th grade is quite different from the characterization exercises in the previous grade with its more complex aspects. Firstly, now it is necessary to approach the analysis of the character from the point of view of the requirements of literary theory, and secondly, it is necessary to determine not how the character is depicted, but what the writer wants to say through this image. Usually the question of what the writer is saying about the character is explored by drawing logical conclusions. So, here the images are not only analyzed, but also a synthesis is made from this analysis. If the conflict between certain classes or groups constitutes the collision of the story of the work, often some characters participate as representatives of certain

classes. Thus, the collision is represented by reality as a clash of some characters. As long as the events described in the works of art are a description of a historical period, the history of people's life and struggle, it is necessary to approach the work of art from the point of view of the requirements of the historical conditions reflected in it. Secondly, the characters of the work of art reflect the characteristics of almost the majority of people of their time. Because of this, these characters become typical examples of their peers.

In the 8th grade, when studying the character of the heroes of the work, it is determined that the character's aliveness, the character of the image that constitutes this typicality (all the features and qualities in it) are the product of certain historical conditions. Therefore, the characteristic features of the image, as seen above, are not based on some episodes, but from the beginning of the event of the work. It is studied as a generalization of the qualities that appear until the end.

In the 8th grade, the drama "Jalaluddin Manguberdi" (4:37) by Maqsud Sheikhzada is studied. In order to determine the complex characteristics of Jalaluddin's image, it is necessary to know the conditions of the period in which he was brought up. Without a certain understanding of the period described in the work, it is impossible to fully understand the important issues raised in it.

Students will get acquainted with the first act, the first appearance of the drama. Before proceeding to the analysis of the work, the teacher gives information about the general content of the drama, especially about the parts that are not studied in the classroom. Before this information, the historical period and the caste of the characters in the work are explained.

At the time of its release, the drama was considered a historical work. This is because the play depicted historical events. It is known that the Mongol invasion was an extreme manifestation of oppression in Movaraunnahr. The theme of the liberation of the Motherland was especially relevant during the Great Patriotic War, when the work was written. Students will learn about this in the textbook through the citation of events related to Usman Yusupov. Unlike his father Khorezmshah, Jalaluddin Manguberdi did not bow down to the Mongol invaders, but looked directly at the enemy. In this way, he sacrifices his loved ones and his family. Students will understand that bravery and not backing down even in difficulties is one of the important aspects of Jalaluddin's image while familiarizing with the work.

1. A brief account of the historical evidence of the Mongol invasion should be given. These historical events make the readers admire the noble qualities of Jalaluddin Manguberli.
2. If the description of Jalaluddin's character is illuminated with information about historical conditions, all his human qualities will be well understood by the readers.
3. In conclusion, when the reader gets acquainted with the work of art, he not only learns new events, but his understanding of life is enriched, a certain feeling and impression is created. In addition to providing aesthetic pleasure, this exposure leads to thinking.

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