

THE ROLE OF THE TYPOLOGICAL METHOD IN THE STUDY OF THE WORKS OF NAVOIY AND SHAKESPEARE

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Abstract:

This article provides the role and importance of the comparative-typological method in the study the saga of "Layly and Majnun", the tragedy of "Romeo and Juliet" is shown on the example of the researches of Uzbek scientists who have compared the works of A. Navoi with the works of Shakespeare.

Keywords: comparative-typological method, Navoi, Shakespeare, epic, tragedy, the methods of the "Essay", "Paradoxes", "Word- Image- Thinking".

NAVOIY VA SHEKSPIR ASARLARINI CHOG'ISHTIRIB O'RGANISHDA TIPOLOGIK METODNING O'RNI

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Annotatsiya:

Ushbu maqolada A.Navoiy asarlarini Shekspir asarlari bilan chog'ishtirib o'rgangan o'zbek olimlarining tadqiqotlari misolida "Layli va Majnun" dostoni hamda "Romeo va Julyetta" tragediyasini o'rganishda qiyosiy - tipologik metodning o'rni va ahamiyati ko'rsatilgan.

Kalit so'zlar: qiyosiy-tipologik metod, Navoiy, Shekspir, doston, tragediya, "Esse", "Paradokslar", "So'z -obraz-fikt" metodlari.

Аннотация:

В данной статье показана роль и значение сравнительно-типологического метода в изучении эпоса «Лейли и Меджнун» и трагедии «Ромео и Джульетта» на примере исследований узбекских ученых, сравнивших произведения А. Навои с произведениями Шекспира.



Ключевые слова: сравнительно-типологический метод, Навои, Шекспир, эпос, трагедия, методы «Эссе», «Парадоксы», «Слово-образ-мышления».

Introduction

The problem of using the method of comparative-typological analysis in the study of a work of art is as relevant today as ever. Gradual improvement of the work done in this area is one of the important tasks facing today's comparative literary studies, literary methodology, literary theory. True, a lot of work is being done on the implementation of artistic analysis based on various approaches and methods, there are certain experiences in this field. However, nowadays the role of comparative analysis methods is incomparable in comparing the examples of Uzbek literature, especially classical literature with the masterpieces of world literature, and determining the place of Uzbek literature in modern literature. Comparative-historical, comparative-comparison, and comparative-typological methods, which are the main methods of comparative research, help to fully understand the dynamics of the literary process, succession and exchange of traditions, and artistic values.

LITERATURE ANALYSIS AND METHODOLOGY

The comparative-typological method refers to the analysis of phenomena that have similar means, but are not related to each other by origin. After all, typology is a comparativist concept that helps to understand the common aspects in the literature of peoples whose language, history, and culture are completely different from one another genetically. The typological study of literary phenomena plays an important role in understanding the general processes taking place in world literature. Slovak scientist D. Dyurishin is the world's leading specialist in the field of typological study of literature [2]. The scientist says that typological analysis is one of the important issues of literary studies, and its task is to determine the essence of literary influence. D. Dyurishin recommends studying typological similarities by dividing them into three types:

1. Social-typological similarities (reflection of social conditions in the ideological-philosophical content of the work).
2. Literary-typological similarities (similar and different symbols in works of art from the point of view of literary direction, genre, composition, subject, system of images, motives, pictorial means, ideological-psychological approaches, etc. learning).
3. Psychological-typological similarities (spiritual closeness of the compared authors and individual-psychological tendency to create in a certain genre) [3, 47-48].

A. Fitrat started writing a scientific work using the comparative-typological method in Uzbek literary studies. The use of scientific researches based on typological analysis of N. Toirova, A. Qasimov, B. Khalikov, Z. Qobilova, G. Halliyeva, Suvon Meli, Uzog Dzhorakulov, X. A. Mamatkulova, I. Ismailov in literature education will increase students' interest in world literature. , would have served to increase the reading level.



DISCUSSION

No matter which famous work we choose, it is, first of all, the creative heritage of a representative of a certain nation, the spiritual wealth of this or that nation. For example, Alisher Navoi's works are not only the spiritual heritage of the Turkic peoples, but also the intellectual wealth of the peoples of the whole world. Because universal ideas such as humanity, bravery, and friendship expressed in the works of the poet are equally valuable and important for all peoples.

In Uzbek comparative literary studies, the study of Navoi and Shakespeare's works by the method of comparative-typological analysis began not so long ago. H. Mamatkulova's good work, which began with the candidate's thesis "Commonality and originality of artistic principles in the work of Alisher Navoi and William Shakespeare (in the example of the epic "Layli and Madnun" and the tragedy "Romeo and Juliet")", such as Suvon Meli, S. Hamroyev, S. Avezov researchers continued [6],[8],[5], [2].

RESULTS

Today, modern educational technologies (developing educational technologies, technologies leading to full mastery of science) and interactive methods are used in the teaching of literature and related subjects. "FSMU", "SWOT-analysis", "Fan", "Venn diagram", "Essay", "Paradoxes", "Word-image-thought" of teaching when studying a work of art using the comparative-typological method" such interactive methods are useful. These methods have an educational character in addition to the educational purpose.

1. "ESSE" method

Esse is a French word that means "experiment", "model". An essay of 1000-5000 words on the proposed topic. It includes the student's initial or general outlook on the topic. The author provides a number of well-founded arguments to support his point of view on the topic.

Scope: This method is used in practical training or independent education.

Esse yozishdan maqsad: muallifning o'z qarashlariga boshqalarni ishonirishi, taqdim qilinayotgan fikrning boshqalar tomonidan qabul qilinishiga erishish, o'quvchi - talabalar bilan fikriy muloqot o'rnatishdir.

Selection of the topic for the essay: The professor-teacher gives a problematic question as the topic for the essay. For example: "I think that the concept of love glorified in the epic "Lily and the Madman" is ironically presented in "Romeo and Juliet".

Essay requirements: 1) not to deviate from the topic; 2) having a personal point of view; 3) to be able to see the solution of the problem; 4) being able to justify personal opinion with evidence; 5) style, clarity of expression; 6) compliance with spelling rules.

Expected result: the student will learn comparative works of art, acquire the skills of comparative analysis; the competence of scientific thinking increases.



2. "PARADOXES" method

Scope: lecture, practical training

Application of the method: Before starting the professor-teacher's lecture, in order to activate the students' knowledge, he asked the audience, "Can the loyalty of Laila and Majnun, Romeo and Juliet to each other serve as an example for the youth of the 21st century?" with a question, briefly writes the students' thoughts on one side of the board. Then, on the basis of the plan, he explains the concept of love in A. Navoi's epic "Layli and Majnun" by comparing it with the theme of love in "Farhad and Shirin" and Shakespeare's tragedy "Romeo and Juliet". After listening to the lecture, the students are left in a misunderstanding because the ideas they knew to be correct turned out to be wrong, and they try to find the error.

There are 5 rules of the "PARADOX" method:

1. Before applying the method, students' knowledge should be activated.
2. The student's thoughts about the process being taken as the object of the paradox must be wrong.
3. After listening to the lecture, the students should face the problem situation themselves and be confused, i.e. be surprised, when what they knew to be right turned out to be a mistake. This is very important, and that's why they start thinking actively. They compare the two works and try to find the error.
4. Paradox should not be confused with some difficulties.
5. The method of paradoxes is a bridge between the student's previous knowledge and new knowledge. Making the student feel this process helps the new knowledge to be consolidated in his memory.

Expected result: students will study the two great love stories of the East and the West, as well as the scientific works written about them, analyze their common and different aspects, identify the causes of misconceptions.

3. "SO‘Z – OBRAZ - FIKR" metodi

Scope: lecture, practical training.

Application of the method: small groups are given excerpts from the works of art being compared. Students identify which image the passage refers to. They describe the image. They think what idea the author has imposed on this image. The conclusions of the teams will be read out. Similar and different signs of the compared images are identified.

Task 1:

| | |
|----------------|--|
| Word | People of love are pure if they are of this type, What the hell if he dies? May the love be fulfilled, Let love be forbidden to him. ("Layli and Madnun") |
| Image | |
| Opinion | |

Task 2:



| | |
|---------|---|
| Word | Come on, let's perform the ceremony, May you both have a happy marriage. Until then, you can't be left alone. (Romeo and Juliet) |
| Image | |
| Opinion | |

Expected result: students will try to understand the true purpose of the author by describing the characters of the two works being compared. This method will guide students to creative thinking.

CONCLUSION

As a result of the theoretical and practical study of scientific research on the method of comparative-typological analysis, the following conclusions were reached:

1. Alisher Navoi's epics "Farhod and Shirin", "Layli and Madnun", "Saddi Iskandari" in the science of Navoi studies with William Shakespeare's tragedies "Hamlet", "Romeo and Juliet" subject, image, artistic pathos, the uniqueness of the concept of love in them, it is possible to conduct a comparative-typological study from the point of view of universal human values.
2. The reasons for the commonality of ideas put forward by Navoi and Shakespeare go back not to the influence of literary communication and styles, but to the problems and mood of the time when the works were created, and the writer's talent and thinking capabilities in their artistic reflection.
3. Navoi and Shakespeare tried to directly express all the principles of humanism in their creative, scientific and social activities. This is evident in their common views on the head of state, raising the status of the national language and laying the foundation for its development, personal freedom and human love.
4. A comparison of Alisher Navoi's epic "Layli and Majnun" with Shakespeare's tragedy "Romeo and Juliet" shows the ideological closeness of the relationship of the two great creators to the concept of love. From the point of view of the two thinkers, the great foundation of perfection, the highest peak and source of unquenchable light is love.
8. The "word-image-thought" method is an interactive method invented by the author, which serves to develop students' creative thinking and to develop the ability to write scientific articles.

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