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XALQARO ILMIY-AMALIY ANJUMAN

MATERIALLAR TO'PLAMI

"ADVANCED METHODS OF ENSURING QUALITY OF EDUCATION: PROBLEMS AND SOLUTIONS"

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O'RTA MAKTABLARDA DRAMATIK ASARLAR MATNI TALQINI VA ADABIYOTSHUNOSLIK ATAMALARINING BERILISHI (U.SHEKSPIRNING "HAMLET" TRAGEDIYASI ASOSIDA)

N. Akindikov [1]

Annotatsiya:
Ushbu maqola o'rta maktablarda dramatik asarlar matnining talqini va adabiyotshunoslik atamalarining berilishi haqida keltirilgan bo'lib, asosan U.Sheksperning "Hamlet" tragediyasi asosida tahlil qilinadi.

Kalit so'zlar: dramatik asar, tragediya, Hamlet, badiiy matn, syujet.

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O'zbekiston Respublikasi xalq maorifi tizimida amalga oshirilayotgan yangi islohotlar, Uchinchi Renessans boshlanishi deb nomlanayotgan davr talabi ta'lim-tarbiya jarayonining ijtimoiy-siyosiy, ilmiy-nazariy, iqtisodiy hamda tashkiliy asosi bo'lmish "Ta'lim to'g'risidagi Qonun" va u bilan bog'liq me'yoriy hujjatlarni zamon va bugungi kun talab hamda ehtiyojlarlariga moslashtirib qayta ko'rib chiqishni talab qilmoqda. Bu talablarning zamirida esa ta'lim muassasalari faoliyatini samarali tashkil etish, jamiyatda o'qituvchi nifuzini ko'tarish, uning sifatli amaliy faoliyat ko'rsatishi uchun sharoit yaratish, moddiy va ma'naviy rag'batlantirishga alohida e'tibor qaratishni taqozo qilmoqda. Ushbu vazifalarni amalga oshirish uchun esa har bir fan, predmetning o'qitilishidagi mavjud holatni tahlil qilib, yutuq va kamchiliklarni aniqlab olish muhim. Ushbu holatlardan kelib chiqib, o'rta maktablarimizda chet el adabiyoti namunalarini o'qitishning ayni paytdagi holatini turli aspektlarda, jumladan tur va janrlar kesimida o'rganish va tahlil qilish ham muammoni yoritishda hamda muayyan darajada hal etishda zaruriy omil bo'lib xizmat qiladi, deb xisoblaymiz.

Shekspirning "Hamlet" tragediyasi matni Jamol Kamol tarjimasida maktab darsligida tabiiy ravishda qisqartirilgan tarzda beriladi. Darslikda tragediya birinchi pardaning to'rtinchi sahnasi, Hamlet va otasining Arvohi uchrashuvidan boshlanadi. U do'stlari Gorasio va Marsellarning qarshiliklariga qaramasdan, o'zini chorlayotgan Arvoh ortidan bir chekkaga boradi va uni otasining arvohi ekanligidan, saroyda mudhish qotillik yuz berganligidan xabar topadi. U Arvoh sahnani tark etgach bu sirdan do'stlarini voqif qilmoqchi bo'ladi, ammo buning uchun ular qilichda ont ichishlari kerak bo'ladi. Asar syujeti, voqealar rivojining tugunini tashkil etishi bilan birga, bosh qaxramon Hamlet psixologiyasi va xarakterida sodir bo'ladigan o'zgarishlarni asoslovchi sahna ko'rinishidan so'ng, darslik mualliflari quyidagi savol va topshiriqlarni berishadi. Umuman, ta'kidlash joizki, darslikda beshta sahna ko'rinishi qisqartirilgan holda berilgan bo'lsa, ularning har biridan so'ng shu tarzda savol va topshiriqlar matn mantiqidan kelib chiqib beriladi:

1. Asardagi arvoh timsolining badiiy vazifasini izohlang.

[1] *Akindikov Nurmaxambet Borantayevich, SamDCHTI o'qituvchisi*

2. Hamletning "Xo'sh, nimadan qo'rqay? Hayotimni bir chaqaga ko'raman qimmat. Axir, nechuk yetkazolsin ruhimga zahmat" iqrori uning tabiatida qanday jihatni ko'rsatadi?

3. Arvohning "Kim bo'larding, agar bunday tug'yon urmasang? O'lik daryo suvlarida bujmayib o'sgan, Baqa to'ni, sassiq alaf bo'larding balkim" so'zlari ma'nosini izohlang.

4. Otasidan: "O bu dahshat, dahshat, dahshat! Nomus ila or, Yuragingni yondirmasa, urinma bekor" tarzida topshiriq olgan Hamlet tuyg'ularini sharhlang.

5. "Qodir qasos qanday qoyim bo'lmasin, faqat Sen ruhingni musaffo tut, onangga tegma. Unga odil hakam, uning loyiq javobi –Tangri taolo, yana vijdon azobi" so'zlariga tayanib, marhum qirol tabiatini sharhlang.

Agar diqqat qilinsa, "Hamlet" tragediyasi matniga nisbatan savol va topshiriqlarning barchasi konseptual xarakterga ega bo'lib, har bir sahna-ko'rinish matniga alohida tuzilgan. Ularga javob topish uchun o'quvchi matnga murojaat qilishi, uning mohiyati to'g'risida fikr yuritishi lozim bo'ladi. "Bola tafakkurida bir necha idrokiy bosqichlarni o'tashi orqali badiiy haqiqatdan hayotiy haqiqat tomon boradi. Bu yerda qiziq bir holat kuzatiladi. Ijodkor badiiy asar yaratar ekan, hayot haqiqatini badiiy haqiqatga aylantiradi,- deb yozadi, yuqorida dissertasion tadqiqotini zikr etib, iqtibos keltirganimiz, mazkur darslik mualliflaridan biri V.Qodirov. Olim bu fikrini shunday davom ettiradi: -Adabiyot darslarida muvaffaqiyatli tuzilgan savol, topshiriqlar esa ters jarayonni vujudga keltiradi: o'quvchi badiiy haqiqat orqali hayot haqiqatiga qaytadi, turmushga chuqurroq nazar tashlaydi, olam va odam muammolari borasida fikr yurita boshlaydi."

O'rta maktablarning adabiyot fani bo'yicha o'quv dasturlari va darsliklar tahlili nazariy adabiyotshunoslik tushunchalari va atamalari tizimini aniqlash imkonini beradi. Maktab adabiyotshunosligi badiiy matndan so'ng beriladigan tagmaqola, janr to'g'risida mulohaza, ba'zan sharhlar tarzida beriladi. 8-9-sinnflarda Shekspir ijodiga bag'ishlangan maqola uslubiy va imloviy xatolar mavjudligi hamda mazmun-mohiyatiga ko'ra o'z vazifasini yetarli darajada bajra olmaydi. Tanqidiy maqolalarni nazariy-adabiyotshunoslik tushunchalarini, adabiyoti tarixi qonuniyatlarini o'rganish bilan uyg'un tarzda taqdim etish maqsadga muvofiq; tanqidchilikka murojaat qilish adabiyotga ilmiy yondoshishni shakllantiradi, shuningdek ilmiy atmalar, tushunchalar maqolani tushunishga yordamlashadi.

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