

Problems in Teaching Dramatic Works and Ways to Overcome

Rakhmatova Karima Erkinovna

Tashkent state of university Uzbek language and literature, 1st course master student of Uzbek language and literature

Abstract: Dramatic works teach students to deeply understand human emotions and help them comprehend society through individual characters and personalities. This genre not only provides aesthetic pleasure but also offers a broad opportunity to explore moral values and social issues. However, numerous challenges arise in teaching dramatic works in the educational process. This article extensively analyzes the main difficulties faced by students and teachers and offers recommended methods for effectively teaching dramatic works.

Keywords: dramatic works, innovative methods, challenges, motivation, artistic taste.



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Introduction

Dramatic works are considered one of the most challenging genres to study in schools and are therefore less frequently included in literature textbooks compared to other genres. The literary scholar Q. Yo‘ldoshev, in his book “Badiiy tahlil asoslari”, emphasized the importance of introducing dramatic works to students from an early age to aid their spiritual development. For this reason, it is recommended to include more high-quality dramatic works in the national curriculum.

Teaching and analyzing dramatic works require a unique approach. This is because understanding and analyzing drama, which is a synthesis of both verbal and theatrical arts, demand additional intellectual and emotional effort. In the absence of explicit character descriptions by the author, students need significant mental effort to understand the characters’ situations, psychology, and personalities.[1] The motivation and interest of students in dramatic works largely depend on the pedagogical skills and abilities of the teacher.

Methods

The research was conducted in the following stages:

1. Analysis of literature:

Scientific articles, methodological manuals, and textbooks on pedagogical methodology, the theory of drama, and educational technologies were studied. This helped in theoretically analyzing the challenges of teaching dramatic works.

2. Practical observation:

School lessons were observed to analyze the methods used to teach dramatic works in the learning process. During the observations, students' difficulties in understanding dramatic works and teachers' methodological approaches were noted.

3. Surveys and interviews:

Surveys were conducted among students and teachers. Their feedback helped identify the challenges in teaching dramatic works and develop effective solutions.

4. Experiment:

Innovative methods were applied in teaching dramatic works in the classroom. This made it possible to observe changes in students' interest and comprehension levels.

Results

The research was conducted at School No. 8 in the Yangihayot district of Tashkent City, targeting students from grades 8 to 10. The study identified the following problems and their causes:

1. Complexity of language and style:

Many dramatic works are written in archaic styles with complex language. For example, Fitrat's "Abulfayzxon"[4] or Shakespeare's plays may seem unfamiliar to modern students.

2. Challenges in understanding characters' psychology:

Dramatic works often portray the emotional and psychological states of characters in depth. Students struggle to grasp these complex feelings. For instance, Othello's emotional turmoil in "Othello" or the conflicts in "Temir xotin"[9] demand careful interpretation.

3. Lack of stage performance:

Dramatic works are designed to come to life in a theatrical setting. However, the lack of stage performances in the classroom or insufficient use of this approach hinders students' understanding of the works.

4. Limitations in pedagogical approaches:

Many teachers still rely on traditional methods, such as merely reading and discussing the text. This approach fails to fully reveal the aesthetic aspects of dramatic works.

5. Low motivation among students:

Modern students show less interest in dramatic works, as they perceive them as irrelevant to their lives.

Discussion

To address the identified challenges, the following methodological approaches are suggested:

1. Addressing language and style complexities:

Providing modern explanations for complex words and phrases in the text.

Explaining the author's style using simpler and more relatable examples for students.

2. Teaching characters' psychology:

Conducting group discussions to analyze the emotional states of the characters.

Using role-play techniques to allow students to place themselves in the characters' positions and experience their emotions.

3. Expanding stage-based approaches:

Organizing lessons in the form of theatrical performances. Students can act out parts of the dramatic works as actors.

Showing short videos of staged performances of the works.

4. Utilizing innovative methods:

Implementing interactive technologies such as virtual theaters or audiobooks of dramatic works in the teaching process.

Encouraging students to create modern interpretations of dramatic works (e.g., short video clips or stage scenes).

5. Increasing motivation:

Demonstrating the relevance of dramatic works to students' everyday lives.

Explaining the social and moral significance of the works.

Conclusion

Teaching dramatic works plays a crucial role in developing students' artistic taste and analytical thinking skills. The problems and solutions outlined in this article provide new approaches to effectively teaching dramatic works. Incorporating stage performances into classroom activities, using innovative methods, and enhancing student interest can help overcome these challenges and make the learning process more engaging and productive.

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