

Pedagogical-Psychological Features of Studying Epics on The Basis of Independent Education

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Abstract: This article discusses the pedagogical and psychological characteristics of teaching examples of folk epics in the higher education system, teaching folk epics in literature lessons in connection with national values, forming and educating the qualities of a perfect person in young people, and studying folk epics on the basis of independent education.

Keywords: Didactic activity, psychological activity, examples of folk oral art, folk epics, national values, perfect person, upbringing, individual interests, abilities, pedagogical system.

Introduction: The reforms being carried out in the education system today are aimed at developing students' independent thinking, solving problems related to the formation of creative thinking and practical skills in students, based on individual educational trajectories. It is planned to gradually move to the implementation of these tasks in higher education institutions. The main task of higher education is to form a creative personality of a specialist capable of self-development, self-education and innovation. This problem is difficult to solve only by transferring knowledge from the teacher to the student in a ready-made form. The student must be transformed from a passive consumer of knowledge into an active knowledge worker who can formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness.

The current reform of higher education is inextricably linked with the transition from the teaching paradigm to the educational paradigm. In this regard, it should be recognized that student independent work (SIB) should become not only an important form of the educational process, but also its basis. In studies devoted to the planning and organization of students' independent work (L.G. Vyatkin, M.G. Garunov, B.P. Esipov, V.A. Kozakov, I.Ya. Lerner, M.I. Makhmutov, N.A. Polovnikova, P.I. Pidkasisty and others), general didactic, psychological, organizational and. activity, methodological, logical and other aspects of this

activity are considered, many aspects of the problem under study are revealed, especially in the traditional didactic plan. At the same time, it is a holistic pedagogical system that takes into account the individual interests, abilities, and inclinations of students, and issues of motivational, procedural, and technological support for independent cognitive activity require special attention.

In the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030, Chapter 3, entitled "Strategic Goals and Priority Areas for the Development of the Higher Education System", in Section 1, entitled "Expanding the Coverage of Higher Education, Improving the Quality of Training of Specialists with Higher Education", special attention is paid to the development of the necessary competencies of specialists, creative creativity, research, and logical thinking through "increasing the share of independent learning hours, developing students' independent learning, critical and creative thinking, systematic analysis, and entrepreneurial skills, introducing methodologies and technologies aimed at strengthening competencies in the educational process, directing the educational process to the formation of practical skills, and in this regard, widely introducing advanced pedagogical technologies, curricula, and teaching materials based on international educational standards into the educational process." During independent reading, the

following psychological aspects of the student are activated:

- Emotional sensitivity and empathy;
- Identification through historical images (similarity to the hero);
- Critical thinking and personal decision-making;
- Activation of memory, thinking and creative imagination.

The concept of "independent work" is multifaceted, and despite the significant pedagogical research conducted on the problems of independent work of students, there is no comprehensive approach to the essence and content of this didactic process. This concept expresses the following meanings:

- The student must complete the tasks himself, without the direct participation of the teacher;
- The student is required to be independent on the basis of thinking operations, self-direction in the educational material;
- The process of completing the task is not strictly regulated, and the methods of completing the tasks are freely chosen. The following independent tasks were found effective by teachers:

- Thematic analysis of the epic text;
- Writing an essay to illuminate the image of the hero;
- Creating cluster and concept maps based on the events of the epic;
- Preparing multimedia presentations.

Through these tasks, the student independently expresses his/her opinion, analyzes and approaches it creatively. By teaching epics, the student serves to increase the interest in creative passion in young people, further strengthen their interest in literature. It further enriches the imagination in a person. As a result of teaching epics, imagination develops in human thinking, is distinguished by the fact that it serves the development of his/her imagination and the formation of his/her free imagination. The main means of folk pedagogy are found in folk oral art, folk songs, folk dances and music. All this is embodied in folklore. As a result, there is a need to convey folklore works to the future generation in an understandable and unchanged form. Preservation and development of folklore works further enhances the possibility of preserving the identity of the nation, the state. Therefore, according to the researcher Ye.A. Medvedeva, in the field of psychological capabilities and pedagogical significance of folklore works in developing the emotional states of young people and increasing their activity, "art-related activities that manifest themselves in the early stages of ontogenesis help to manifest the individuality of a person as a subject of culture." Throughout human

history, folklore has occupied a key place in the system of personality formation. Among folklore works, the role of folk oral and musical art has a significant psychophysiological effect on a person by stimulating metabolism, minute blood volume, heart rate, and blood pressure. It leads to the activation of vision, hearing, and other receptors, as well as changes in the physiological and biological rhythms of the body and increased reactions. The study of epics has a positive effect on both psychological and human health. The results of small studies show that the study of epics affects the emotional development of a person, increases the role of emotional sensitivity and perception, and affects the listener's feelings, thoughts, and emotional-intellectual, as well as the mental state of a person. From a pedagogical point of view, the study of epics:

- moral education;
- awareness of national identity;
- development of artistic thinking;
- strengthening of historical memory.

By studying folklore works, a person changes in the following ways: First, mental activity is activated Second, intellectual and creative activity is optimized Third, it helps to concentrate attention Fourth, it improves short-term memory Fifth, it increases verbal and non-verbal intelligence Sixth, it stimulates imagination Seventh, it changes human behavior. Within the framework of the positive impact of folklore works on the transformation of human psychology and its development, N.V. Shutova in her research proposes a specially organized structural and dynamic system of folklore works, taking into account the unevenness and plasticity of the development of mental structures in childhood. The structure of the influence of folklore is expressed by the interaction of three subsystems, which are hierarchical levels of an integrated system. 1) psychophysiological level: activation of visual, auditory and other receptors, then physiological and biological rhythms of the body (blood circulation, respiration, internal secretion, etc.) change.), increased physical performance, changes in reactions; 2) psychological level: changes occur in the emotional and volitional sphere, the psychological activity of the individual, his perception, attention, memory change; 3) socio-personal level: music affecting the individual causes a cathartic reaction in him, changes and harmonizes him; worldview, value system, orientation of the individual, character are influenced by it. Thus, according to researcher N.V. Shutova, in general, folklore affects a person at the psychophysiological, psychological, socio-personal levels. Therefore, the study of the nature of its influence on the child's psyche should be carried out

taking into account this complex effect. Such a conceptual approach opens up new perspectives, in which folklore works are simultaneously a means of optimizing the emotional and mental activity of the child, leading to the spiritual growth and moral improvement of his personality. According to the largest researcher of children's folklore G.S. Vinogradov, "children's folklore is of interest to psychologists, representatives of scientific thought, and practical teachers". The study of individual genres of children's folklore in their intensive age dynamics serves as the basis for understanding the laws of the development of children's artistic thinking, which is formed mainly through the perception of works of folk art. Musical folklore is a corrective tool that helps to achieve the goal of correcting children's emotional disorders, developing all its parameters, as well as realizing the compensatory capabilities of the psyche associated with its affective components. Many psychologists in their research have established a connection between emotions and fantasies. According to L.S. Vygotsky, "emotions need a certain expression not in the mimic, pantomimic, secretory and somatic reactions of our body, but through our imagination. Folklore always contains secrets and adventures, a fantastic, fantastic element, clearly, transparently constructed conflicts." Perception of music, as a reflection of sound material in the human mind, is also a psychophysiological process, since the feelings and emotions caused by music require a certain reaction method from a person (inspiration, tears, laughter, heartbeat, breathing, pulse, various galvanic skin reactions). L.S. Vygotsky emphasizes in his works that art is a central feeling. Art feelings are intelligent feelings. Instead of expressing themselves in clenched and trembling fists, they are mainly resolved in fantasy images, he expressed his opinion

Uzbek folk epics are one of the most ancient and rich genres of our national literature. The process of studying epics is not only an important tool for mastering cultural heritage, but also for imparting spiritual, aesthetic, moral, and historical knowledge to the younger generation. In particular, the role of pedagogical and psychological approaches in this process is invaluable. The uniqueness of the pedagogical approach is goal-oriented teaching.

Studying epics based on pedagogical and psychological approaches is not only an analysis of a work of art, but also a means of instilling ideas such as humanity, justice, national values, patience, and selflessness. Every teacher should approach teaching epics not only with theoretical knowledge, but also with deep psychological sensitivity. The harmony of pedagogical and psychological approaches is important in

independent study of epics. From a pedagogical point of view, suitable methods, lesson organization forms and interactive tools are selected for students. From a psychological point of view, the age, emotional perception, needs and level of personal development of students are taken into account. In the process of independent learning, students emotionally connect with the images in epics, imagine themselves in the place of the hero, feel empathy, activate speech and thinking. This makes learning deeper and more stable. Also, their social and communicative skills are developed through activities such as independent analysis, presentation, essay, and staging.

This study substantiates the didactic and person-oriented principles of studying epics on the basis of independent learning. Through independent learning, students will have the opportunity to deeply understand the text, analyze it in a modern context, give their own attitude and assessment, and express their creative thinking. This process has a positive effect on the intellectual, emotional and social growth of the student.

The pedagogical features of teaching epics are mainly determined by methodological approaches aimed at educational goals. Psychologically, factors such as age characteristics, emotional sensitivity, figurative thinking and empathy are taken into account. Modern information and communication technologies and interactive methods make the process of teaching epics more interesting and effective. In conclusion, it can be said that studying epics on the basis of independent education is an important pedagogical tool that helps students to understand their national identity, think independently, form artistic and aesthetic taste and feel social responsibility. In this regard, the professional skills of teachers, methodological approaches and skills in using modern technologies are of decisive importance.

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