Article

Principles of Science and Methodology for Educating Students on Religious Allusions in Secondary Education

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Abstract: The article talks about how to look at references to religion in books written by people from other countries during school lessons. It explains why these references are important in language and culture. It also offers advice for teachers on how to teach these ideas to students. Finally, it shows that studying these religious references carefully can help make learning better and more effective for everyone.

1. Introduction

In the literary tapestry woven by foreign writers, allusions emerge as a distinct system, a phenomenon that underscores the importance of imparting their significance and substance within the realm of contemporary education. It is evident that our social reality crystallizes in the human mind as a constellation of concepts and analogies [1]. Within the field of science, we discern two principal categories of knowledge structures: the linguistic comprising grammatical, phonetic, lexical, phraseological, word formation, semantic, and stylistic elements and the extralinguistic, which encompasses a broader cultural knowledge including art, literature, history, and religion, alongside the communicative aspects that inform our conversational practices, etiquette, and moral codes within specific cultural contexts [2].

2. Materials and Methods

While these knowledge structures are distinct, they exist in a dynamic interplay, each informing the other in profound ways. Central to this intricate web is the pivotal role of religion, a cornerstone of human existence and a concept imbued with deep axiological significance. The dual forces of religion and culture invariably shape the essence of our lives, fulfilling essential functions within the human experience. Language, in turn, serves as the vessel through which culture is articulated and expressed. Thus, one of the paramount endeavors of our age lies in exploring the intricate relationships among the triad of language, religion, and culture, alongside the myriad factors that engender them.

Shakespeare William (1564-1616) was an English playwright and poet who played an important role in the development of world literature. His poems "Venus and Adonis" based on mythological plots and "Lucretia" about Roman history, written in his youth,

were warmly received by readers. These works and "Sonnets" show that Shakespeare appeared in close contact with the culture of the Renaissance. The writer's social and philosophical tragedies ("Hamlet", "Othello", "King Lear", "Macbeth") made a sharp turn in European literature [3]. Shakespeare deeply studied the history and literature of European peoples, especially the English people, and reflected them in his works with great artistic force. The poet widely used the names of gods from myths in his works. This greatly helped to quickly and effectively convey his work to readers. The poet is one of those who skillfully used allusions in his poetic works. As an example, we will cite the following:

> How glad we are to see each other!
>
> Listen, Mars, we have gathered an army in secret.
>
> (Икковмиз кўришганимиздан шодман нақадар!
>
> Ешитгил Марс, бизлар яширин тўпладик лашкар) [4]

It is understood from the content of the poem that Aufidius, out of respect for the courage of his former opponent, calls him by the name of the god of war, and without mentioning the name of his enemy, he calls him by the name of the god of war Mars. By this, Aufidius recognizes that, although he is an enemy, he has the qualities of courage and invincible strength inherent in the gods [5].

> Even if you are Hector.
>
> Or his only proud descendant - that's it,
>
> It is unlikely that you will escape from us now.
>
> (Агар сен Гектор бўлсанг ҳам. майли
>
> Ёки унинг ягона мақтанчоқ зурриёди – тамом,
>
> Биздан қочиб қутилишинг энди даргумон) [6]

It is understood that Aufidius represents Mars in the image of the legendary Hector, a Trojan warrior, a brave and noble man. The remarkable thing is that the quality that illuminates all of Shakespeare's work is the depiction of high cultural, moral and spiritual problems. Although "Romeo and Juliet" is a lyrical play, "Julius Caesar" is a socio-political one, "Hamlet" is an intellectual tragedy, and "Othello" is a tragedy of strong passions, they contain moral issues that are of great importance both for medieval works and for the present time [7].

> Even an unconscious animal is not so hasty for a man,
>
> Although it is my unfortunate uncle who made a man,
>
> Like my late father, Hercules,
>
> How much do I resemble ... Voidod, wow.
>
> (Онгсиз ҳайвон ҳам эр учун шунча шошилмас,
>
> Ҳолбуки эр қилгани бадбахт амаким,
>
> Ўхшар марҳум бўлган отамга, Гераклга мен,
>
> Қай даражада ўхшасам … Войдод, вовайло) [8]

Heracles is a hero in Greek mythology, and in Eastern literature he is called Herakles. According to myths, Hercules, the son of Zeus, had incomparable, unimaginable strength. It is known that he performed twelve unparalleled feats of courage. Some of them are listed below: he killed the mythical lion and the many-headed dragon; he kept the Erimanphian boar alive; he destroyed the Stymphalian magic birds; he took the belt of the Amazon queen Hippolyta; he valiantly freed Prometheus; he defeated King Diomedes and overthrew him from power, and others. In Greece, and later in Italy, Hercules was revered. The myths about Hercules reflect the struggle of man against the most terrible forces of nature. From the content of this poetic fragment, it can be understood that Hamlet likened himself to the mythical Hercules [9].

Hercules is the god of the sun, and the people know him as a hero, and his personality is mythologized and deified. According to historical works, in the 12th-11th centuries BC, the Peloponnese was conquered by the Dorians. This historical event is called the "Heracleid Campaign" in books. Hercules' unparalleled heroism in this historical war became famous among people, and this led to the creation of various myths and legends about him. In particular, the legend that Hercules ascended to heaven and became one of the gods of Hellas became widely popular and was passed down from mouth to mouth. On the one hand, it can be said that this was due to the fact that Hercules' beloved son Festus forced the Sicyonians to honor his father not as a hero, but as a god. Let's look at the following example:

A beautiful forehead, Apollo's hair,

His gaze was as proud as Mars',

Like the only messenger of heaven, Mercury

This man has all the grandeur and power.

(Зебо пешона, сочлари Аполлонвори,

Қарашлари худди Марсники сингари мағрур,

Осмоннинг ягона элчиси Меркурий каби

Улуғворлик ва савлат бу кишига барчаси жам) [10]

The poem uses allusions to Apollo, Mars, and Mercury. As the poem describes, Hamlet likens some of his mother's features to the mythical gods - Apollo, Mars, and Mercury. As is known, Apollo is an Olympian god in Greek mythology and religion, the son of Zeus and Leto, a healer, a patron of the arts, and a patron of the arts. The worship of Apollo began in Asia Minor, and later spread to Greece in the 2nd millennium BC, and from there to Rome. In early times, he was known as the patron of shepherds and the god of apple orchards. He was sometimes also revered as the patron of poetry and music. In ancient Greek art, Apollo is depicted as a young man holding a bow and arrow or a musical instrument in both hands.

In this poem by Shakespeare, Hamlet tries to interpret his mother as Apollo, comparing her to him, as the patron of beauty, virtue, art, and poetry. The word Mercury is also used as an allusion in the poem quoted above by the poet. Obviously, Mercury, according to ancient Roman myths, is the son of Jupiter, the god of commerce, art, literature, professions, and the patron of travelers. According to the work, Mercury is depicted with a traveling hat on his head, feathered slippers on his feet, and a staff in his hand. The poet used him figuratively as the god of commerce, art, professions, and the patron of all travelers [11].

In Shakespeare's works, which have a special place in the development of world literature, allusions have been formed as a separate system, which served as one of the important types of metaphors for the poet in clearly, vividly and effectively expressing the cultural, spiritual and physical characteristics of the heroes of the work. It is noteworthy that, firstly, in Shakespeare's works, allusions are used more often to accurately express the internal characteristics of the image than to describe its external appearance, and secondly, the allusions used in the poet's works are mainly those that express positive assessments. Shakespeare used allusions appropriately to increase the effectiveness and imagery of the work.

It can be observed that allusions in the works served to clearly reveal the inner world and external appearance of the artistic image, its most important qualities, character and nature. They served to clearly and vividly express abstract concepts. In literature, allusions perform such functions as beautifying speech, decorating it, demonstrating the speaker's level of knowledge, informing the listener, and convincing him. They arouse great interest in a particular work of art in the reader, allowing them to clearly understand the essence of the work of art. Among them, they also perform persuasive and motivational functions.

The sources of allusions are the social life, culture, religious beliefs, history, and literature of a particular people. When choosing methods for teaching allusions, it is necessary to take into account many aspects. The goal cannot be achieved by simply stating the knowledge that students need to remember through allusions. In the teaching process, it is necessary to activate the cognitive activity of students and prepare them for practical work. Various modern teaching methods are used in the current educational process. The use of modern teaching methods leads to high efficiency in the teaching process. It is appropriate to choose these methods based on the purpose of each lesson. Classification of modern educational methods into types is one of the urgent issues. They can be divided into the following types:

1) according to the task to be performed. This includes: methods of imparting theoretical knowledge; methods of teaching practical skills and competencies; methods of performing practical exercises; including methods of strengthening knowledge, skills and competences;

2) according to the results. These include: methods of improving training quality and efficiency; methods of developing learning abilities of learners; methods of determining the directions of the students' talents; methods of developing their creative abilities; methods of achieving increased activity; Examples of methods of gaining interest can be mentioned;

3) for educational and educational purposes. This includes: teaching to think independently; teaching to perform tasks independently; including the activation of participants in the educational process.

4) according to pedagogical and psychological directions. This includes: interactive learning; didactic games; problem-based education; differentiated education; heuristic learning; aesthetic education and educational methods can be mentioned as an example;

5) educational methods of teaching some (social, linguistic, natural, concrete) subjects. It can be grouped as methods of teaching social, linguistic, natural, concrete, applied, technical sciences;

6) educational methods for controlling mastery:
   a. Performing written work: dictation, presentation, essay, etc.;
   b. Performing control work: current, intermediate, final control work. performing exercises, solving problems, performing independent work, oral questions and answers, exams, tests, etc. They should also develop independent creative research, the desire to acquire new knowledge, and the ability to apply it in practical activities. As is known, active methods of education that are widespread and have their own characteristics include conversation, discussion, educational games, "case study", project method, problem-based method, etc [12].

Interactive teaching methods are one of the most widely used methods today. This method requires rational organization of the lesson process, increasing students' interest, motivating them, dividing the educational material into parts, using methods such as brainstorming, discussion, problem situations, guiding text, and projects to reveal their content, and teaching them to independently perform practical exercises. The interactive method is to solve an activity or problem based on mutual dialogue and mutual discussion. The importance of this method is that its main goal is to make students think independently. This method takes into account the educational goal, the number and capabilities of students, the educational and material conditions of the school, and the pedagogical skills of the teacher.

The use of interactive methods in the process of teaching the subject has a unique feature. The practical application of this method expands students' thinking and has a positive effect on finding the right solution to the problem, increases their creativity and activity, and achieves the expansion and deepening of knowledge, skills, and qualifications. The most popular interactive teaching methods today include the following:

"Learning cases", "Blitz-questioning", "Creative work", "Problematic education", "Intellectual attack", "Stairway-stairway" and others [13].

The widespread use of the "Discussion" method in explaining the concept of allusions to students is the basis for achieving the effectiveness of the lesson. This method is a method of training in the form of a discussion with students on a topic. Discussions are organized in the form of an exchange of views between participants on a topic, while dividing the learning group into two or more small groups. The structure and technique of the "Discussion" method are as follows:

1) Before the topic is discussed, students are informed about it and given time to prepare;
2) students are divided into two groups, group chairmen and one speaker from each of the two groups are selected;
3) a discussion leader is appointed. The leader is required to have very broad knowledge.

3. Results and Discussion

In conducting a discussion, it is important to interest its participants and provide the necessary instructions. Drawing the right conclusions during the discussion requires great responsibility. It is the basis for the student to think freely, read independently, and continuously improve his knowledge and skills through the exchange of ideas. In organizing a lesson using the "Discussion" method, pre-prepared questions play an important role[14]. Within the framework of the topic, discussion questions can be set in the following content:

1. What is the name of the term allusion in Uzbek literary studies? Why is one concept called two terms? Explain the reasons for this.
2. Explain the concept of allusion. For what purpose do poets and writers use them in fiction?
3. Give examples of allusions used in Uzbek literature, for example, in the works of Alisher Navoi, and describe in what figurative meanings they are used.
4. Give examples of allusions used in foreign works of fiction and explain in what figurative meanings they are used.
5. Tell the figurative meanings of allusions such as Zeus, Apollo, Hercules, Mars. What other information about allusions do you know.
6. Identify allusions from examples of fiction other than the required topics in the curriculum and provide information on their figurative meanings.
7. Have you observed that people around you use allusions in their speech. To what extent do you use allusions in your speech.

The "conceptual table" method serves to teach students to appropriately compare, classify, and draw conclusions from various concepts, descriptions, and distinguishing features related to the topic. The stages of applying the method are as follows:

a. Students are introduced to the rules for compiling a conceptual table;
b. The concepts to be compared are identified;
c. The views, theories, and examples that require comparison are placed in the table.

According to this method, students can be given the following task: "Reflect the allusions you know in the table. In this case, in the first column, indicate the allusions, in the second column their literal (lexical) meaning, and in the third column their figurative meaning." When allusions are compared in the table, their main features are clearly visible, they take a firm place in the students' memory, and they are not forgotten for a long time. The following Table 1. can be cited as an example of the method of "Creating a conceptual table":

Table 1. Creating a conceptual table.

No	Allusive name	Its own dictionary meaning	The meaning of the word
1	Eid	The name Hades means invisible.	It is expressed by another name (hell) that terrifies the servants.

		Son of Cronus and Rhea, brother of Zeus, god of the underworld.	When it is said, Eid refers to the realm of the dead, the afterlife.
2	Ares (Mars)	Son of Zeus and Hera, god of war	An angry human figure, a source of destruction, destruction and bloodshed
3	Athens	One of the most revered deities. He gives the people of Athens the sacred olive tree.	The goddess of wisdom, the pink shelter of cities and states both in times of peace and in times of war; science, patron of agriculture, crafts. She is also considered the god of ruthless and bloody war, the goddess of fair and judicious war.
4	Prometheus	In Greek it means prophet.	A warrior who rebelled against the gods, he is the protector of the people. He brings fire from the sky to the people on earth and teaches them various arts and sciences.
5	Achilles (Achilles)	The main hero of the Trojan War, king of the city of Phthia in the Thessaly region, with the sea goddess Thetis. He showed great courage in the battle near Troy, and was killed by an arrow shot by Paris in the tenth year of the war. The arrow was directed by Apollo to the only place on Achilles' body that was not damaged (his heel).	The greatest of the Greek heroes. He is the embodiment of courage, bravery, and greatness.

Students can be given the task of independently compiling similar tables on allusive concepts. It is necessary to try to compile the materials and tables collected by them into a single table and publish it. This will create an opportunity for the student to get acquainted with the allusions identified by other students [15].

In conclusion, it can be said that allusion is the most important linguo-cultural unit that stores socio-political, historical, philosophical, cultural-enlightenment, literary information. They, like other linguo-cultural units, such as metaphor, simile, reality, precedent name, lacuna, proverb and idiom, are the main wealth of a particular language. They occupy a special position due to the fact that they are constantly preserved in the memory of the speakers of the corresponding language. Observations have shown that religious allusions in foreign works of art are more often used to express the characteristics and signs of the inner world of the image (s) than to describe the external appearance of the image (s). In terms of quantity, the use of religious and legendary (mythological) heroes as allusions is more common than the use of rulers' names.

Using various methods in analyzing religious allusions expressed in the works of foreign writers in literature lessons in secondary schools helps to increase the effectiveness of the lesson. In order to comprehensively improve the quality and effectiveness of education, one of the important tasks is to systematically analyze allusions of religious content during the lesson and to convey information about them to students. Religion and

culture have always been an important factor in human life. Holy religious books - the Bible, the Quran, etc. - have become the main religious sources for Western and Eastern literature. Important features of allusions - known to many, having common features for all cultural strata, a high level of use in literary works, being distinguished by their symbolic nature and being known to almost everyone, etc., should be regularly taught to students.

In literature textbooks for secondary schools, there are a lot of allusions in the works of foreign writers such as Aesop, Homer, and Shakespeare, but very few in the stories of some writers, such as Langston Hughes and Ray Bradbury, and Oscar Wilde. The socio-historical reasons for this should be explained to students. It is necessary to explain to students that the presence of allusions in a particular work of art is directly related to the worldview, religious beliefs, aesthetic views, knowledge, and artistic purpose of the poet or writer who wrote the work.

4. Conclusion

The development of social consciousness and thinking requires that the teacher of literature widely and effectively use interactive teaching methods in teaching allusions. In expressing their content, it is appropriate to use methods such as intellectual attack, debate, problem situation, guiding text, and project. The importance of these methods is that as a result of them, students try to think independently, have a positive effect on finding the right solution to the problem, increase the creativity and activity of students, and achieve the expansion and deepening of knowledge, skills, and qualifications.

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