

Teaching Pupils the Features of Rhythm in “Kutadgu Bilig”

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ABSTRACT

This article focuses on the problems related to teaching aruz (classical Arabic-Persian prosody) rhythm at secondary schools. This was analysed in the example of “Kutadgu bilig” by Yusuf Has Hadjib.

Key words: rhythm of aruz, “Kutadgu bilig”, mutaqorib, hijaz, column, chart

INTRODUCTION

In secondary school literary manuals mainly consist of classical written plays which were written based on rules of rhythm of aruz, in this writing style poems are created to order short and long syllables in lines. In school literary manuals all of the writers and poets whose works were written in aruz are being learned by pupils at secondary schools, such as one of the greatest turkic writer Yusuf Xas Hadjib and his work “Kutadgu bilig” and also majority of uzbek poets who contributed to develop rhythm of aruz such as Atoi, Sakkoki, Durbek, Gadoi, Lutfi, Navai and Babur’s plays are read by young readers. It is essential for school pupils to be aware of meter of written resources when they study at school [1. 58-p].

MATERIALS AND METHODS

There are some kinds of information given about finding out meter of work in the eight’s form manual of literature. For example, basic information is given such as features of syllable (their quantity and quality) types of syllables: open syllable and close syllable, characteristics of column. It is illustrated similarities between aruz and a syllabic meter. In this manual following discourse analysis of this line of poetry is recommended:

Boshni fido ayla ato qoshig’a,
Jismni qil sadqa ano boshig’a.
Tun-u kununga aylagali nur fosh,
Birisin Oy angla, birisin- Quyosh.

Pupils can only be aware of this information about aruz.

In this case, let’s pay attention to the scientist Valijon Qodirov’s opinions “.....it would be appropriate if we learn aruz by using “ appearance of poetic meter” style: 1) a notion about syllabic meter; 2) hijo (Arabic syllable) and its quality comparing to a syllable 3) column comparing to assonance 4) column, its structure and types; 5) appearing baxr (the biggest measurement in aruz); 6) the event of becoming united with a beloved; 7) informing the exception about usage of words according to requirement of meter; 8) zihof. Based on the scientist’s opinion literature teacher is responsible for teaching further information about measures of classical work [6. 17-p].

When pupils are in the eleventh year, they read “Kutadgu bilig” by Yusuf Xas Hadjib who wrote his work in aruz for first time among turkic literature, of course, they should also broaden their knowledge related to a poetic meter.

According to literary scientist A.Hojjahmedov “In the poetry of classical poets by the help of using a poetic meter philological discussions about life and society, person and love, poet’s future and regret were expressed, a description of wife, impassioned feelings of lover were embodied in an attractive couplet, loyalty and devotion were written in the playful rhyme ”[2. 83-p]. It is useful to use the scientist’s opinion when we teach pupils about a meter of “Kutadgu bilig” by Yusuf Xas Hadjib. Because as the scientist mentioned above in this work issue of life and society were demonstrated.

Qayum Karimov who made research on “Kutadgu bilig” completely justifies the following opinions: “Kutadgu bilig” was not written in hijo, it was written in aruz. Yusuf did not make any mistakes in aruz, on the contrary, he managed to write successfully. “Kutadgu bilig” was written in eastern nazmi aruz named “mutaqorib bahri” [5. 20-p].

As pupils give information about a meter of this play, they proved similarities between “mutaqoribi musammani maqsur” and 3-3-3-2 structure in a syllabic meter.

They were given the following poem as a home task and pupils should divide syllables.

Sevugrak atin er kishanlig tutar,
Keraklig atin er ko’dazlig tutar.

Students can do the task like below:

Se – vug – rak a – tin er ki – shan – lig tu – tar, 11 syllable
Ke – rak – lig a – tin er ko’ – daz – lig tu – tar. 11 syllable

Pupils may do this analysis with their teacher cooperatively and by using projector they can know if their answers are correct or false:

There are eight columns in the couplet. Their quantities are four for every line. The column begins with open syllables. Open syllables are mainly short in aruz. V symbol means short syllable. Syllables: se-, a-, ki-, tu-, ke-, a-, ko'-, tu- are short. All of the syllables finish with the consonants. According to this, they are considered as close. – Symbol is used for closed syllables. General structure of the column is considered as V - - symbol. Columns which are at the end of the line have V- structure. Because they are different from the other columns.

Open syllables can be pronounced strongly. So that they can replace with hijo:

Qurimish yig'achlar to'nandi yashil,
Bezandi yapun, al, sariq, ko'k, qizil.

In order to understand the measurement easily we created the table of the measurement for pupils.

Order of syllables	1	2	3	4	5	6	7	8	9	10	11	12	Number of syllables
Order of couplets													
1	Qu	ri	mish	yi	g'ach	lar	to`	nan	di	ya	shil		11
2	Be	zan	di	ya	pun	al	sa	riq	ko'k	qi	zil		11
	v	-	-	v	-	-	v	-	-	v	-	-	
	fa	uv	lun	fa	uv	lun	fa	uv	lun	fa	ul		12
1	Tu	ra	yi	ba	ra	yi	a	ju	nug'	ke	za	yi	12
2	Va	fa	lig'	ki	mer	ki	a	jun	da	ti	la	yi	12
	v	-	-	v	-	-	v	-	-	v	-	-	
	fa	uv	lun	fa	uv	lun	fa	uv	lun	fa	uv	lun	12
1	Ki	chik	lik	ta	ta	qi	yi	git	lik	e	ra	ji	12
2	Yi	tur	dum	me	nem	di	tu	tar	da	ku	rat	tim	12
	v	-	-	v	-	-	v	-	-	v	-	-	
	fa	uv	lun	fa	uv	lun	fa	uv	lun	fa	uv	lun	12
1	O'	kush	so'z	la	ma	so'z	bi	rar	so'z	la	az		11
2	Tum	an	so'z	tu	gu	nun	bu	bir	so'z	da	yaz		11
	v	-	-	v	-	-	v	-	-	v	-	-	
	fa	uv	lun	fa	uv	lun	fa	uv	lun	fa	ul		11

RESULTS

Giving these kinds of examples to pupils one after the other, choosing effective ways of teaching methods and simple analysis given to them lead pupils to master mutaqorib verse easily. Certainly, it is difficult for pupils to obtain this knowledge and practice independently. Moreover, teacher should instruct pupils to define notes. It also takes into consideration to require attention to usage of aruz, we have to study special exercises. Recommending pupils to do other exercises independently by using those samples encourages them to read plays in aruz. Each of pupils should be given home task to analyze five or ten-couplet poems. Consequently, pupils manage to analyze the main events in works according to the measurement. After the teacher reminded pupils that “Kutadgu bilig” was written in solim and tarmog’ of mutaqorib verse, each of the pupils should be distributed the handout of masnaviy (poetry style in which each couplet has different rhymes), quatrain, a laudatory poem and tuyuq (quatrain which uses rhyming play words) separately. There are written examples of “Kutadgu bilig” on the handouts. For instance, task given to the pupils should be following:

Tuman tu chechaklar yazildi kula,
Yipar to'ldi, kafur ajun yid bila.
Tilingdan chiqarma bu yalg'an so'zung,
Bu yalg'an so'z-o'q tark ujuzlar o'zung [8. 10-p].
Qayintek bo'dum erdi o'qdek ko'ni, tuz,
Yateg egri bo'ldi egildim, to'ngittim.
Ya Isa bo'lub ko'kka ag'dim men,
Ya Nushin ravanteg to'ru tuz yurittim [5. 134-p].

Pupils should do a writing task. They should write open syllables which are extracted from above mentioned poem on the notebook. Task should be done following: after writing these open syllables **tu, tu, che, ya, di, yi, di, ka, a, bi, la**, they will be checked by teacher. After all of the words in the line of poetry are broken down, we write them. Then, we find out open and closed syllables according to structure of **fauvlun**. Teacher ought to control pupils doing task correctly. It is also beneficial for pupils. The expression of that rrtim should be given as table format as the teacher instructed.

In order to check if columns fit all of the words in the couplets of example or not, putting punctuations which express different symbols makes pupils easier to learn **mutaqorib**. At this time, they can evaluate which words are open or close syllable and they can differentiate which of them are pronounced strongly or weakly, they improve practice and competence. In my opinion, firstly solim structure of rhythm should be given as task, then from theoretical perspective its format should be taught and it will be easier from practical sight.

1.	Qa	yin	tek	bo'	dum	er	di	o'q	tek	ko'	nit	tuz	12
2.	Ya	teg	eg	ri	bo'l	di	e	gil	dim	to'	ngit	tim	12
	v	-	-	v	-	-	v	-	-	v	-	-	12
	fa	uv	lun	fa	uv	lun	fa	uv	lun	fa	uv	lun	12
1	Ya	I	sa	bo'	lub	ko'k	ka	ag'	dim	ta	qi	men	12
2.	Ya	Nu	shin	ra	van	teg	to'	ro'	tuz	yu	rit	tim	12
	v	-	-	v	-	-	v	-	-	v	-	-	12
	fa	uv	lun	fa	uv	lun	fa	uv	lun	fa	uv	lun	12
1	Tu	man	tu	che	chak	lar	ya	zil	di	ku	la		11
2	Yi	par	to'l	di	ka	fur	a	jun	yid	bi	la		11
	v	-	-	v	-	-	v	-	-	v	-		11
	fa	uv	lun	fa	uv	lun	fa	uv	lun	fa	ul		11
1	Ti	ling	dan	chi	qar	ma	bu	yal	g'an	so'	zung		11
2	Bu	yal	g'an	so'	zo'q	tar	ku	juz	lar	o'	zung		
	v	-	-	v	-	-	v	-	-	v	-		11
	fa	uv	lun	fa	uv	lun	fa	uv	lun	fa	ul		11

DISCUSSION

Teacher might give extra tasks according to have been done homework by pupils. For example, show following poem extract by using projector.

Qayinteg bo'dum erdi o'qdeg ko'ni tuz,
Yateg egri bo'ldi egildim, to'ngittim.

According to requirement of task pupils must figure out numbers of syllable and hijaz, then do taqte correctly and estimate their participation of appearing column. So teacher gives five or eight minutes. Pupil done this a task defines following:

Qayinteg bo'dum erdi o'qdeg ko'ni tuz,
V - - | V - - | V - - | V - -
Yateg egri bo'ldi egildim, to'ngittim.
V - - | V - - | V - - | V - -

In this example “er” in word “erdi”, “er” in word “egri” should come first. In other cases it is suitable ending of word and ending of column. You can face word division word “erdi” in first line and “egri” in the second line of poetry. To speak specifically, combining syllables “er” suffix in word “erdi” and “er” suffix “egri” with hijaz consists of faulun column. If pupils make a mistake, teacher corrects pupils’ mistake and if pupils don’t understand, teacher gives explanation to a misunderstood question. If lesson is conducted according to the strategy mentioned above, in point of view, it causes students to have competence about aruz rhythm.

CONCLUSION

There are advantages of starting to learn structure of teaching mutaqorib verse in “Kutadgu bilig” according to the system of task done pupils. What kind of advantages are they?

1. Pupils can learn repeating a measurement of one a column. Similarity in the column makes learning process easier in structure of mutaqorib.
2. Repetition of every column four times in line of poetry, repetition of eight times, without usage of zihof harmoniousness will develop in poetry text. It helps to understand meaning of play. After this rtytm had been used in quatrain by Yusuf Has Hadjib, it helps to understand maqsud and maxzuf. As a result using same rhythm, pupil can master it quickly.
3. Pupil who learned features of rhythm in “Kutadgu bilig” by Yusuf Has Hadjib can easily understand characteristics of “Hibatul-haqoniy” by Ahmad Yuknaki and “Saddi Iskandari” by Alisher Navai.

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