

## Article

# Linguistic Methodical Foundations of Teaching Allusions in Foreign Literature

Bozorova Matlyuba Aminovna<sup>1</sup>

1. Researcher of Bukhara State Pedagogical Institute

\* Correspondence: [bozorova.matluba94@mail.ru](mailto:bozorova.matluba94@mail.ru)

**Abstract:** The article "Linguistic Methodical Foundations of Teaching Allusions in Foreign Literature" explores the pedagogical approaches and linguistic principles involved in teaching allusions from foreign literature. The author delves into the significance of allusions as literary devices and their role in enhancing language comprehension and cultural understanding. Through a comprehensive analysis, the article highlights the importance of integrating allusions into foreign language teaching methodologies to foster critical thinking skills and deepen students' appreciation of literary works. The study offers valuable insights into effective strategies for incorporating allusions into language instruction, emphasizing the need for a nuanced understanding of both linguistic and literary elements. The article describes methods for analyzing allusions expressed in the works of foreign writers in high school literature classes, in particular, when teaching Homer's epic "Iliad".

**Keywords:** general education, literature, Greek literature, linguacultural, allusion, psychology, pedagogy, methodology

## 1. Introduction

The article describes methods for analyzing allusions expressed in the works of foreign writers in high school literature classes, in particular, when teaching Homer's epic "Iliad".

In the literature classes of secondary schools, foreign authors, such as Homer (the epic "Iliad"), Aesop ("Wild goats", "Vineyard with deer", "Wolf and stork", "Donkey and frogs", "Donkey Loaded with Salt", Parables ("Eagle, Zag'cha and Shepherd"), Nodar Dumbadze ("Hellados"), Langston Hughes ("Thank You, Madam"), Ray Bradbury ("One Day's Summer"), Jules Verne (the novel "The Captain of Fifteen"), William Shakespeare (the tragedy "Hamlet"), Arthur Conan Doyle (the story "The Merchandise Union"), Oscar Wilde (the tale "The Happy Prince"), Ernest Seton-Thompson (The story "Lobo"), Ernest Hemingway (the story "The Old Man and the Sea"), Sergey Yesenin ("My Shahina, oh, my Shahina", "The spots are gone from a broken heart...", "Letter to my sister", "Mother's prayer", "Epic about a dog"), poems by Rasul Hamzatov ("Kushkanotli, hoy karvan..."), Rabindranath Thakur (the story "Doubt"), Miguel Cervantes (the novel "The Adventures of Don Quixote"), Alexander Pushkin "Eugene Onegin" ry novel), Erich Maria Remarque (the novel "No change on the Western Front"), A.P. Chekhov ("Hikoyalar"), Rishod Nuri Guntekin ("Choliqushi" novel) and others [1], [2], [3], [4], [5], [6], [7]. In them, one or another allusive name are used for specific purposes of the creator.

**Citation:** Aminovna, B. M. Linguistic Methodical Foundations of Teaching Allusions in Foreign Literature. International Journal on Integrated Education (IJIE) 2024, 7(3), 1-7.

Received: 20<sup>th</sup> Feb 2024Revised: 28<sup>th</sup> Feb 2024Accepted: 10<sup>th</sup> March 2024Published: 18<sup>th</sup> March 2024

**Copyright:** © 2024 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>)

## 2. Materials and Methods

The article "Determining allusions in foreign literature and their linguistic, cultural and methodological foundations" examines the influence of similes in human life. This involves conducting a comprehensive review of existing literature, including scholarly articles, books, and research studies, to establish a foundational understanding of ideological education and its connection to personal indifference. The literature review helps identify gaps in current knowledge and provides a context for further research.

## 3. Results

Advanced pedagogical technologies and methods are important in forming students independent thinking skills regarding allusions in the works of foreign writers. In this case, the teacher should thoroughly know the features of mental, pedagogical and physiological development of students, clearly understand the purpose and content of the lesson. It is appropriate for the teacher to pay attention to the following in the correct and effective use of pedagogical technology and methods during the course of the lesson: to create new concepts and ideas about the subject in the minds of students act; to reveal the essence of the terms related to the topic in a complete and simple way by means of existing explanatory dictionaries; explain the topic in consistency and interrelationship with the previous topics; improving students' level of thinking, language and knowledge; paying special attention to the effectiveness, diversity and interest of pedagogical methods; pay special attention to the use of various effective methods to strengthen the skills formed on the subject; should ensure the active participation of students in the course of the lesson.

## 4. Discussion

In the science of linguistics, the direction of linguacultural, which specifically studies the interaction of language and culture, was formed in later periods, and attention to it is growing day by day. It is clear that lingo culturalism (Lat. lingua – language + Lat. cultura – processing + Greek. logos – teaching) was created in the cooperation of the fields of linguistics, ethnolinguistics, cultural studies, ethnography, psycholinguistics, the interaction of language with culture, ethnos, national mentality is a field that studies communication and influence based on the principles of the anthropocentric paradigm [29]. Culture is the main factor and method of formation of a person as a person, language and culture are closely related, language appears on the basis of culture, any culture is not fixed, it is in harmony with the surrounding environment, is always in movement and change [28].

Allusions are the most important unit of the considered direction. Allusions are a move designed to highlight the inner mental world, outer appearance, most important character and nature of an image in a work of art. By means of allusive names, the characteristics of the character being defined and described are clearly and effectively expressed. These names not only create emotionality, but also give a correct and accurate assessment of the artistic image. Allusions can be divided into two main types according to their textual and lexical meanings. In the first type of allusions, the meaning of the noun is the main one, and the denotative meaning comes from the text, that is, in this case, the meaning of the noun becomes the meaning of a related noun. The second type of allusion is the meaning of similar names in a figurative sense. In it, the main meaning is the denotative meaning, and the noun comes from the text, and the related noun becomes a partial noun. In allusions, the entire nature of the artistic image, all its features and qualities are taken into account and called by the name known to many.

In the literature classes of secondary general education schools, certain lesson hours are allocated for teaching Homer's epic "Iliad". Obviously, Homer (Homer) is a Greek poet, and there is no accurate information about his life and work. In scientific literature, there are opinions that he lived between the 12th and 7th centuries BC. Homer was deaf, he wrote his works orally like Bacchus [8], [9]. There is no information on who recorded them and when. The works attributed to Homer include "Iliad" and "Odyssey". These works are

heroic epics based on the scope of the subject and are mainly based on Greek mythology [10], [11]. The works of the poet were translated into Uzbek by Mirtemir and Kadir Mirmuhamedov.

In scientific literature, it is said that "Iliad" consists of two words, i.e. Ilion (the name of the ancient city of Troy) and odes (song). This epic consists of twenty-four songs and is written in hexameter. It is known from history that in the 12th century BC, there was a ten-year war between the Greeks and the city of Troy in Asia Minor, and the Greeks won the war. After that, there are epics that glorify the heroes of the Trojan War. Among these epics, the works created by Homer stand out.

The most important unit of linguistic culture is allusion, this word is related to the Latin language, its original dictionary meaning is hint, joke. It is widely used in the language of oral speech and fiction, and the names of famous people in historical, legendary, religious, and political life are expressed figuratively. In some cases, this word is also interpreted as mocking, hinting. The characteristic features of allusion are as follows: 1) regular presence in the memory of certain language speakers; 2) popularity to one degree or another; 3) connection with a famous text or situation; 4) acquisition of portable symbolic meaning [27]. Allusions refer to events familiar to society representatives, famous names in the texts. Such names include Hamlet, Columbus, Aristotle, Iago, Arastu, Othello.

A number of allusive names are used in Homer's epic "Iliad", the main part of which is the name of the gods and heroes of Greek mythology. Here are some examples:

And at last the Myrmidons came to the field, and saw

A sad Achilles at the threshold of his tent.

He pleaded with his mother, who gave him milk:

"My mother! Is it because you made me die?

Olympian Zeus.

In this poem of the poet, it is understood that the names of Achilles and Zeus were used, and they served as allusive names in the work. According to Greek legends, Achilles is considered the hero of the Trojan War. He will be the son of the sea goddess Fetida. Thetis takes Achilles by the heel and immerses him in holy water to make him completely immortal, so that Achilles' heel, untouched by the water, becomes a weak body part. Later, an arrow aimed by Paris hits Achilles in the heel and kills him. The popular expression "Achilles heel" (weak point) appeared based on this incident.

The name of Paris in Greek mythology is also often mentioned. He is the son of Priam and Hecuba. According to legends, when Hecuba was pregnant with this son, she dreamed that she gave birth to a small ember of wood, and then all of Troy was burned to ashes from this ember. People who are afraid of this divine sign take the newborn to the mountain. However, the baby does not die, it is nursed by a female bear, shepherds bring it up to adulthood. The three goddesses, who have stolen the golden apple, turn to Paris. Paris prefers Aphrodite among them. Aphrodite takes him back to Troy and closely assists in Helen's kidnapping. This event is the reason for the start of the Trojan War. The events related to the myths will continue.

The name of Zeus is also used as an allusion in the above poetic passage from the epic "Iliad". Zeus is the supreme god, the ruler of gods and men, according to Greek mythology. He belongs to the third generation of gods. He defeats his father and other titans in battle, becomes the ruler of Mount Olympus, rebuilds the universe, creates gods, issues

important laws, establishes a strict order, introduces the standards of science, art, and ethics. is enough. He is depicted in works of art as the father of many heroes who fulfill the will and good intentions of the gods, a terrible punishing force. In the path of goodness, he destroys the human race several times and tries to create a more perfect person.

Today, he lost everything! The talented king,

Proud Agamemnon my wages in battle,

He took your child as his own and turned it into a disgrace!

In this poetic passage, the name of Agamemnon is used to realize the allusive style. According to the legends, he was the king of Mycenae and Argos. Agamemnon was the general of the Greek army. He showed incomparable bravery and courage in wars. At the same time, he was a self-interested and arrogant person. On the day he returned home from the Trojan War, he was killed by his wife and her husband. In fiction, horns are used as a symbol of majesty.

Oh, Achaeans, there are many brave and noble heroes among you;

Whoever wants to fight with me impartially,

Well, let him come out - the divine Hera is ready for battle.

In this poetic passage, the name Hera is used as an allusion. Hera is the wife of Zeus and is considered the rosy refuge of marriage, love between husband and wife, and bright-eyed pregnant women. According to the legends, Hera is depicted as cruel, cunning, jealous. He slyly pursues his contemporaries, and hates the children of Zeus born from mortal women. Many Greek cities had temples dedicated to the worship of Hera.

Allusions in Homer's "Iliad" were formed as a separate system. The main part of them is the name of gods and heroes. Accordingly, allusions in the intended epic can be divided into two groups: names of gods (such as Olympus, Zeus, Apollo, Athena, Dionysus, Poseidon); the name of the characters (such as Prometheus, Pandora, Perseus, Heracles). They are used in different figurative meanings. For example: Achilles enthusiasm, leadership; Nestor is wisdom; Atamemnon is glory like branches; Odysseus is depicted in terms of wisdom and cunning.

For I took Hector's life with my spear,

Vengeance for my dear Patroclus - until I have revenged myself,

My heart does not allow me to live among people!

I will fight against Hector, who killed my dear friend!

In this poetic passage, the name Heracles (Romans call it Hercules) is used to make the allusion come true. He is the most famous folk hero in Greece and is the son of Zeus and Alcmena. Hercules performs twelve of his most famous feats. He cleanses the whole world of terrible creatures, frees Prometheus, and even defeats the god of death. After Heracles dies, the gods take him to Olympus, where he becomes an immortal god. Because he was constantly in pursuit of Hera, Heracles was named Hera (which means brave because of Hera). His real name is Alcide, which means mighty.

I will prepare to give my life bravely!

Even Poseidon, the hero of the brave, could not save his life from death.

Of Zeus the lightning, though considered cheap;

Fate and Hera's enmity killed him.

Poseidon is used as an allusive name in this poetic passage. Poseidon is one of the Olympian gods in Greek mythology, the son of Kronos and Rhea. He dreamed of ruling the world and made an agreement with his brothers Zeus and Hades. He was blessed with seas all over the world. Poseidon is depicted with a three-pronged pitchfork in his hand, with which he created sea storms.

When teaching allusions in Homer's epic "Iliad", first of all, different methods should be used so that students can deeply understand the main content and idea of the work. The allusions should then be described in a way that is relevant to the art of talmih in a way that is comprehensible to the readers. It is appropriate to use the following sample table to explain allusions and their figurative meanings to students.

Some allusions in Homer's epic "Iliad" and their figurative meanings. The meaning of allusion:

- 1) Zeus is the supreme god, ruler of gods and men; the father of many heroes who carry out the will and good intentions of the gods, a terrible punishing force
- 2) Achilles is brave, brave, heroic; enthusiasm, leadership
- 3) Agamemnon is a symbol of horned majesty
- 4) Hera is the pink refuge of marriage, love between husband and wife, and pregnant women with shining eyes
- 5) Heracles is a famous folk hero, ruler of the seas of the whole world

## 5. Conclusion

It can be said that the allusions in Homer's "Iliad" were formed as a separate system. The main part of them is the name of gods and heroes. Accordingly, allusions in the intended epic can be divided into two groups: names of gods (such as Olympus, Zeus, Apollo, Athena, Dionysus, Poseidon); the name of the characters (such as Prometheus, Pandora, Perseus, Heracles). They are used in different figurative meanings. For example: Achilles enthusiasm, leadership; Nestor is wisdom; Atamemnon is glory like branches; Odysseus is depicted in terms of wisdom and cunning.

## REFERENCES

- [1] ..., J. B. Hainsworth, R. Janko, M. W. Edwards, and Homer, *The Iliad: a commentary*. Cambridge University Press, 1985.
- [2] A. Aesop, *The Aesop for children*. books.google.com, 2016. [Online]. Available: <https://books.google.com/books?hl=en&lr=&id=NxSvEAAAQBAJ&oi=fnd&pg=PT6&dq=aesop+donkey+and+frogs&ots=LelkUEJBRB&sig=b5J4p6cVIkNzpxw62ezGStZ2tmM>
- [3] A. Aesop, *Aesop's fables*. books.google.com, 2016. [Online]. Available: <https://books.google.com/books?hl=en&lr=&id=asRADwAAQBAJ&oi=fnd&pg=PT345&dq=aesop+wild+goats&ots=oyCdGv9JUl&sig=CRNTYMqaIpoA67egPlsGbU06oeU>



- [4] S. Mechilta, P. Sifre, M. R. Tanchuma, and ..., "THE MIDRASH AND ITS POETRY," *Chapters on Jewish ...*, 2001, [Online]. Available: <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=241d2459f3e0386c5bad6554e12c0a2d7c7780b7#page=26>
- [5] J. Verne, *The Adventures of Captain Hatteras: The English at the North Pole*. books.google.com, 2021. [Online]. Available: [https://books.google.com/books?hl=en&lr=&id=EzZMEAAAQBAJ&oi=fnd&pg=PT4&dq=%22jules+verne%22+the+captain&ots=8zNF-f\\_U4x&sig=1I5I9Fe9floWQFi4CFWqv8QIM3g](https://books.google.com/books?hl=en&lr=&id=EzZMEAAAQBAJ&oi=fnd&pg=PT4&dq=%22jules+verne%22+the+captain&ots=8zNF-f_U4x&sig=1I5I9Fe9floWQFi4CFWqv8QIM3g)
- [6] W. Shakespeare, *Hamlet: A Tragedy*. books.google.com, 1818. [Online]. Available: <https://books.google.com/books?hl=en&lr=&id=8topAAAAYAAJ&oi=fnd&pg=PA1&dq=%22william+shake+speare%22+hamlet&ots=0zWBkBb1jf&sig=CAGP-fnxyX2SsHJ6jj7YogXaWvg>
- [7] O. Wilde and S. Lavery, *The happy prince*. epub.us, 1922. [Online]. Available: <https://epub.us/wp-content/books/the-happy-prince-and-other-tales-by-oscar-wilde.pdf>
- [8] Homer, *Bacchus, sive latrones, hymnus Homericus, Svethice redditus: Quem... excudebant Regiæ academiæ ...*, 1821.
- [9] S. L. Schein, "The Mortal Hero: An Introduction to Homer's Iliad," *The Mortal Hero: an Introduction to Homer's Iliad*, pp. 1–223, 2023, doi: 10.1525/9780520341067.
- [10] H. Homer, *The odyssey*. books.google.com, 2015. [Online]. Available: [https://books.google.com/books?hl=en&lr=&id=3bsmCwAAQBAJ&oi=fnd&pg=PT4&dq=homer+odyssey&ots=-AVCZYTixE&sig=uaSYqoxyoob\\_rpBzMgAkCZeAVUY](https://books.google.com/books?hl=en&lr=&id=3bsmCwAAQBAJ&oi=fnd&pg=PT4&dq=homer+odyssey&ots=-AVCZYTixE&sig=uaSYqoxyoob_rpBzMgAkCZeAVUY)
- [11] Homer, *The Iliad and the Odyssey*. Wilder Publications, 2007.
- [12] G. S. Kirk, "Myth: Its Meaning and Functions in Ancient and Other Cultures," *Myth: Its Meaning and Functions in Ancient and Other Cultures*, pp. 1–299, 2023.
- [13] M. Munn, "The School of History: Athens in the Age of Socrates," *The School of History: Athens in the Age of Socrates*, pp. 1–525, 2023.
- [14] C. Véliz, "The New World of the Gothic Fox: Culture and Economy in English and Spanish America," *The New World of the Gothic Fox: Culture and Economy in English and Spanish America*, pp. 1–254, 2023.
- [15] L. Kallet, "Money and the corrosion of power in Thucydides: The Sicilian expedition and its Aftermath," *Money and the Corrosion of Power in Thucydides: The Sicilian Expedition and Its Aftermath*, pp. 1–348, 2023.
- [16] M. Bettini, "The Portrait of the Lover," *The Portrait of the Lover*, pp. 1–340, 2023.
- [17] C. M. Thomas, "The Acts of Peter, Gospel literature, and the ancient novel: Rewriting the past," *The Acts of Peter, Gospel Literature, and the Ancient Novel: Rewriting The Past*, pp. 1–186, 2023, doi: 10.1093/oso/9780195125078.001.0001.
- [18] J. K. N. Singh, "The Role of Language and Culture in Postgraduate International Students' Academic Adjustment and Academic Success: Qualitative Insights From Malaysia," *Journal of International Students*, vol. 12, no. 2, pp. 444–466, 2022, doi: 10.32674/jis.v12i2.2351.
- [19] K. Kohn, "Global Englishes and the pedagogical challenge of developing one's own voice," *Asian Englishes*, vol. 24, no. 2, pp. 119–131, 2022, doi: 10.1080/13488678.2022.2056795.
- [20] O. A. Leontovich, "Metaphor power and language typology: Analysis of correlation on the material of the United Nations Declarations," *Training, Language and Culture*, vol. 7, no. 2, pp. 21–29, 2023, doi: 10.22363/2521-442X-2023-7-2-21-29.
- [21] Y. Boonsuk, "Global Englishes Pedagogical Activities for English-as-a-Foreign Language Settings and Beyond: Understanding Thai Teachers' Practices," *RELC Journal*, 2022, doi: 10.1177/00336882221112193.

- [22] H. Jeong, "Spanish and Swedish Pre-Service Teachers' ELF User Attitudes Towards English and its Users," *Changing English: Studies in Culture and Education*, vol. 29, no. 2, pp. 189–201, 2022, doi: 10.1080/1358684X.2021.2022976.
- [23] E. Dulayeva, "Linguistic and cultural peculiarities of Turkish and Arabic speech etiquette in farewells and greetings," *Semiotica*, vol. 2023, no. 255, pp. 39–54, 2023, doi: 10.1515/sem-2023-0074.
- [24] Y. Tang, "Oscillation-Bound Estimation of Perturbations under Bandler-Kohout Subproduct," *IEEE Trans Cybern*, vol. 52, no. 7, pp. 6269–6282, 2022, doi: 10.1109/TCYB.2020.3025793.
- [25] C. F. Terrell, "A Companion to the Cantos of Ezra Pound," *A Companion to The Cantos of Ezra Pound*, pp. 1–791, 2023.
- [26] Y. Tang, "Granular Symmetric Implicational Method," *IEEE Trans Emerg Top Comput Intell*, vol. 6, no. 3, pp. 710–723, 2022, doi: 10.1109/TETCI.2021.3100597.
- [27] Захаренко И.В., Красных В.В., Гудков Д.Б. Прецедентное имя и прецедентное высказывание как символы прецедентных феноменов. Язык, сознание, коммуникация. –М.: Филология, 1997. – р. 82-103.
- [28] Маслова В.А. Лингвокультурология. -М.: Издательский центр Академия, 2001.
- [29] Сабитова З.К. Лингвокультурология: Учебник. – М.: Флинта: Наука, 2013.
- [30] Saidov Yo. Lingvokulturologik tadqiqotlar metodologiyasi / Namangan davlat universiteti ilmiy axborotnomasi. -Namangan: 2020. -№ 5. -р. 297-304.
- [31] Tolipov U.K., Usmonboyeva M. Pedagogik texnologiyaning tatbiqiy asoslari. -Tashkent: Fan, 2006.
- [32] Xudoykulov X., Kenjaboyev A. Zamonaviy pedagogik texnologiya ta'lim samaradorligining asosidir. - Tashkent: Navruz, 2013.
- [32] Homer. Iliada (ruschadan Q.Mirmuhamedov tarjimasini). – Tashkent: Ma'naviyat, 1988. -171 p.