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Section 1. Agriculture

DOI:10.29013/ESR-24-7.8-3-6



EFFECT OF PLANTING DATES AND RATES ON PRODUCTIVITY AND GRAIN QUALITY PARAMETRES OF LOCAL AND FOREIGN VARIETIES OF WINTER BREAD WHEAT

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Abstract

The most important component for wheat cultivation in the irrigated condition is to determine optimal planting dates and rates. In this article, studied planting dates and rates of 20 foreign and local varieties of winter bread wheat, and their effect on productivity and grain quality indicators in the irrigated conditions of Uzbekistan.

Keywords: *winter bread wheat, variety, planting dates, planting rates, yield, test weight, protein and gluten content, TKW*

Introduction

Winter bread wheat is an important cereal not only in Uzbekistan but in Central Asia region also, the leading crop in terms of planted area, total production. Timely planting date and rate can play very important roles in wheat production in the irrigated conditions of Uzbekistan. If the planting process of winter wheat is not carried out at the optimal time, it will lead to decrease grain productivity. It is well known that early planting can produce more tillers compared to late planting it can lead to increase winter survival rate of winter wheat. Late planting date may a cause to less tillers and less developed root system. This, in

turn, takes place in the conditions of long days and high temperatures in the spring months for budding and the formation of the root system. As a result, plant growth and development stops or plants can have least growth and underdeveloped root system. A poorly formed root is usually located in the upper layers of the soil, it cannot use the moisture in the deep layers. As a result, the plant is not sufficiently supplied with moisture, drought resistance and grain yield are sharply reduced (Gulyaev V.G., 1984.). The main objective of this experiment is to study effect of planting date and rates on winter wheat productivity and grain quality parameters.

Materials and methods

The experiment conducted in 2021–2023. 20 foreign and local winter bread wheat varieties studied in the experiment. In this experiment, four planting dates September 15, October 1, October 15 and November 1 used. There were also three planting rates were studied such as 3 mln, 4 mln and 5 mln seeds per hectare. The experimental design was a randomized complete block with four replications. Plot size was 50.4 m² (14 × 3.60 m), distance between rows was 80 cm.

Mineral fertilizers applied at N-180 kg, P-90 kg, K-60 kg/ha. The split nitrogen fertilizer application was done in the experiment. First nitrogen application done prior to seeding at 30 kg/ha. Second nitrogen fertilizer applied in the amount of 100 kg/ha in early spring, and 50 kg/ha at the beginning of the flowering period. Phosphorus and potassium fertilizer application was done prior to seeding at the recommended rates 90 and 60 accordingly (Mominov A., and others. 2018). After each fertilizer application, irrigation was carried out at 800 m³ of water.

The experiment was carried out in randomized complete block design with four replicates. Data analysis was performed using the Dospekhov (1985) methods.

Studied the effect of planting dates on the grain quality parameters of the varieties in the experiment, grain quality analyzes were carried out in laboratory conditions. Kjeldahl method used to determine protein content. The amount of gluten is determined by isolating raw gluten from dough mixed from ground grain and drinking water of a certain hardness,

followed by washing it. The quality of gluten is determined by measuring the deformation of a ball of raw gluten under load over a certain period of time, expressed in conventional units of the gluten deformation index (GDI). The lower the GDI, the stronger the gluten; the higher it is, the weaker and more pliable the gluten.

Test weight carried out after the grain sample is cleared of impurities and after determining the moisture content in it. A knife is inserted into the hole of the cylinder, then a falling weight is placed on it. Then the filler is installed, and a filling cylinder is installed on it. The cylinder is filled with grain. After this, it is necessary to open the funnel damper so that the grain is poured into the filler.

Results

The first seeding rate was three mln/ha seeds per hectare was studied in this experiment. The average grain yield ranged between 4.54 (October 1) and 6.22 (September 15) tons per hectare, and the highest grain yield was recorded (6.22 t/ha) with Aziz variety followed by 6.10 t/ha Navbahor (October 1) and Alekseich (September 15), and 6.00 t/ha Vekha, Gurt, Temiryazevka-150 varieties where they planted in September 15. The lowest yield was obtained (4.54 and 4.73 t/ha) from Ultra (October 1), Ahmad, Vana varieties and Videya when they planted in September 15 or 0.3–1.8 t/ha less yield compared to other varieties and other planting and seeding rates. The mean grain yield of other varieties in the experiment was 5.0–5.6 t/ha (Figure 1).

Figure 1. Effect of planting date and 3 mln seeding rate on productivity of winter bread wheat varieties.

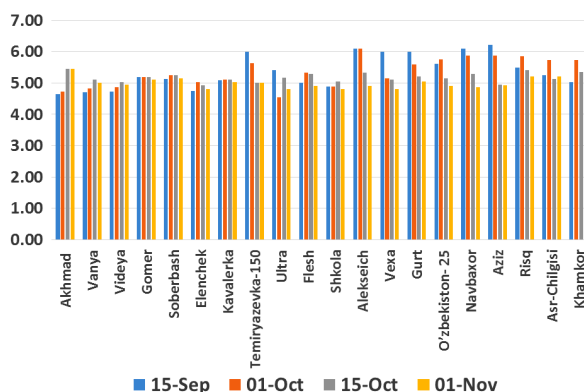
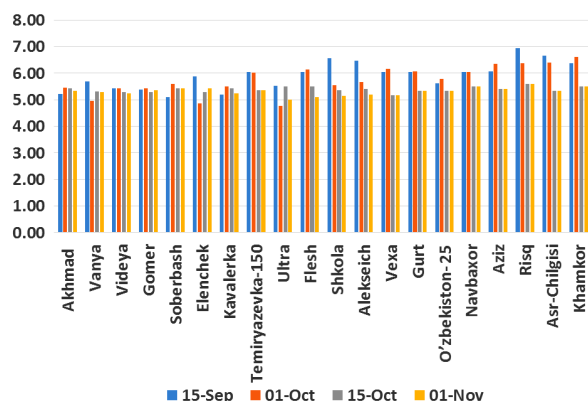


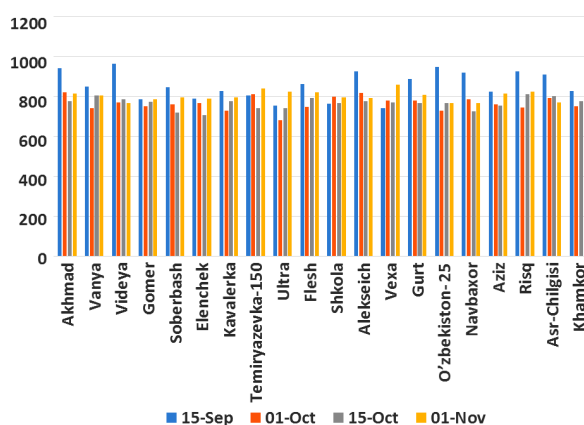
Figure 2. Effect of planting date and 4 mln seeding rate on productivity of winter bread wheat varieties.



Similar results were found in four mln seeding rate with four different planting dates in this experiment (Figure 2). The significant effect was also noticed on Risq variety (6.94 t/ha) in September 15 planting date. Winter wheat varieties productivity under October 1 planting date was numerically higher than other planting dates. The lowest yield obtained from Ultra, Elenchek, and Vanya varieties and are as follows: 4.77, 4.87 and 4.97 t/ha respectively. This can be explained as the October 1 planting date positively affect grain yield of Aziz, Risq, Asr-Chilgisi, Khamkor varieties (Figure 2).

In the third seeding rate, which is five million seeds per hectare, the mean grain yield ranged between 5.92 and 7.70 t/ha that is much more higher compared to 3 mln and 4 mln seeding rates. It is noted that the highest yield was recorded with Risq variety 7.70 t/ha in the planting date of October 15 while variety Asr Chilgisi had highest grain yield (7.67 t/ha) with planting date in October 1. There were several varieties that had higher yield in October 15 planting date, 7.61, 7.52, 7.51, 7.50, 7.43, 7.15 t/ha in the Asr-Chilgisi, Alekseich, Vexa, Aziz, Gurt and Navbaxor varieties respectively. The lowest yield was found 4.86 and 4.84 t/ha in the

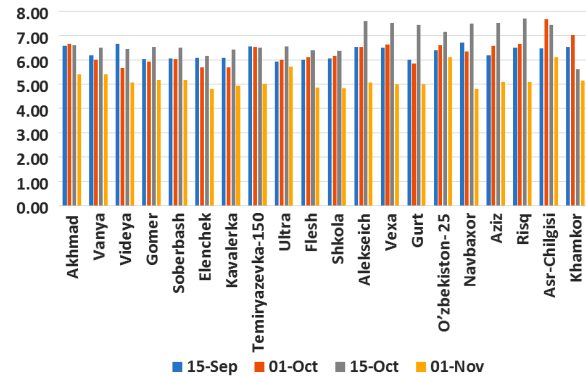
Figure 4. Effect of planting date on test weight of winter bread wheat varieties in the irrigated conditions



The average content of protein in the grain fluctuated from 13.5% till 16.7% (Figure 5), and the highest protein content in the experiment was recorded with planting date September 15. The highest protein content was obtained from the varieties Flesh (16.7%), So-

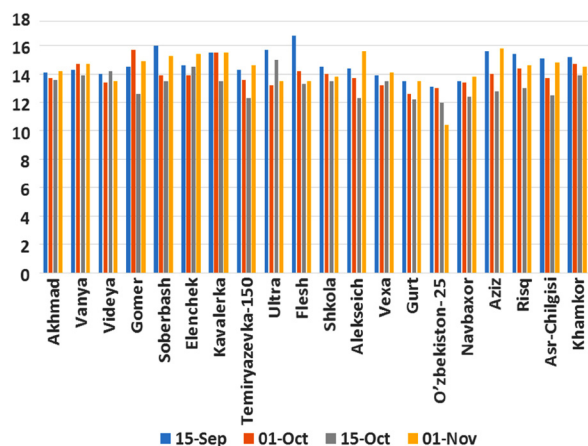
berbash (16%), Ultra (15.7%), Aziz (15.6%), and Kavalierka (15.5%).

Figure 3. Effect of planting date and 5 mln seeding rate on productivity of winter bread wheat varieties



Kumar et al., (1994) reported that planting dates are important to determine grain quality. Full packages of grain quality parameters analyzed in this experiment. The highest grain quality parameters were determined in the varieties planted on October 15. The test weight ranged from 740 till 946 gr/l. The highest test weight recorded (946 gr/l) in Uzbekistan-25 variety, 942 gr/l in Ahmad variety, 926 gr/l in Risq variety, 924 gr/l in Alekseich variety (Figure 4).

Figure 5. Effect of planting date on protein content of winter bread wheat varieties in the irrigated conditions



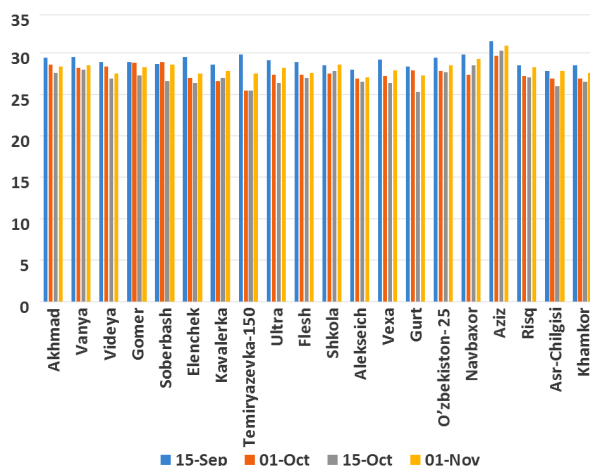
berbash (16%), Ultra (15.7%), Aziz (15.6%), and Kavalierka (15.5%).

The highest gluten content was recorded (31.4%) with Aziz variety followed by Navbahor variety 29.8%, Ahmad and Elenchek

29.5%, Uzbekistan-25 and Vanya 29.4% varieties (Figure 6).

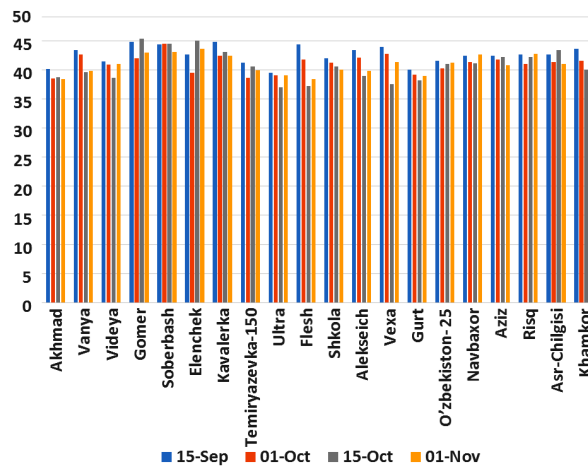
The TKW changed between four planting dates, 36.0–44.5g (September 15), 38.4–

Figure 6. *Effect of planting date on glutent content of winter bread wheat varieties in the irrigated conditions*



–45.6 g (October 1), 39.5–44.8g (October 15) and 38.5–42.8 g (November 1). The highest TKW recorded with October 1 and October 15 (Figure 7).

Figure 7. *Effect of planting date on TKW of winter bread wheat varieties in the irrigated conditions*



Conclusions

Early seeding results in too many fall tillers, which may compete with each other, become diseased, and deplete soil moisture so that grain yields are low. Late seeding gives plants little time to develop tillers, resulting in an inadequate numbers of spikes (heads) for high yields the following spring.

Yield of winter bread wheat varieties increased with 5 mln planting rates compared to 3 mln and 4 mln seeds/ha.

Empirical evidence shows that foreign and local varieties can give highest winter bread wheat yield where planting date is October 15.

We clearly realize that grain quality parameters will be essential along with grain productivity in the irrigated conditions.

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Section 2. Pedagogy

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ONLINE TEACHING DURING THE COVID-19 PANDEMIC PERIOD, A CASE STUDY: DEPARTMENT OF HISTORY AND GEOGRAPHY, “FAN S. NOLI” UNIVERSITY OF ALBANIA

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Abstract

The COVID-19 pandemic disrupted education at all levels, necessitating urgent solutions to reconfigure traditional educational programs for distance learning. In Albania, a developing country, educators faced unique challenges due to limited technological infrastructure, low Internet access, and insufficient teacher and parent preparation for technology use. This study focuses on the Department of History-Geography at the University of Korce, Albania, during the pandemic period. Through surveys with students and professors of this program study we identified problems and innovations related to online learning. Despite the challenges, the pandemic prompted improvements in computer teaching skills and communication with students through various interactive applications.

Keywords: *Pandemic COVID-19, education, online platforms, Department of History and Geography, Albania*

Introduction

The COVID-19 pandemic impacted all aspects of life, including health, economy, social fields, and politics (Wang, 2023; Kucuk, 2023). This pandemic affected the education system worldwide. (Winwarta, 2023). To cope with this crisis, the education system at all levels adopted ‘Emergency Education’ (Cenk Temel Ç.G., 2023), utilizing various online learning platforms (Topal, 2021; Fernando Ferri, 2020). School closures and

changes in curricula had significant consequences for the education system. According to UNESCO data (2020), 1.5 billion learners and students across 165 countries suspended classes. COVID-19 originated in China, where the first case was confirmed in Wuhan on December 31, 2019 (Jelena Zvekic-Svorcan, 2023; Chhetri, 2021; Topal, 2021). Within three months, it spread to 114 countries, affecting 118.000 people. In Albania, the first case was reported on March 8, 2020,

leading to a two-week closure of public and private schools and universities. One day later, on March 10, entry restrictions were imposed for travelers from certain European countries. On March 11, 2020, the World Health Organization declared a Global pandemic (Jelena Zvekic- Svorcan, 2023). Over time, many countries implemented quarantine measures.” “Albania remained in total quarantine for about a month, while the partial quarantine situation continued until the beginning of June 2020. The effects of the quarantine were diverse: a decline in Gross Domestic Product (GDP), increased unemployment, rising poverty, psychological consequences, and various issues in the education system. Albanian education faced numerous challenges, including problems with internet access, lack of technological resources, and unfamiliarity with online communication platforms. The organization of online learning, the platforms used, identification, study, and assessment of problems, as well as innovations in online teaching within the History-Geography program at the University ‘Fan S. Noli’ in Korçë, will be some of the main topics of this study.

Methodology

The study was conducted during the period of November-December 2021. For the implementation of this work, were created two questionnaires via Google Forms, one for students and one for the professors each containing 22 questions. The questions were related to the knowledge that lecturers and students had about online communication platforms, the progress of online learning, student participation and assessment, as well as the strengths and weaknesses of online learning from the perspective of both parties. It was completed by all full-time and part-time lecturers (a total of 16 lecturers) who teaching at this department during the study period, as well as by 80 students in the Bachelor’s and Professional Master’s program in History-Geography. The study also used methods of analysis, comparison, and evaluation. In addition to various challenges, online learning also brought innovations. It opened doors to a new communication approach between students and lecturers, serving the achievement of educational objectives in different disciplines within this program.

Realization of online learning

Online learning in Albania was conducted from March 9, 2020, until June 2020. During this period, high school graduates and some graduating students returned to classrooms and school benches. According to IN-STAT (2020), online learning involved over 130.000 students, more than 430.000 pupils, 33.027 teachers, and hundreds of professors, all part of the Albanian education system. Online learning continued partially from September 2020 until July 2021. The Department of History and Geography during the 2019–2020 academic year consisted of 9 full-time and 6 part-time faculty members. The student body during this academic year included 81 students in the Bachelor’s program and 71 students in the Professional Master’s program for History and Geography lecturers. In the 2020–2021 academic year, the department had 9 full-time and 7 part-time faculty members, along with 47 Bachelor’s program students and 57 Professional Master’s program students for History and Geography lecturers. At the “Fan S. Noli” University, online learning continued from March 9, 2020, until early June, with students returning to classrooms only in late June for a two-week period, limited to third-year Bachelor’s students and second-year Professional Master’s students. All exams were conducted in person in the auditorium. At September 2020, all students returned to the auditorium for consultations on subjects developed online. Autumn exams were also held in the auditorium. The academic year began in November 2020, and the entire first semester, which lasted until February 2021, was conducted online. Exams took place in the auditorium. The second semester was held in the auditorium from March to July 2021.

The steps for implementing online learning at ‘Fan S. Noli’ University began with the purchase of Microsoft software and the creation of a server. IT staff at the university opened official accounts for all professors and students. On July 8, 2020, training was conducted for administrative staff and teaching assistants on using the ‘Office 365 for Education’ suite. From July 14 to 17, 2020, training continued for academic staff, introducing them to the ‘Office 365’ for Education package. Throughout September and Oc-

tober 2020, academic staff received department-specific training on using ‘Office 365.’ In October 2020, training was also provided to students based on their respective departments. Ongoing guidance from the university’s IT department addressed challenges encountered during online learning.

Discussions and results

The Department of History and Geography was established in September 2010. In its first year, it had three in-house lecturers in History (2) and Geography (1), along with four external faculty members. Over the subsequent years, the number of faculty increased, primarily consisting of young academics with master’s degrees and enrollment in doctoral programs. As time passed, all in-house lecturers in the department obtained their Doctor of Science degrees, and currently, some are in the process

of acquiring the title of Associate Professor. During the study period (December 2021), all full-time faculty members in the Department of History and Geography held the academic rank of “Doctor of Science.” Meanwhile, external faculty members held titles such as Professor, Associate Professor, Doctor, and Master of Science. The survey questions aimed to highlight the situation regarding online teaching during and after the pandemic. When asked whether they had used online communication platforms before the pandemic, 45% of students responded affirmatively, while 55% had not. Among the faculty, 53% had utilized online communication platforms, while 47% had not. Overall, both students and faculty members demonstrated some level of familiarity with online communication platforms.

1. Did you use online communication platforms before the pandemic?

Figure 1. Student responses

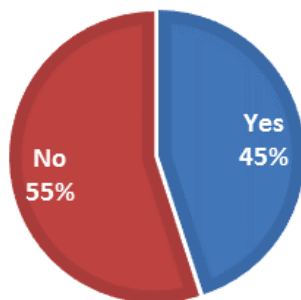
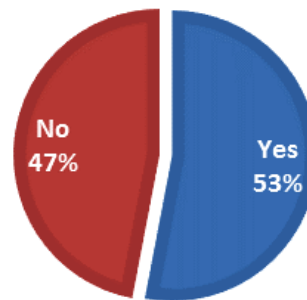


Figure 2. Lectors responses



Source: From the processing of the questionnaire data

To the question “what were the forms of online communication”? Students and lecturers have mentioned email as the most used for communications, especially in relation to the delivery of projects carried out to fulfill obligations during the development

of various subjects, WhatsApp and Viber are mainly used for various notifications, which is confirmed by both parties both lecturers and students.

2. Which platform did you use the most during online learning?

Figure 3. Responses of professors

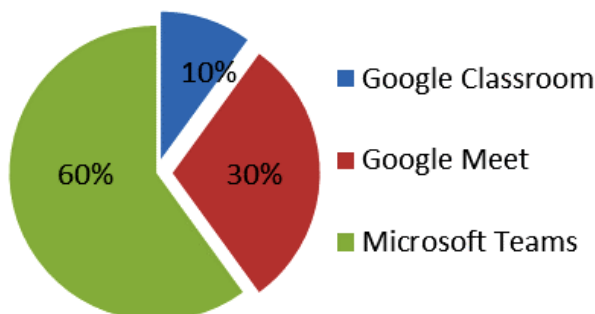
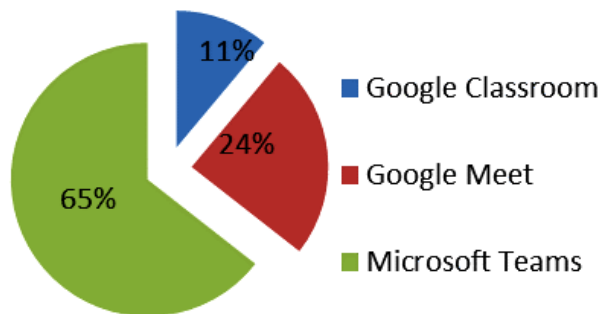


Figure 4. Student responses



Source: From the processing of the questionnaire data

Regarding to the question of the use of platforms during online learning, the lecturers say that they have used all three platforms (Google Classroom, Google Meet and Microsoft Teams), but more than 60% of them have used Microsoft Teams, and this as it was simpler to use and in addition, the university offered opportunities and facilities for use by both the lecturers and the

students. After it there is Google Meet at the rate of 30% and less Google Classroom. Students have also used the Microsoft Teams platform more widely at 65%, followed by Google Meet (24%) and Google Classroom (11%) of them.

3. Did you have prior knowledge of the platforms used when conducting online learning?

Figure 5. Student responses

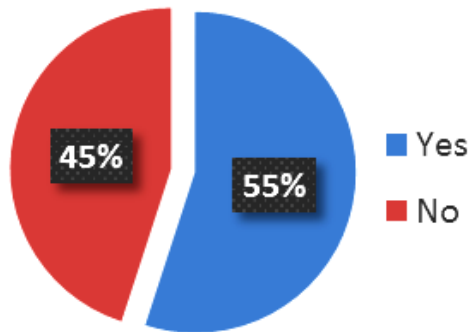
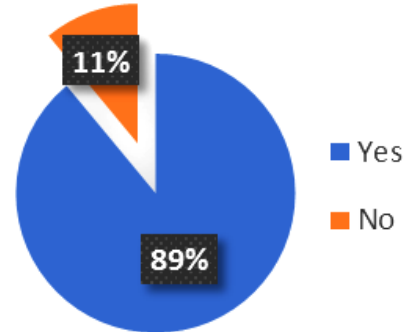


Figure 6. Answers of professors



Source: From the processing of the questionnaire data

Asked if they had prior knowledge about these platforms, 55% of students answered yes, they had knowledge before the development of online learning, while 45% of them did not have knowledge about these platforms, lecturers have been more informed

about these platforms, where 89% of them answered that they had knowledge about them and only 11% did not have knowledge about these platforms.

4. Did you receive training regarding the platforms used during online learning?

Figure 7. Responses of professors

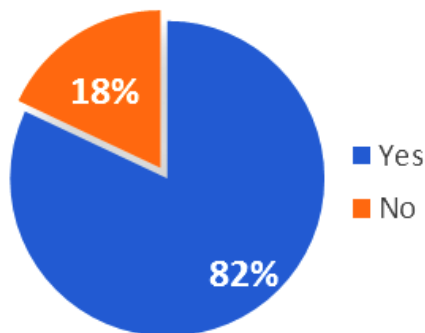
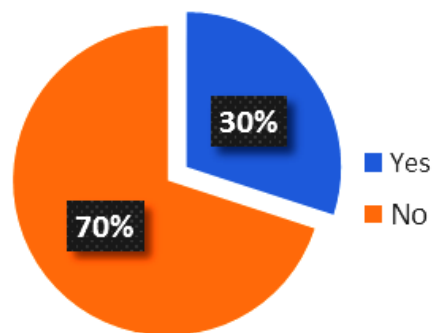


Figure 8. Student responses

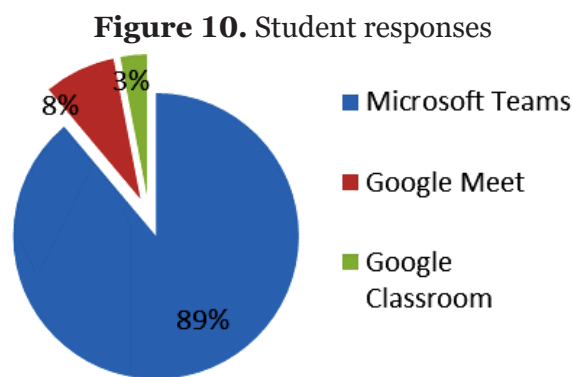
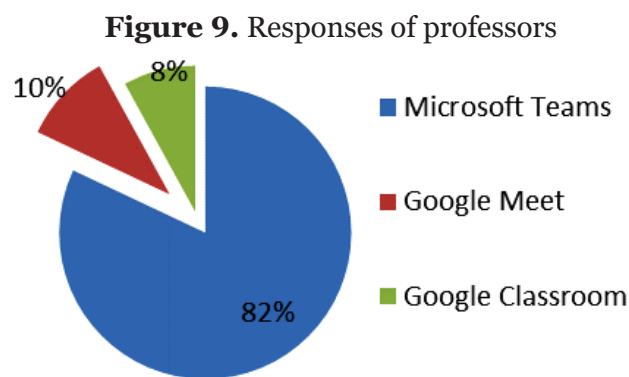


Source: From the processing of the questionnaire data

Regarding the question of whether they were trained for the use of platforms, 82% of lecturers responded that they were trained, while 18% were not. This is related to external lecturers who did not have the opportunity to participate in the trainings organized by the University. The majority of students (70% of them) express that they were not trained for the use of platforms for online learning, while 30% of them were trained.

This is due to transportation difficulties and students' personal interest in participating in the trainings organized by the University. In general, subject lecturers were the ones guiding students in using online platforms for the teaching process.

5. Which of the platforms was the easiest to use?



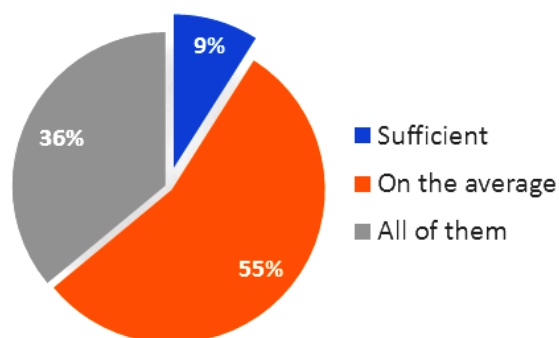
Source: From the processing of the questionnaire data

From the above graphs, we observe that both lecturers and students found it easier to use the Microsoft Teams program, possibly because the program was straightforward and accessible to everyone due to its organized implementation by the University of Korça. Following that, Google Meet is rated as the next easiest option by both lecturers (10%) and students (8%), while Google Classroom is considered the least user-friendly, despite being the

first program used during the initial transition to online learning. Regarding the question of whether they encountered difficulties in acquiring knowledge during online learning, 54% of students reported having difficulties, while approximately 46% did not face challenges. This discrepancy may be related to some students' lack of participation during online learning and the issues associated with this process.

6. Were the course objectives achieved?

Figure 11. Responses of the professors on achieving the objectives of the subject



Source: From the data processing of the questionnaire

Regarding the question posed about whether the learning objectives were achieved for professors: 55% of them responded that the objectives were achieved on average, 36% indicated that all objectives were met, and 9% stated that the objectives were sufficiently achieved. Asked for the difficulties encountered during online learning, professors highlighted the following main challenges: Lack of active participation from all students during online classes; Students' difficulties in utilizing literature; Challenges in conducting practical sessions etc. For students, the majority (75%) attributed problems to technical issues, while a smaller percentage (25%) mentioned material and other issues. The

difficulties faced by both professors and students during online learning included:

- Ensuring access to literature due to quarantine
- Internet connectivity and technical problems
- Lack of verbal communication
- Limited variety of teaching methods
- Restricted use of visual aids
- Low student participation during online classes
- Difficulties in knowledge acquisition due to personal or technical issues
- Lack of personal space in home environments

- Time constraints for active engagement during class hours
- Challenges in conducting practical sessions

- Psychological issues resulting from quarantine.
7. Do you still communicate on online platforms?

Figure 12. Answers of lecturers

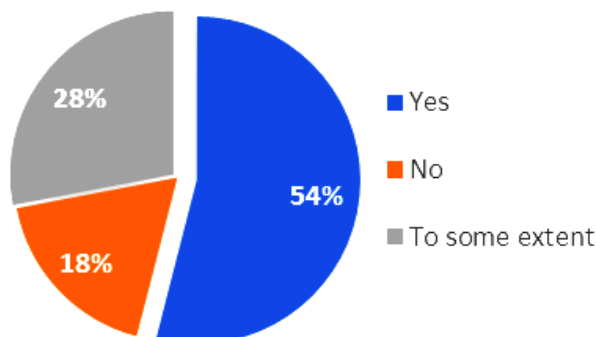
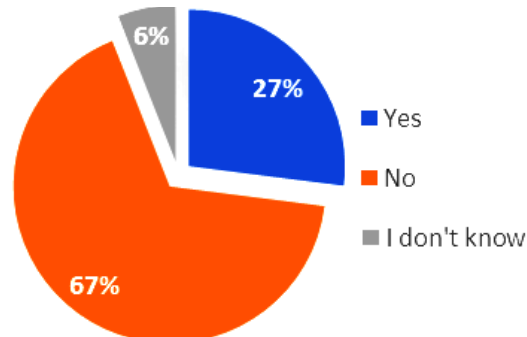


Figure 13. Student responses



Source: From the processing of the questionnaire data.

In relation to the question of whether you continue communication through online platforms, 54% of professors responded that they continue to use online communication, 28% use these platforms to some extent, and 18% do not use online communication. Students, in the majority (67%), have responded that they no longer use online communication platforms, 27% of students still use online communication platforms, and only 6% are unsure whether online communication platforms are used during the teaching process. When asked about the program of study with the highest student participation during

online teaching hours, professors observed that 64% of students in master's programs had the highest participation, while 36% noted the participation of Bachelor's students. This is related to the older age and greater responsibility of master's students compared to Bachelor's students. Additionally, it's important to consider the students' country of origin and their economic opportunities for accessing the internet or necessary tools for online communication. Another reason was the lack of private space to be present during online learning.

Table 1. Online learning innovations for lecturers and students

Professors	Students
<ul style="list-style-type: none"> • the possibility of transmitting knowledge at a distance • freedom in communication • recognition and acquisition of new online learning platforms • development of digital competence • new approach that can be used in the future • presentation of course projects and assignments • developing new communication skills through technology 	<ul style="list-style-type: none"> • use and acquisition of digital competence • ease of communication • flexibility with the lecture • time for studies and for work • tolerant approach to tests, colloquiums, course assignments • new experience

Source: Author, from respondents' responses

If we refer to the table, we see that both lecturers and students have identified almost the same advantages during online learning.

The development of digital competence and freedom in communication are the key points to mention. Students view online learning as

a good opportunity for employment during their schooling, and they have also listed the development of digital competence as an

other advantage, additionally this has been a new experience.

8. Will you choose online learning?

Figure 14. Professors responses

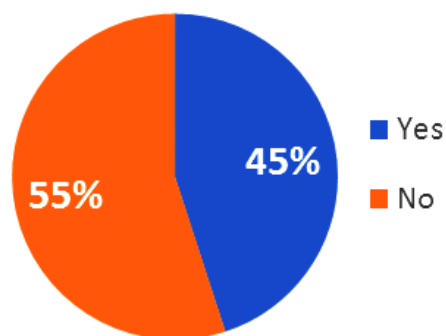
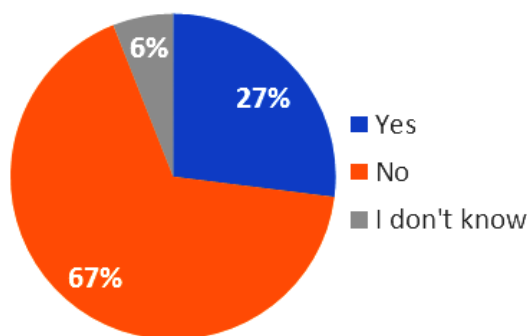


Figure 15. Students responses



Source: By Data Processing of Questionnaire

Regarding to the question about the possibilities of choosing online learning willingly, 45% of lecturers responded that they would choose online learning willingly, while only 19% of students would do so. The majority of students (75%) and lecturers (55%) would not be optimistic for online education which is related to various challenges associated with online learning.

Conclusion

Online teaching in the Department of History-Geography took place from March 2020 to March 2021. Only third-year Bachelor students and second-year Master students returned to in-person classes for a 2-week period before their final consultations. All exams were conducted in person. Students and faculty were trained in using online platforms by IT specialists at the University. The platforms used included Microsoft Office, Google Classroom, and Microsoft Teams. Overall, they were user-friendly, with Microsoft Teams being the most widely used. Over 60% of stu-

dents participated in online learning, with technical issues being the main challenge. Other problems identified by students included lack of personal space, limited time, difficulties in accessing literature, absence of debate, and limitations in practical sessions. The benefits of online learning included communication flexibility for most students, acquisition of technological knowledge, and digital competence development. Students continue to communicate online regarding various aspects of the teaching process. While most students would not choose online learning under normal conditions, faculty members are more optimistic about the use of online platforms. The COVID-19 pandemic paved the way for the adoption of various platforms in online communication between faculty and students. A practice that continues today is the creation and correction of tests using online platforms. Ongoing training on online teaching and infrastructure improvement would enable its application in specific modules of the History-Geography program.

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Section 3. Study of art and cultural studies

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STAGE INTERPRETATION OF PSYCHOLOGICAL IMAGES IN THE DRAMATURGY OF EDUARDO DE FILIPPO IN THE UZBEK THEATRE

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Abstract

This article analyzes the play “The Night Will Certainly Pass”, staged on the stage of the Uzbek National Academic Drama Theater by director A. Gamirov based on the work of playwright Eduardo de Filippo “The Millions of Naples”. The author comes to the scientific conclusion that the director, closely collaborating with actors, artists and other creative people, successfully staged the play based on Stanislavsky’s methods.

Keywords: *director, interpretation, play, art of experience, components of theater, psychological theater, image, acting ensemble*

Introduction

40 years have passed since the death of the Italian playwright and theatre figure Eduardo de Filippo (1900–1984). He vividly and interestingly talks about current problems of social life. In his plays, the playwright describes life simply and honestly and with this simplicity expresses the difficult fate of man. His plays bring pleasure to the reader thanks to the sharp plot and the embodiment of the traditions of street performances, including acting improvisation and buffoonery. Eduardo de Filippo is considered both a master of psychological realism and an heir to the Neapolitan mask theater. The tradition of commedia dell’arte occupies an important place in his work, and he turns to the cul-

ture of the past to renew theatrical creativity. This aspect brings him to the level of a unique phenomenon in the world of modern theater. Therefore, the work of Eduardo de Filippo is important at all times. He himself wrote about his work as follows: “I write for everyone: the poor, the rich, the workers, the employees... everyone! Everyone! The beautiful, the not so beautiful, the bad, the good, the selfish... As soon as the curtain rises, everyone sitting in the audience should find something interesting for themselves on the stage. And, in the end, it pleases me to realize that when the audience leaves the theater, each spectator takes with them something important that they can carry into their lives” (De Filippo E., 1997).

Theatres in many countries of the world have repeatedly turned to the works of Eduardo de Filippo. His plays such as “Filumena Marturano”, “Cylinder”, “Man and Gentleman”, “Saturday, Sunday and Monday”, “Vincent De Pretore”, “Christmas at the Cupiello’s”, “These Ghosts”, “The Millions of Naples” are especially valued. In the theatres of Uzbekistan, his works were turned to in the 21st century, and his plays “Cylinder” (in the Uzbek Academic Russian Drama Theatre), “The Millions of Naples” (in the Uzbek National Academic Drama Theatre) were staged.

Research methods. Criterion of historicity, analysis, comparative analysis

Main part

In 2007, the play “The Millions of Naples” by Eduardo de Filippo was included in the repertoire of the Uzbek National Academic Drama Theater for the first time.

In the tragicomedy “The Millions of Naples” the socio-political situation during the Second World War is described using the example of one family. De Filippo, who defines the genre of all his works as tragicomedy, in this play sometimes in comic and sometimes tragic situations expresses the fate of a family during the war years, which is forced to earn a living in an unfair way, and as a result the family almost falls into moral decline. “Gennaro, the hero of the play, is a supporter of honesty – he talks about it a lot, but cannot show how to live honestly in this situation” (Khodjimatrova M., 2007).

Poet and playwright Usman Azim was able to “Uzbekize” the words of the work when translating it. Based on his translation, director Alexander Gamirov interpreted the work on stage and tried to bring the traditions of the Neapolitan theater of that time to the Uzbek stage. Preserving the general idea and spirit of the work, he staged it in the genre of psychological drama. However, the director tried to find his own expression in the embodiment of the playwright’s work. In De Filippo’s works, there is often a farcical version of comedy in the first act, melodrama in the second, and drama or tragedy in the third act. The director also showed psychological drama through melodrama, starting with farce.

In the first scene of the play, the Iovine family begins a game involving the fake death of the head of the family, Gennaro, when the police arrive and find a supply of food on them, fearing that they will be accused of speculation. “Eduardo de Filippo’s funny, downright farcical plot twists have a serious, non-comic, even dramatic basis” (Skorniyakova M., 2006; p. 196). Because Gennaro Iovine’s family is in a precarious situation. There is no doubt that they will be imprisoned for what they have done, or at least sent to war and killed at the front. Life forces them to live a lie. The director expresses this scene, sprinkled with elements of farce, both funny and serious.

Scenes involving false deaths also appear in the playwright’s other works. “The theme of death is the central dynamic element of his comedies, which shows Eduardo’s deep connection with Neapolitan culture” (Monaco V., 1981; p. 51). In fact, such a plot line is typical for the traditions of Italian folk theater, which testifies to the author’s loyalty to these traditions. This approach to dramaturgy was established in the Neapolitan theater of the 20th century. A. Gamirov embodied the achievements of the Neapolitan and Italian theater as a whole in his performance at the National Theater of Uzbekistan.

The director expresses in vivid artistic colors the events of the play related to Gennaro’s departure to war, after which his wife Amalia, neglecting her children, begins dating another man and goes into business completely, as a result of which the children become more and more immoral. A. Gamirov, looking for the reason for the weakening of the family’s stability and its gradual disintegration, comes to the conclusion that the main reason for the characters of the play getting into such a situation is the era. Because of the war of that time, the family is practically destroyed. The return of Gennaro’s father, who disappeared in the war, saves the family from inevitable chaos. The director offered a romantic approach to the finale of the play. In it, on stage, Gennaro consoles his family members, looking at the audience. In the play, the hero expresses hope that “The night must pass”, but in the play the director changed this point of view, as a result, the main character uttered the firm words “The night will definitely pass”.

A. Gamirov prepared two groups of actors for the performance. “Saida Rametova and Mukhammadali Abdukunduzov, who embodied on stage in the images of the main characters of the work, showed a performance inclined to philosophical and psychological interpretation, and Zukhra Ashurova and Kakhramon Abdurakhimov approached the embodiment of images with performance in the direction of everyday psychological drama” (Rizaev Sh., 2007). The performance of both groups of actors in the play was subordinated to the director’s concept. Among them, the performance of K. Abdurakhimov stands out in particular. “Gennaro – K. Abdurakhimov prefers to save his wife and children from the crooked path not with shouts and appeals, but with examples and evidence, and the path he chose will turn out to be the right one at the end of the play” (Khaytmat R., 2009). The calm spirit of the performance was reflected in the truthful and realistic decoration created by director A. Gamirov and artist B. Turaev using subdued colors.

However, the character of the cameraman, who was introduced by the director with the aim of modernizing the work, instead of achieving harmony with the actors’ performance, on the contrary, interfered with them. Because his appearance on stage with a toy camera did not correspond to the director’s goal and negatively affected the atmosphere of the performance.

Conclusion

The play by A. Gamirov “The Night Will Certainly Pass” calls on the audience to appreciate the world. Also reflected in the director’s interpretation is the idea that in any situation a person should not lose his individuality, should not stray from the right path, should not forget the concepts of mutual kindness and significance. Through this play, the director decided to follow the path of mastering the achievements of Uzbek theater directing and expressing them on stage in harmony with existing traditions.

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