



Journal Website:  
<https://theusajournals.com/index.php/ijll>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

## METHODS OF WORKING ON EPIC LITERARY WORKS (BASED ON THE ARTISTIC ANALYSIS OF ODIL YOQUBOV'S SHORT STORY 'YAXSHILIK')

**Submission Date:** December 12, 2024, **Accepted Date:** December 17, 2024,

**Published Date:** December 22, 2024

**Crossref doi:** <https://doi.org/10.37547/ijll/Volume04Issue12-05>

**Norbaboyeva Matluba Toxirovna**

Shakhrisabz State Pedagogical Institute, Teacher of the Department of Uzbek Language and Literature, Uzbekistan

### ABSTRACT

This scientific article explores methods for engaging with Odil Yoqubov's short story *"Yaxshilik"* to broaden students' perspectives on life and its challenges, foster an understanding of universal human concerns, and develop approaches for collaborative reading and literary analysis in literature classes. Additionally, it examines techniques for working with literary texts effectively.

### KEYWORDS

Literary education, analysis of literary works, short story, problematic situation, student analysis, pre-reading, during reading, post-reading.

### INTRODUCTION

It is difficult to imagine school education or life itself without artistic literature. Literature is an art form that plays a vital role in shaping individuals into well-rounded personalities and helping them understand their true selves. As stated, "Literature is the art of all arts. It cannot be equated with any other art. While other arts are specialized, literature is not. The rest are

monodisciplinary, but it is synthetic. Literature encompasses all other arts."

Literature is a unique art form that inspires the experience of unparalleled emotions. In the process of literary education, analyzing a literary work serves as a tool to awaken human emotions in students, cultivate spiritually mature individuals with refined sensitivities, and nurture non-standard thinking. These represent

some of the distinctive and essential functions of literature as an art form.

Before starting the process of student analysis, we align students' mindset and mood with the objectives of literary education. The analysis of a literary work is carried out in three stages:

1. Exploring pre-reading thoughts.
2. Analyzing and working with ideas during the reading process.
3. Presenting post-reading reflections and conclusions.

Dastavval mutolaadan oldingi fikrlarni o'rganish uchun o'quvchilarga muhokama uchun savol tashlaymiz.

**1st Situation:** Why do you think the author named the story *"Yaxshilik"*? What kind of goodness do you think he wants to talk about? What does the concept of "goodness" mean to you?

The teacher will present a problematic situation through a presentation on the screen. Students will raise their hands and discuss the situation one by one. Since everyone has different perspectives on goodness, the debate is sure to take on an engaging and conversational tone.

**2nd Situation:** In your opinion, what difficult event is the author trying to narrate?

Once this situation is presented on the screen, students will begin sharing their speculative thoughts and start the analysis process. "The issues of society's diverse moods and the relationship with literature, the impact of the former on the latter, and the laws governing their boundaries should also be in focus". The contribution of literature to the relationship

between society and individuals is significantly reflected. Students will complement each other's ideas, while some may contradict the opinions expressed. The teacher does not provide their own opinion on the situation but takes on the role of managing the discussion. If the teacher were to express their opinion, students might conclude that their own views are incorrect and the teacher's opinion is correct, halting their own critical thinking. When readers stop thinking, literature dies. This is why it is crucial that, in the process of literary education, the teacher does not offer a definitive conclusion or judgment about the literary work.

#### Excerpt from the text:

"Suddenly, from among the vines of the mirzaterak, the head of my grandmother appears. She motions for me to come over, and from her scarf, she places two or three bunches of small grapes into my hat."– "Go, take them to the guest room. Your uncle and his wife... let them taste it. I try to run towards the guest room, pressing my hat to my chest, but my grandmother grabs my hand and stops me, looking around slowly and saying:"

"— If they say... 'Sit down,' don't sit again. Let them be together for even a moment. Tomorrow... — my grandmother's lips tremble, and she is unable to speak, pressing the corner of her scarf to her eyes, then motions: — Go!"

"...My uncle is leaving for war tomorrow. Last night, he 'eloped' with my aunt from Tashkent. From the whispers I overheard, it seems they studied together at the institute. Last night, our house was full of women, and I couldn't see my aunt, but this morning, on my way back from the herd, I saw her by the spring."

"Read the above passage and explain why the grandmother's lips trembled and she could not speak. Did you understand the grandmother's condition? Try to explain the reason."

**3rd Situation:** What impression did Mansur's wife leave on you? What did you learn about her character? Why was there sadness and sorrow during the wedding, with mournful songs playing? What was the reason for the grandmother's alternating between crying and laughing?

The literary text is presented to the students, and a debate on the ideas within the context begins. In order for the tragic memories of the war to form in the reader's mind, it is important to make the students feel that the wedding was held with the hope that the young man going off to war would return alive and see the wedding. The purpose of the literary text is to help students realize how our ancestors endured hardships and lived through difficult times, while the present generation is now tasting the fruits of their sacrifices.

**4th Situation:** Why was Mansur fond of his aunt? Describe the changes in Mansur's aunt. What do you think was the reason for these changes? What do you think happened to Mansur's uncle?

As students continue to familiarize themselves with the literary text, they, like Mansur, begin to feel a fondness for Mansur's aunt. However, the changes in her character and her relationship with Mansur cause confusion and doubt in the reader. In such a situation, students will engage in a discussion to reflect on what actions they should take.

**5th Situation:** Why was it even more difficult for Mansur's grandmother than for his aunt? Did Mansur make a mistake by telling his grandmother about the

postman's arrival? What would you have done if you were in the boy's place?

**6th Situation:** Have you ever tried to do a good deed from the heart, but the result didn't turn out as you expected? How did you handle the situation?

Students share events from their own lives with each other. The discussion becomes lively because children at this age enjoy boasting about their own heroics. In an effort to leave a good impression in the class, they hurry to be the first to talk about the good deeds they have done.

Compare the thoughts you had before reading with the ideas you formed after reading. Did your initial thoughts turn out to be correct, or were they different? Express your opinion on this.

A literary work is not a mathematical problem. "Therefore, when explaining and analyzing a work created in a particular national context, it is appropriate to take into account the characteristics of the worldview and values of the community living in that context."

"The national characteristics reflected in the work must be properly considered for a complete literary analysis." Each nation has its own customs and traditions, and when approaching and analyzing its literature, these aspects should be taken into account. Typically, there is no single correct answer to the questions posed about a work—each of us must respond based on our worldview and experience, drawing independent conclusions from the work. Only then will we feel the need for literature lessons and reading books.

**Working in pairs.**

Imagine, a few years later, Mansur and his aunt meet again. What could they talk about? Write their conversation. Read it to your classmates. Which pair's conversation seems the most believable and impactful?

We will split into groups and try to draw our imagined version of Mansur, his grandmother, and his aunt, then evaluate which group's depiction best fits the literary context. Linking literature lessons with subjects like history, visual arts, music, and natural sciences also sparks interest in other subjects, while providing a lasting opportunity to remember the theme for a long time.

By engaging students in activities like drawing the characters and discussing how well their interpretations fit the narrative, you create an opportunity for deeper engagement and a more holistic understanding of the literary work. It also helps connect various academic disciplines, making the lesson more dynamic and memorable.

For homework, prepare a creative piece based on the story. The author of the most impactful artistic work will be awarded a book as a gift by the teacher.

This approach encourages students to apply their understanding of the story creatively while also motivating them to produce their best work. Offering a book as a reward adds an extra layer of incentive, connecting literature with tangible rewards and fostering a deeper connection to reading.

The publication of new generation textbooks in secondary schools and their implementation in the classroom was an unexpected event for many schoolteachers. In organizing literature lessons, excerpts from texts are read, and during the process,

problematic situations are introduced by the teacher to initiate analysis and discussion among the students.

"Thinking about shaping a well-rounded individual in a society without ensuring that the majority fully understands the complexities of mature literary texts is an unattainable dream." Each student's independent opinion holds special importance.

This approach highlights the significance of encouraging critical thinking and independent interpretation in literature lessons. By promoting active discussion and problem-solving, students are not only engaging with the text but also developing skills that are essential for their overall intellectual growth.

In organizing literature lessons, working with such problematic situations changes the worldview of students and refreshes their thinking patterns. It also encourages teachers to work on their own skills and motivates them to align with their students' perspectives.

This method emphasizes the importance of mutual learning between teachers and students. By engaging students in solving problems and analyzing complex situations, teachers not only foster critical thinking but also continue their own professional growth. This dynamic interaction between teacher and student enriches the educational experience for both.

## REFERENCES

1. Mirzayeva Z., Jalilov K. "Methods of Teaching Literature (From Traditionalism to Modernism)". – Tashkent: 2020. – p. 8.



2. Mirzayeva Z., Jalilov K. “Literature. Textbook for Grade 6 of General Secondary Schools”. – Tashkent: 2022. – 224 p.
3. Hamdam U. “Artistic Thinking Training. Monographs and Articles”. – Tashkent: New Generation, 2002. – p. 7.
4. Yo’ldosh M. “The Artistic Nature of Innovations: Literary Studies”. – Tashkent: “Adib,” 2011. – 88 p.
5. Yo’ldoshev Q., Yo’ldosh M. “Fundamentals of Literary Analysis”. – Tashkent: Kamalak, 2016. – p. 12, 76.
6. Barbüs A. Zola in 1932. “In the Book, Things Are Called by Their True”



**OSCAR**  
PUBLISHING SERVICES