

The Role Quizzes in Developing National and General Cultural Competence in Students Through Literature Lessons

(Based on The Story "Tree in The Yard" By Shadiqul Hamro From The 7 Th Grade Literature Textbook)

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Received: 18 March 2026; **Accepted:** 05 April 2026; **Published:** 30 April 2026

Abstract: This article discusses the methods and techniques for instilling national and general cultural competencies in students based on modern approaches in the educational process, and for forming national values and national thinking through works of art.

Keywords: Literary thought, education, modern methods, national immunity, folklore, competence, national value, constructivism.

Introduction: Today, we believe that one of the pressing issues in our country's education system is to provide students with knowledge based on a competency-based approach and, at the same time, to develop skills and competencies in national and general cultural competence by instilling in them a love for literature lessons.

New Uzbekistan also sets as one of the priority tasks "to educate young people in the spirit of patriotism, civic sense, tolerance, respect for laws, national and universal values, as individuals who can resist harmful influences and trends, with firm beliefs and views on life, and to protect them from actions that lead to the violation of moral foundations, from the ideas of terrorism and religious extremism, separatism, fundamentalism, violence and cruelty." In order to implement such tasks, the tasks of improving the system of forming a national and universal worldview in students are of priority importance.

Measures to develop education and upbringing should be based on the processes of continuous development of this competence with the participation of students from the perspective of lifelong learning. In

this regard, the role of school literature teachers is very important. Only these teachers can instill in the child's mind respect and love for national values through stories and tales. There is enough reason and reason to say this. Because students spend half of their day in the school where they study. As our President Shavkat Mirziyoyev noted: "Every state, every people is powerful with its intellectual potential and high spirituality."

METHODS

we recommend the following lesson plan for literature teachers to instill in students the true meaning of Shadiqul Hamro's story "The Tree in the Yard", which is given in the 7th grade literature textbook.

Lesson topic: Introduction. Fundamentals of literary analysis. The story "The Tree in the Yard" by Shadiqul Hamro. (1 hour)

Lesson Objective:

- A) Educational goal - to provide students with information about artistic analysis, to teach them to analyze and interpret a work through storytelling;
- B) The educational goal is to educate students in the

spirit of preserving the values left by our ancestors and raising the spirituality of the nation;

C) Developmental goal - To develop students ' quick thinking, responsiveness in intellectual discussions, and literary reading literacy.

Lesson progress:

I. Organizational part:

this lesson is the first topic of the new school year, we will start the lesson with a conversation about the Independence Day of our Motherland, the conditions that independence has given us. The lesson will be held in an unconventional way. Students will be divided into small groups , the arrangement of classroom equipment will also be made convenient for the groups, and each group will be given a separate name:

1-Group 1 - "Young Researchers", Group 2 - "Young Artists",

3 - "Young Artists", Group 4 - "Young Literary Scholars "

Naming the groups in this way also brings the topic closer. Students will have to give brief information about great geniuses .

II. New topic statement.

An important feature of a literary text is its multiplicity of meanings . The author usually does not explicitly state the most important ideas and important thoughts. We learn to discover and draw conclusions from the "unwritten" parts of a work by analyzing the "written" part of the work - the text of the work, the depiction of characters in it, the description of events, and the means of artistic depiction used by the author.

First of all, before reading the work, we pay attention to the questions and assignments given in the textbook regarding the work:

1. Pay attention to the title of the work. Why do you think the work is called "The Tree in the Yard"? What do you think the story is about?
2. Let's read the work. Why does the work begin with a picture of a tree in the yard?
3. The author notes the uniqueness of the tree, that it blooms twice a year, but the fruit What does he mean by the elegance of his buds?
4. Why is the tree trunk like its grandfather's staff?
5. What connections might there be between a tree, a

grandfather, and a staff belonging to his grandfather?

By answering these questions, students begin to think about the general idea of the work. The teacher complements and summarizes the students' thoughts and paves the way for students to increase their interest in the work. In developing students' national and general cultural competencies, teaching this work directly positively shapes their attitude to nature and ecological culture.

III. topic covered .

the students have read the entire work, they should analyze it. In order for the analysis to be as quick and clear as possible, it is advisable to give each group separate tasks:

Young Researchers Group - Talk about the characters in the story. Define the concept of character.

Answer: The concept of image (symbol) has broad and narrow meanings. An image in a broad sense means a life scene imbued with the thoughts and feelings of the creator . In a narrow sense, it represents the human figure reflected in a work of art. The main character in the story is the Father. In a symbolic sense, the tree in the work can be compared to the father. The story also contains the image of an immigrant. Through the image of an immigrant, the writer refers to evil forces and alien ideas that can threaten any family or nation at any moment .

"Young Artists" group - Embody the tree depicted in the work in a picture based on your imagination and knowledge.

Answer: Students should explain the tree they drew and compare it with the image given in the work.

"Young Artists" Group - Describe the tree in the yard. Why do you think the tree blooms twice a year but never bears fruit? Have you heard of such a tree before?

Answer: The image of the tree in the story is considered a symbolic concept, representing the head of the family , the father. Here the tree is the father, and its branches and fruits are the descendants. In nature, there are trees that do not bloom and bear fruit. Such trees are grown for landscaping purposes .

"Young Literary Scholars" Group - What values do you know that are passed down from generation to generation ? What do you think is the importance of values for people?

protect the values inherited from their ancestors . In our people, concepts such as friendship , hospitality , hard work, honesty, and loyalty to the homeland are considered values. A person always needs values, and values are very important not only for the past and present of a nation , but also for its future destiny.

IV. Evaluation. Students who actively participate in the lesson from the groups are encouraged .

V. Concluding the lesson. The teacher answers the students' questions about the topic and concludes the lesson by giving homework.

The development of national and general cultural competencies in general secondary school students,

based on the literary texts presented in literature textbooks and the glorification of national values through them, plays an important role in raising a spiritually healthy, patriotic, and comprehensively mature young generation.

The results of the above theoretical information and sample lesson developments can be seen in the experimental work of our dissertation work entitled "Development of national and general cultural competencies in students through literature lessons. (On the example of literature textbooks for grades 5-7").

Distribution of students who participated in the pilot study on the development of national and general cultural competence in literature lessons in grades 5-7 :

Table 1

No	Province, city, district	Preschool and comprehensive schools under the Department of School Education	number of students in the class						Total number of student s
			TS	NS	TS	NS	TS	NS	
1	Fergana region , Dangara district	Secondary school No. 29	5 ^A	5 ^B	6 ^A	6 ^B	7 ^A	7 ^B	
			2 2	2 0	2 4	2 2	24	21	133
		Secondary school No. 32	5 ^A	5 ^B	6 ^A	6 ^B	7 ^A	7 ^B	
			24	25	2 2	18	2 1	17	127
2	Namangan region, Pop district	Secondary school No. 24	5 ^A	5 ^B	6 ^A	6 ^B	7 ^A	7 ^B	
			19	21	20	21	20	22	123
		Secondary school No. 47	5 ^A	5 ^B	6 ^A	6 ^B	7 ^A	7 ^B	
			17	17	18	16	15	18	101
3	Jizzakh city	Secondary school	5 ^D	5 ^E	6 ^D	6 ^E	7 ^D	7 ^G	

		No. 17	2 2	2 0	21	22	24	21	130
		Secondary school	5 ^A	5 ^B	6 ^A	6 ^B	7 ^A	7 ^B	
		No. 27	2 2	2 1	17	19	2 0	2 1	120
4	Total:		734						

Surveys on the topic of the research were taken from the regions, and the results were statistically analyzed. 5th-7th grade students from a total of 6 schools across

Results of respondents from schools 29 and 32 of Dangara district, Fergana region

Table 2

No.	Class	Number	High	Medium	Low
1	5th grade	91	45	22	24
2	6th grade	86	38	32	16
3	7th grade	83	43	18	22

The initial results of the pilot study show that, according to the first questionnaires received from students, the understanding of national and general cultural competence of students in the experimental classes has increased significantly. The results of students in the control classes were found to be significantly lower than those of students in the experimental classes. These results indicate the relevance of our research as a practical application.

CONCLUSION

In today's complex globalization environment, we are losing our spirituality. Only national fiction can create national immunity against the harmful ideas that have lost their originality and are flooding in from abroad for the purpose of spreading. Because literature arises from the heart and is absorbed into hearts.

As everyone knows, human thinking, worldview, and level of knowledge of the world

It is known from the speech he speaks. Humanity, which was formed by oral speech

Its people will have broad thinking, a broad outlook, and mature potential. This

human speech is first developed in preschool education, and then in general

developed in secondary education institutions. "The process of thinking," he writes

L. Vygotsky, -begins with the child's communication with his parents. Independent thinking

and these conversations take shape only after the child begins to "swallow" them and "digest" them on his own.

". Based on this view, it can be concluded that thinking is directly

independent only when it has its own guiding force, goals, and methods

becomes an activity. Age-appropriate character and characteristics of students in grades 5-7

Along with their development, their communicative skills also develop.

Students' relationships with those around them: parents, friends, teachers

The need to communicate increases. At the same time, they develop speech skills.

To develop speech competence in 5th-7th grade students, conduct a conversation within the framework of the existing topic in literature textbooks, and provide a discussion on the topic.

Working on questions and assignments builds national and cross-cultural competence

plays an important role in the development of. For example:

1. Who are the main characters of the work?
2. Which characters in the play do you like?
3. Which character in the play can serve as an example for you?

4. Questions such as "Tell the plot of the work in your own words" encourage students to

encourages thinking and expressing imaginative thoughts in speech. Grades 5-7

students not only share their knowledge about the work, but also their worldview about the work

interacts with the students .

Before the collaboration was established, it was taught to 5th-7th grade students in literature classes.

Must be familiar with the national and general cultural competencies to be provided.

They are as follows:

- kindness, generosity, respect for others' worldview, religious

respect for one's beliefs;

- knowledge of the national, universal principles and tasks of the national ideology;

- being able to distinguish between national and universal values.

- to preserve the historical and spiritual heritage of the people, to preserve their traditions and rituals

to respect;

- knowledge of national, universal principles and tasks;

- customs, rituals, national and cultural values of universal importance

is to know and respect traditions. New pedagogical

technologies are diverse, and the choice of which method the teacher chooses depends on the topic being taught, the goals and objectives of the lesson .

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