

Psychological foundations of teaching karakalpak literature in a foreign-language environment

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Abstract: The article examines the psychological aspects of teaching Karakalpak literature in a foreign language environment. Special attention is given to the impact of cultural and linguistic differences on the perception and understanding of literary works. The author analyzes methods and approaches that help overcome barriers in literature education for students who do not speak Karakalpak. The paper emphasizes the importance of cultural identity, emotional engagement, and student motivation, as well as the significance of applying approaches based on psychological and pedagogical theories to enhance teaching effectiveness.

Keywords: Psychological foundations, literature teaching, karakalpak literature, foreign language environment, cultural differences, literary perception, teaching in other languages, emotional engagement, student motivation, psychological and pedagogical approaches.

Introduction: The basis of the method for teaching Karakalpak literature among representatives of different cultures lies in the analysis of the peculiarities of perceiving artistic works by various ethnic groups: how they are understood and interpreted in the context of diverse socio-cultural conditions.

Active study of the multi-layered perception of literary texts covers a wide range of research: from in-depth works in the field of literary studies to psychological analysis and philosophical reflections, which open up new horizons of understanding. In this field, literary scholars and pedagogical researchers have conducted a number of scientific studies. The theoretical understanding of the issues of readers' perception can be found in the works of M. V. Cherkezova, I. B. Nimaeva, E. K. Gafiyatullin, T.O. Skirgailo, Uzbek methodologists L.B. Khvan, Tukhliyev B, Niyozmetova R, Khusanbayeva K, E. B. Abduvalitov, and many others. However, there are no studies on the psychological aspects of teaching Karakalpak literature in a foreign language environment.

The perception of Karakalpak literature in multilingual classes (Russian and Uzbek) has a number of psychological features related to linguistic, cultural, and cognitive factors.

Cognitive Features of Perception

Bilingualism and its influence. Students who speak two languages process literary texts differently from monolinguals. They may mentally translate the text, which slows down understanding, but at the same time, it develops cognitive flexibility.

Different levels of proficiency in the language of instruction. Students may understand the meaning of a text but face difficulties in analyzing literary devices and stylistic techniques, especially if the language of literature is not their native one.

The influence of the native language on perception. The linguistic structures of a student's native language can influence how they interpret a text. For instance, if certain tenses or concepts are absent in the native language, it may complicate the understanding of the plot.

Emotional and Cultural Features

Connection with cultural codes. Students perceive literature better when it reflects familiar cultural images, values, and traditions. For example, a Karakalpak or Uzbek student might empathize more with the characters of their national literature than with those of Russian classics.

Cultural shock. Some literary works may cause confusion or rejection due to cultural differences. For example, the Karakalpak mentality may be perceived differently in European societies.

Differences in emotional responses. People from different cultures may react differently to the same plots: a tragedy might be seen as a lesson from fate, while a comedy may be perceived as a way to avoid serious conversation.

To study the psychological features of literary perception in multilingual and multicultural classrooms, we used student surveys.

1. What is your native language?
2. In which language do you most often read literature?
3. Do you face difficulties when reading literary works in a foreign language? (Yes/No, if yes, what are they?)
4. How often do you have to reread a text to understand it? (Almost never / Sometimes / Often / Very often)
5. Which literary genres are easier for you to understand? (Epic, poetry, drama, etc.)
6. What part of the text is the hardest for you to perceive? (Plot, style, cultural features, metaphors, symbolism, etc.)
7. Do you feel an emotional connection to the characters in books written in a foreign language?
8. Are there times when the characters or the plot seem unclear to you because of cultural differences?
9. What methods of text analysis are most convenient for you? (Class discussions, essay writing, visual materials, etc.)
10. Which way of studying literature do you prefer: reading independently, listening to the teacher's explanation, discussing in a group?
11. Which works of national literature do you like the most?
12. Are you interested in the literature of other peoples? (Yes/No, if yes, which ones?)
13. Do you feel a difference in the style, language, and themes of works from different cultures?
14. Tell us about a work that left a strong impression on you. Why?
15. What difficulties do you face when studying literature at school? Such a survey helped identify problems related to the perception of literature in multilingual classrooms and adjust the teaching methodology. Based on the conducted survey, the following conclusions were made.

When it comes to teaching literature in a foreign-language environment, it is important to consider the various psychological advantages and disadvantages that may arise for students. Here are some key aspects to consider:

Cultural and Language Barriers

Language Barrier: One of the main psychological challenges is the language barrier. When students study literature in a language different from their native one, it can create problems with text comprehension, understanding deep meanings, and language nuances. Language difficulties can reduce students' confidence, which affects their motivation and participation in class.

Cultural Barrier: Literature is closely tied to cultural context, and when students are unfamiliar with the culture, they may not understand the traditions, customs, and symbolism embedded in the works. This can lead to misinterpretation of the text or misunderstanding of its key ideas.

Fear of New Cultural Codes For students from other cultures, psychological discomfort may arise when encountering a culture to which they do not belong. Some images, themes, or ideas presented in literary works may make students feel estranged or insecure. For example, themes related to the traditions or history of Karakalpakstan may be unclear or unfamiliar to students who have no experience with this culture.

Identity Issues Students in a foreign-language environment may face cultural identity issues, especially if their own culture is significantly different from what is being taught. This can lead to feelings of isolation or a lack of connection with the material, which in turn can decrease motivation to participate actively in class. The psychological need for self-expression and recognition of their identity becomes an important aspect of the learning process.

Low Motivation and Anxiety Due to language and cultural differences, students may experience anxiety, especially if they do not feel confident in the new cultural context. This can lead to a decline in motivation to study and even avoidance of class participation. Anxiety about new tasks, complex texts, or misunderstanding of the material may block their desire to learn.

Inequality in Perception of Literary Works In a multicultural audience, situations may arise where students perceive the same works differently, based on their different life and cultural experiences. This can create difficulties in analyzing and discussing the works. Psychologically, students may feel uncomfortable if their perception does not match the majority's opinion

or if they feel that their culture and experience are not taken into account.

Cultural Stereotype Conflict In a foreign-language environment, there may be a clash of stereotypes and prejudices about another culture. For example, students might begin to perceive literary works through the lens of negative stereotypes about a culture or people with whom they are unfamiliar. This can create biased perceptions and hinder deep understanding of the works.

How to minimize these psychological disadvantages:

Using a differentiated approach: Applying methods that take into account students' knowledge levels and cultural differences can help eliminate many psychological barriers. Teachers can offer adapted assignments or additional explanations to provide equal conditions for all students.

Creating an inclusive and safe atmosphere: It is important to create a classroom environment where every student feels accepted and can openly express their thoughts. This helps minimize fears and increase motivation.

Cultural sensitivity: Teachers can pay attention to cultural differences and offer students reflections on their own cultures and the cultures of others to better understand and respect different cultural contexts.

Interactive and creative methods: Using active teaching methods (e.g., discussions, project work) will help students participate more actively in the learning process, overcoming psychological barriers. These aspects can serve as a good foundation for discussing psychological problems and solutions that will help improve the process of teaching literature in a foreign-language environment.

There are also psychological advantages to teaching literature in a foreign-language environment that can have a positive impact on students. Here are some of them:

Development of Intercultural Empathy Teaching literature from another culture contributes to students' sensitivity. When they immerse themselves in works that reflect the life and experiences of people from a different cultural environment, it helps broaden their worldview and increase tolerance. Familiarity with the literature of Karakalpakstan or other cultures helps students understand how differences in culture, history, and traditions influence people's worldview and behavior.

Improvement of Cognitive Flexibility Interaction with foreign-language texts requires students to adopt a more flexible approach to perceiving and analyzing information. Getting used to different writing styles,

traditions, codes, and metaphors develops critical thinking and the ability to see things from different perspectives. This improves cognitive skills and develops the ability to adapt to new situations.

Stimulating Creative Potential Teaching literature in a foreign-language environment stimulates creative thinking. When students encounter new plots, characters, and styles, it can inspire them to come up with new ideas and creative projects. Comparing different literary traditions helps unlock creativity, improving the ability to find unconventional solutions and see connections between seemingly unrelated elements.

Development of Self-Reflection and Self-Identification Literature helps students recognize their own cultural identity by comparing their culture with others. This can be a helpful process of self-discovery, as students begin to understand which elements of their culture and perception differ from those represented in the literature of another culture. This promotes the development of self-identity and a deeper understanding of their place in the world.

Strengthening Social and Psychological Confidence Studying literature from another culture helps create a more open and inclusive educational environment. When students feel that their cultural differences are acknowledged and valued, they become more confident and comfortable in their learning environment. This can improve their psychological state and motivation, as well as help them adapt more quickly to international or multilingual environments.

Psychological Adaptation and Strengthening of Intercultural Connections Teaching literature in a foreign-language environment fosters social connections between students from different cultures. This strengthens intercultural communication and develops the ability to adapt, understand, and interact with people from various cultural backgrounds. Ultimately, this contributes to social harmony and reduces stereotypes and prejudice.

Strengthening the Sense of Belonging to a Global Community Students studying the literature of other nations begin to feel like part of a broader global community. This sense of "global citizenship" strengthens their psychological confidence and motivation to study. Literary works that address universal themes — love, struggle, freedom, justice — create a sense of shared humanity despite cultural differences.

These advantages demonstrate how teaching literature in a foreign-language environment can positively impact students' personal development, intellectual abilities, and social adaptation. It is important not only

to address emerging psychological challenges but also to actively use them as resources for students' personal growth.

CONCLUSION

In conclusion, it can be said that the psychological aspects of teaching Karakalpak literature in a foreign-language environment require careful attention to the peculiarities of students' perception and understanding of works, considering their cultural and linguistic differences. It is important to develop students' emotional engagement, motivation to learn, and understanding of cultural contexts, which contributes to a deeper understanding of literary texts. The application of psychological and pedagogical approaches and techniques aimed at developing students' cognitive and emotional abilities creates conditions for effective learning in a multilingual educational environment. The success of teaching Karakalpak literature largely depends on the teacher's ability to adapt teaching methods to the psychological characteristics and language barriers of students, as well as on using intercultural approaches to expand educational horizons.

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