

# Collaborative Learning Methods in Literature Education

Usmonova Umida

Teacher at Alisher Navo'i Tashkent State University of the Uzbek Language and Literature, Uzbekistan

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**Abstract:** This article analyzes the content, theoretical foundations, and practical effectiveness of the “Rotational Analysis” and “Interpretation” methods, which foster collaborative learning skills in literature education. Based on an experiment conducted with third-year students, these methods were found to develop skills such as aesthetic reasoning, analytical thinking, evidence-based argumentation, multi-directional problem-solving, synthesizing core ideas, and rephrasing. The article also discusses the advantages and disadvantages of these methods and provides methodological recommendations for their practical application.

**Keywords:** Collaborative learning, small group work, “Literature Circles” method, “Rotational Analysis” and “Interpretation” methods.

**Introduction:** The development of students' collaborative skills in the process of learning analysis is one of the tasks of literature. Collaborative learning is “a teaching and learning strategy in which students, divided into groups, collaborate with each other to achieve common goals by evaluating the activities of their groups”. “Along with the competence of critical thinking, communication, teamwork and creative thinking are necessary conditions for children to develop into self-determined, active participants in collective work, and free citizens”. [Helena Silvaa, José Lopesb:2022,12]

**Analysis of literature on the topic.** Theorists such as Sigmund Freud, Erik Erikson, and Jean Piaget believe that high-quality peer interaction (interaction) is essential for cognitive, moral-social development, mental health, and academic achievement. Researchers David Johnson and Roger Johnson, who conducted research, found that positive relationships with classmates account for about a third of the variation in academic performance. [David W. Johnson and Roger T. Johnson:2015,2] Experts emphasize that a teacher can organize teamwork, that is, the cooperative activity of students who work together to achieve a common goal, support each other, and contribute to each other's learning, only by providing five characteristics in group members: the understanding that they cannot succeed if their group members do not succeed, personal responsibility,

mutual support, social skills, and shared discussion. [David W. Johnson and Roger T. Johnson:2015,5-6] These principles suggest that classroom tasks should be centered around a “group goal,” that each student should be held accountable for the group's success, and that they should be able to express their ideas freely. “When these five characteristics are present in cooperative group activities, students will share and synthesize ideas, debate their points of view, and reach agreements, thereby developing critical thinking skills.” [Helena Silvaa, José Lopesb:2022,12] As a result, their ability to discuss opposing views and draw independent conclusions increases the level of critical thinking, so cooperative learning methods serve to analyze the issue in depth rather than simply memorizing facts. Various methods have been recommended by methodologists for collaborative work. Husanboyeva Q. Niyozmetova R. recommends that the teacher present various poetic fragments related to the poet's personality to groups and give questions and tasks that encourage them to discover the poet's personality through poems and compare themselves with the poet. The recommendation based on the lesson aimed at studying the work of Muhammad Yusuf assumes that the group members discuss the questions together orally, and the teacher helps the groups. [Husanboyeva Q. Niyozmetova R.: 2018,151-163] Qazoqboy Yuldosh gives an example of working in small groups based on the epic poem “Farhod and Shirin”, which is intended

to be carried out without the intervention of the teacher, based on Jean Piaget's research on working in small groups. The methodologist recommends that each small group be given a separate question or task, that each member of the group engages in specific sources (textbook, scientific journals, dictionaries, social networks) and searches for a solution to the problem, and that two students record the opinions of their group members. This method of collaborative work is based on the distribution of separate tasks and the accumulation of information throughout the class. [Qazaqboy Yu'ldosh:2022,86-88] In their research, Albert Carter, DeSuan Dixon, and Xia Li recommend methods for implementing the "Literature Circles" method, developed by Harvey Daniels in the 1980s, using modern technologies, in which the tasks of each member of the group are clearly defined. In this method, the teacher gives the class a book or story to read. Then the class is divided into small groups and each group is assigned certain roles. These roles can change depending on the nature of the book, the dynamics of the class, and the teacher's wishes. "Literature circles" consist of the roles of moderator (provides a summary of the chapters read and selects one interesting passage for the group to read), discussant (formulates questions), researcher (finds additional information), connector (connects the text to other texts, personal experiences, and the world), illustrator (draws a picture that matches the text), dictionary inspector (explains the literal and symbolic meaning of the word), and language researcher (finds artistic means of imagery). [Albert Carter:2024,160] The distribution of roles allows students to delve deeper into the topic, as they try to improve the learning process due to the responsibility assigned to them. However, Sarah Kraitier's research finds that traditional literary circles, with their constant use of roles, can hinder students' critical thinking and deep analysis, and suggests new methods for working together: The Pinwheel Discussion method is an interactive method that involves students in active, role-based discussions, mainly in the format of an observational discussion method (fishbowl). Each participant takes on a role that represents a specific image or idea in the text and argues from their point of view. The participant who leads the discussion directs the conversation. Through this method, students gain a deeper emotional and intellectual understanding of the text, develop critical thinking skills and analyze opposing points of view. According to the study, this method provides a significant increase in activity and analytical thinking by 96.7%. [Kraitier S.:2017, 71-119] The above scientific and methodological sources, analysis of research show that approaches to collaborative learning serve to encourage students to

engage in independent research, develop critical and analytical thinking skills. Based on methodological experience and scientific research, we have also proposed new methods that serve to more effectively organize collaborative learning, develop students' communication, analytical approach, and creative thinking. The proposed methods are aimed at organizing interactive lessons based on student activity.

## **METHODOLOGY**

The methods of "Circular Analysis" and "Explanation" can be used to develop collaborative skills. These methods teach in-depth analysis of a literary text. "Circular Analysis" is a method that activates all members of the group in the work process and allows for the purposeful formation of common ideas. At the first stage of the "Circular Analysis" method, a group of four people sits around a large sheet of paper. Each member individually reflects on a topic, problem or question, writes their thoughts on their own section of the sheet. In the second stage, four participants turn the sheet over and discuss the thoughts of their group members in writing, during which the remaining three members successively make written corrections to the thoughts of one member, then each participant reads the comments written by their group members to their thoughts, identifying their own strengths and weaknesses. In the third stage, the group verbally exchanges ideas, comes to a common decision, writes them in the middle of the sheet, announces them to other groups, and then answers questions posed by other groups about their ideas. Within the class, each group is a competitor, and the group with the most correct answers and explanations for their answers wins, therefore, group members are required not to endorse their own opinion, but to endorse the correct opinion.

In the process, the student expresses an opinion, analyzes three opinions, studies the points of view of others on their own opinions, understands their strengths and weaknesses, draws conclusions together, and defends the interests of the group in front of the class. This method simultaneously develops four speech skills. The "circular analysis" method can be used to analyze complex, symbolic works, character psychology, classical texts, and generally to study the poetics of a work of art. The ability to rely on textual evidence to defend each decision teaches the student to logically justify his opinion and express it freely. In the first stage of the "Explanation" method, each member of the group individually selects ten important passages from the literary text being studied and writes the selected key word, phrase or sentences on one side of the sheet, and the explanations of the selected texts

on the other. Then the members exchange sheets, get acquainted with which parts of the text their group members consider important and their explanations. In the second stage, the members select the ten most important passages from the collected passages by addressing each other with the following questions: Why did you consider this passage important? Which of your explanations do you think serves to understand the content of the work? What are the most important passages and explanations for sequentially revealing the main idea of the work? In the third stage, they jointly write explanations for the ten passages that have been edited. In the fourth stage, based on the information collected, four members of the group write answers to four tasks on a separate sheet of paper: draw a content map of the work using keywords, identify a chain of causes and effects, express the task assigned to the character, and write the main ideas. After reading the answers in turn, it becomes clear what each member thought about the work, and the group together writes an analysis of no more than one page. In the sixth stage, each group announces its analysis and a group discussion is held. The group uses the evidence gathered to support its opinion. The "Explanation" method directs the process of text analysis to the development of students' critical thinking, communication skills, and collaborative working skills. Through this method, students strengthen their argumentative logic by selecting important parts of the text, giving them individual explanations, and then justifying their choices. While writing group explanations provides constructive discussion and shared decision-making, analytical tasks stimulate analytical and creative thinking. Final discussions develop the skills of working with evidence and justifying opinions.

## RESULTS

In literature education, there are methods similar to the "Circular Analysis" method, such as "Silent Discussion" and "Collaborative Writing with Rotation" [Moeller, VJ, & Moeller, MV:2007], but these methods do not fully meet the requirements of collaborative activity. In the "Written Discussion" method, students write questions and answers or thoughts about the text on a sheet of paper, which is passed around among group members. The method is aimed at sharing ideas only in written form and does not organize collaborative activity. In the "Collaborative Writing with Rotation" method, each member writes an idea on his or her own part of the sheet, then the sheet is passed around in turn, and others write edits to the idea. There is no oral discussion of the edit, summarization of edited ideas, or preparation of a final analysis conclusion. The "Explanation" method is

similar to the "Annotation" method [Fisher, D., & Frey, N.:2012], which helps analyze a work by identifying key words, symbols, or important passages from the text and writing explanations for them, and the "Conceptual Mapping" method [Novak, JD:2010], which requires expressing the main ideas of the text through visual schemes, but these methods are mainly intended for individual work and are not aimed at organizing collaborative activities in a systematic manner. The "Peer-to-Peer" method [Palincsar, AS:1984], in which participants in a group are assigned roles such as "questioner", "explainer", and "predictor", does not ensure the participation of each member in the explanation. The two methods we propose are aimed at organizing cooperative work in groups based on a strictly required procedure for implementation, integrating the above methods. Both methods are aimed at the student's ability to express his point of view, identify shortcomings or flaws in his thoughts and the most correct solution to the problem together with his classmates. In the process, the student learns to accept his own mistakes, as well as to help correct the shortcomings of others. Before integrating other texts surrounding the literary text with the work, it is important to get to know the text itself in depth. The two methods can be used before contextual analysis to understand the artistic aspects of the work, to understand the author's aesthetic intention, to create a unique interpretation, and to increase the student's independent analytical skills. For the effective use of the methods, it is correct to carry out the analysis of one work in two lessons. In the first lesson, the student's point of view, personal experience and knowledge are used, and before the second lesson, groups are given homework to familiarize themselves with the dictionary and context. Through this process, students and groups have the opportunity to assess how well their initial thoughts and personal interpretations are combined with contextual analysis and extended comments, which helps to develop their analytical skills.

The experiment was conducted with third-year students (Mother Language and Literature Education). The "circular analysis" method stimulated active discussion in the group. Oral exchange of ideas, questions and answers, and active defense of the decision forced students to listen carefully and justify their opinions. The competitive factor (the need to defend the most correct answers) kept students alert. Students developed collaborative decision-making skills; improved identification of the artistic aspects of the text; students strengthened argumentative logic. The second lesson showed that conducting contextual analysis after studying the text in depth significantly

improved the quality of the analysis. It was observed that the groups working with the previous content developed skills for carrying out collaborative activities. However, editing the comments took a lot of time, 25% of students misunderstood the comments of their classmates, and the process of turning and correcting the comments created a rush due to the lack of enough lesson time. Some students misunderstood the written comments of their classmates, which led to erroneous conclusions, the answers, comments, and revisions were similar to each other, and it was found that there was a lack of an individual approach. In the process of implementing the "Annotation" method, students clearly interpreted the symbolic aspects of the text and became active in creating creative annotations. The skills of identifying important passages of the work and understanding their interrelationships were formed. Through the process of exchanging comments in groups, it was observed that 70% of students developed the skills of justifying their own opinions and participating in discussions while respecting the opinions of others. However, the comments lacked originality, and it was difficult for students to fulfill the requirements of the fourth stage and generalize the analysis. When implementing both methods, it is necessary to draw up a lesson plan, pay attention to ensuring that passive students do not rely on more active participants, ask for mutual respect in oral discussions, and check the activity of each student. To apply the methods, it is advisable to initially use small works.

## **CONCLUSION**

The methods of "Circular Analysis" and "Explanation" serve to effectively form in-depth analysis of a literary text, develop the four speech skills, and work in a group. The requirements of the methods for expressing opinions based on the text, discussing in a group, presenting evidence, and reaching a common decision teach participants to self-evaluate, feel responsible, and express individual opinions with justification.

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