

Forming Students' Analytical Ability As A Pedagogical Issue

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Abstract: This article examines the formation of students' ability to analyze literary works as a pedagogical issue. The significance of developing analytical ability and its role in shaping an individual's personality are highlighted. Tasks that direct students towards analyzing literary works are illustrated through examples from school textbooks, and methodological recommendations are provided.

Keywords: Literary analysis, analytical ability, school textbooks, figurative thinking, literary reading, imagination, comprehension.

Introduction: In today's world, where the process of receiving information is shaped by the influence of the digital environment, students are more attracted to modern technologies and social networks than to reading works of literature. This has led to instability in their emotional state and a narrowing in their thinking and imagination. Under such circumstances, it becomes crucial to re-engage students in the reading of literary works and to cultivate in them the ability to analyze literature.

Taking into account students' interests and demands, it is important to develop a system of tasks and games that encourage analysis, making use of modern technologies and the possibilities of artificial intelligence. Such an approach enhances the impact of literature and contributes to the further improvement of methods for analyzing literary works. This, in turn, helps protect students from emotional decline and instability.

Indeed, students who have developed the ability to analyze literature gain an independent worldview, aesthetic taste, figurative thinking, and critical reasoning. Only a student with such abilities will not be bewildered in the face of challenges but will be able to find independent solutions.

In general secondary schools, many scholars emphasize that "methods of working with a literary text are among the longstanding issues of literature teaching methodology" and that "the analysis of a literary work holds a special place in the teaching of literature". The inclusion of the competence of analyzing literary works

in the State Educational Standards, the attention paid to developing students' ability to analyze literature in the literature curriculum, and the provision of information related to literary analysis in the newly updated literature textbooks all indicate that this issue has been raised as a pedagogical problem.

The analysis of a literary work is understood as a deep study of the text, including the examination of its content, ideas, and characters, as well as an understanding of the artistic devices employed in the work and their role in creating artistry and aesthetic beauty, together with an appreciation of the writer's craftsmanship. The main purpose of analysis is to achieve a profound comprehension of the literary work, to evaluate its artistic value, and to awaken the reader's imagination and emotions.

A student engaged in analysis does not merely read a literary work; rather, they come to understand its theme and underlying idea. They observe the characters' traits and psychological changes, as well as their significance in the development of events. Along with studying the structure of the work, its literary language, and expressive means, the student also grasps the author's aesthetic intention and the spirit of the era reflected in the creation.

Furthermore, by perceiving and contrasting the oppositions depicted in the literary work—such as good and evil, consequence and recklessness, justice and tyranny—the student undergoes self-cultivation and moral development. Educational analysis, in this sense, pursues pedagogical aims and is carried out in the process of teaching and learning.

In the analysis of literary works, aesthetic, cognitive, psychological, structural, as well as historical-biographical, sociological, and historical approaches are widely employed. In particular, the aesthetic approach fosters in students an aesthetic taste and a personal attitude toward the literary work. It emphasizes the analysis of the work's beauty, linguistic style, artistic devices, and the expressiveness of its images, drawing attention to the elements that enhance its appeal.

For example, in the 8th-grade literature textbook, Lutfiy's ghazal "Ayoqingga tushar har lahza gisu" demonstrates how the device of *irsol-i masal* (proverbial allusion) contributes to the poem's aesthetic charm, while Navoi's "Bormog'in" tuyugh illustrates the use of *tajnis* (*paronomasia*), enriching its artistic beauty. Likewise, in Oybek's poem "Na'matak" presented in the same textbook, the use of personification and simile enables the student to feel and vividly visualize the imagery in its entirety—so much so that a lively scene involuntarily emerges in their imagination.

A slender wild rose sways so gracefully

In the cradle of the lofty wind.)

(Nafis chayqaladi bir tup na'matak

Yuksakda shamolning belanchagida)

Or:

At its base the silver snow weeps softly...

A delicate wild rose bush sways.

(Poyida yig'laydi kumush qor yum-yum...

Nafis chayqaladi bir tup na'matak).

Or:

High above a wild rose bush dances,

Joyful, holding out a basket of flowers to the sun.

(Yuksakda raqs etar bir tup na'matak,

Quyoshga bir savat gul tutib xursand).

These artistic devices are elements that create the charm and aesthetic impact of a lyrical work, and their explanation can be grounded in the aesthetic approach to analysis.

However, practical observations show that students tend to memorize literary texts and rely on ready-made interpretations. Many of them are unable to independently analyze the content of a work, grasp the conflicts among its characters, or effectively express elements of artistic thinking. Therefore, in order to comprehend and analyze a literary work and to deeply understand its life-related and aesthetic meaning, it is necessary to activate the student's cognitive activity.

In order to develop students' ability to analyze literary works, we can recommend a three-stage TAT approach that gradually guides them into analysis. This approach is organized around the stages of analysis, comprehension, and imagination, and consists of questions, game-based tasks, and tests designed with consideration of students' age and psychological characteristics.

Through these stages, the student first divides the literary work into parts and analyzes its elements; during and after the analytical process, they grasp the overall meaning and essence of the work; and at the final stage, they broaden their imagination through figurative thinking and the mental visualization of the literary work. That is, based on the literary work, they may draw pictures, stage performances, or write alternative continuations.

This approach can be explained using the example of the work "Oqbo'yin" from the 7th-grade literature textbook.

At the analysis stage, the following questions and tasks are included, aimed at identifying the structure and elements of the literary work:

Analysis stage

1. In your notebook, draw a "T" chart or vertical diagram and write down the main idea of the story "Oqbo'yin" along with supporting ideas.
2. Make a list of the characters in "Oqbo'yin" and describe the unique traits of each.
3. Create a table or diagram to briefly outline the sequence of events in "Oqbo'yin."
4. What problem is raised in the story "Oqbo'yin," and how is it resolved? Propose your own alternative solution.

Comprehension Stage

1. Summarize the content of "Oqbo'yin" briefly in 6–7 sentences.
2. Identify the key idea (quotation) that reveals the essence of the story and explain its meaning.
3. "Finally that evening his patience overflowed. He no longer found the strength to endure. Reluctantly leaving the child asleep on the porch, he climbed over the wall and went out into the street. From the street to the field..." – What made Oqbo'yin decide to go to Malla? Write down the factors that influenced this decision.
4. What conclusion can be drawn from the story "Oqbo'yin"? What message does the author convey through this work?

Imagination Stage

This stage serves to develop students' figurative thinking and creative imagination. The following tasks can be given:

1. Write a letter to one of the characters in "Oqbo'yin" (for example, Karim the herdsman, Oqbo'yin, Rasul, Yoldor, Malla, or Olapar). What would you say to them?
2. Write an alternative ending for the story.
3. Draw an illustration based on the story, or prepare a plot outline for a stage performance.
4. If the story were to continue, imagine and describe how the events might unfold.

In addition, in developing students' ability to analyze literary works, it is important to design a system of differentiated tasks. This requires attentiveness and resourcefulness from the literature teacher, since only a careful and knowledgeable teacher can distinguish between diligent, hardworking, shy, lazy, and indifferent students in the classroom.

In order to equally engage all students in the reading and analysis of literary works, differentiated tasks can be used –that is, assignments designed at different levels based on students' comprehension, interests, and analytical abilities, all within the same topic. Through this method, no student is left without analyzing the work; rather, each analyzes it in a way that matches their learning capacity.

For example, if we take the story "The Old man and the sea" included in the 7th-grade literature textbook, the following types of assignments may be given:

For high-achieving students: "Analyze Santiago's inner experiences, his thoughts, and his character traits."

For average-achieving students: "Evaluate Santiago's strengths and weaknesses, as well as his positive and negative qualities."

For low-achieving students: "Who is Santiago? What actions did he take throughout the plot?"

As we know, there are students who rush from school to home and from home to the street. Such students do not even prepare their lessons; sometimes they hurry to school the next day without even checking the timetable. Unfortunately, there are also lazy students who carry a book to school throughout the academic year but never open it to read.

For such students, the proper analysis of certain works can help them draw the right conclusions and correct their mistakes. For example, the 5th-grade literature textbook includes Saadi Shirazi's aphorism: "A donkey loaded with books is neither a scholar nor a wise man, without a doubt." Through its analysis, it is possible to

reduce students' negative tendencies and foster positive qualities.

Indeed, what is the difference between a person who carries books but never reads them and a donkey?! When guided toward proper analysis by the teacher, this category of students will feel ashamed of their behavior and correct their mistakes. Among Saadi Shirazi's works, there are also many aphorisms that teach the value of time, encouraging students to pursue knowledge, learn a craft, and make effective use of their time. "If you don't want to crave barley tomorrow, sow it today, so that perhaps you may eat wheat bread". "The ant gathers food throughout the summer, so that in winter its home may be prosperous."

Likewise, his following maxim contributes to eliminating quarrelsome and irritable behavior that sometimes occurs among adolescents with their peers: "Even if you are as strong as an elephant, if you are quarrelsome like a lion, in my eyes peace is a thousand times better than conflict."

The list of such works, which hold great significance in the upbringing and education of students, can be extended considerably. Many of them, however, are not included in textbooks. That is why it is important to guide students toward independent reading, to compile or recommend a list of works for them. Based on the works they read independently, literary evenings can also be organized, or stage performances can be prepared during school events. After all, "to interest children in reading beautiful works, to help them feel the artistic word, to be inspired by it and derive pleasure from it, refines their hearts and purifies their nature."

CONCLUSION

In conclusion, developing students' ability to analyze literary works is of great importance today. A student who acquires this skill will, in the future, grow into a person with an independent worldview, capable of finding solutions to life's problems, and able to understand the feelings and pains of others. Setting this process on the right track serves to develop the student's logical and critical thinking, aesthetic taste, figurative imagination, speech, and reasoning skills.

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