

LITERARY EDUCATION METHODS, TECHNIQUES, FORMS, AND THEIR INTERRELATIONSHIP

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Abstract: *This article examines the content, types, and intrinsic interrelationship of the methods, techniques, and organizational forms employed in the process of literary education. In literary instruction, a method represents the general approach to organizing the activities of the teacher and the learner; techniques serve as the means of implementing the method, while forms define the organizational structure of the educational process. The article elucidates the role of such approaches as literary text analysis, dialogue-based instruction, problem-based learning, and interactive methods in fostering literary thinking. From a scholarly and pedagogical perspective, it substantiates that the harmonious integration of methods, techniques, and forms contributes to the development of students' aesthetic sensibility, independent thinking, and profound comprehension of literary works.*

Keywords: *literary education, method, technique, forms of instruction, literary text, analysis, interactive methods, literary thinking, student engagement*

INTRODUCTION

In contemporary literature classes, enhancing student engagement necessitates the use of a wide range of methods and techniques. This, in turn, requires literature teachers to employ effectively a number of traditional and logically grounded interactive methods – such as dialogue, comparison,

inductive and deductive approaches – which form the foundation for the cultivation of students’ cultural awareness and moral development. As is well known, higher education institutions specializing in pedagogy provide comprehensive instruction on teaching methods and their theoretical underpinnings within the course General Pedagogy. To prevent mechanical repetition in learning, selected teaching methods may be demonstrated through literary works as illustrative examples. When students acquire a clear understanding and practical awareness of how to apply one or two methods, they are subsequently able to employ other methods appropriately and effectively as well. This plays a significant role in improving educational outcomes in teaching practice. In the process of literary education, the dialogue method – long recognized as one of the leading approaches in educational practice – stands out as one of the most effective means of fostering students’ independent thinking. This method is based on question and answer interaction between the teacher and the student and is characterized by dialogic knowledge transmission. It activates learners’ cognitive processes and encourages independent reflection. The primary objectives of this method are as follows:

- activating students’ prior knowledge;
- facilitating the discovery of new knowledge through dialogue;
- developing skills of reasoning, analysis, and drawing conclusions;
- enhancing speech culture and communicative competence.

METHODS

It should be noted that the advantages of the dialogue method lie in its ability to stimulate students’ interest, develop speech and logical thinking, and encourage active participation, while simultaneously playing a crucial role in consolidating knowledge. Methodological scholarship contains a substantial body of research devoted to this method. In particular, A. Tojiyev’s manual

“Dialogue in Literature Lessons”¹ explores the role and significance of the dialogue method in ensuring the effectiveness of literary education. Today, education requires that the “discovery” of new knowledge and moral qualities be carried out not by the teacher alone with students as passive recipients, but by the students themselves with the active participation and guidance of the teacher. Such processes of rediscovery take place during work on a literary text through lively interaction between teacher and learners, in genuinely exploratory and dialogic discussions. The significance of a well-organized classroom discussion lies in the fact that it satisfies young readers’ need to express their personal responses to what they have read and to share their viewpoints with others. Participation in discussion prepares students to articulate their attitudes freely, to engage in debate, and to express their thoughts with confidence. This method is distinguished from others by the clarity and purposeful direction of thought it promotes. In the course of discussion, students gradually develop not only the ability to express their own ideas, but also the skills of substantiating those ideas by citing evidence and examples from the text. It teaches them to listen attentively to interlocutors, to take part in debate, fosters a need to deepen their knowledge, and broadens the scope of their interests. In the study of literary works, the discussion method provides students not only with knowledge but also directs them toward active intellectual engagement. It enables the activation of memory, powers of observation, cognitive processes, imagination, and emotional responsiveness. During discussion, each student’s individual characteristics are revealed. Throughout the lesson, a topical issue raised by the literary work is brought to the fore, and all students collaboratively seek solutions to this problem through

^{1 1} Tojiyev A. Adabiyot darslarida suhbat. – Toshkent: “O‘qituvchi”, 1997.

dialogue. In this process, the teacher observes the dynamics of the class, provides guidance, and at the same time creates conditions for students to work independently. The discussion method proves effective at all stages of literary education: in introductory lessons, in the process of mastering a literary work, and during its analysis. One of the essential conditions for effective discussion is the teacher's careful consideration of the developmental levels of all students when preparing questions that stimulate thinking and encourage independent reasoning. Questions should be designed in such a way that students are given the freedom to express their own views openly and confidently. To achieve this, the teacher must first possess a thorough knowledge of the text and be able to present concrete evidence to students. However, in many cases, knowledge and factual information alone are insufficient. Students must be able to analyze the text independently and draw their own conclusions. Accordingly, questions and tasks should be formulated so as to prompt inquiry into the text itself. A well-constructed question is meaningful, comprehensive, thought-provoking, and inquiry-oriented; it compels reflection, leads to discovery, and stimulates imagination. Jalal al-Din Rumi aptly observed, "A good question is half of knowledge." In upper grades, both the number and the scope of discussions aimed at understanding the authorial persona expand. Students should be able to distinguish a particular writer's voice, style, and personality among many works, to approach the author more closely, and to sense their presence. Discussions organized around lyrical works often evolve into conversations about the authorial self embodied in the text, as well as the emotional, intellectual, and reflective world conveyed by the lyric voice. Such discussions become especially effective for students' personal and moral development when they genuinely engage their interest. Questions that are generally

understandable yet somewhat challenging to answer tend to be particularly engaging for learners; for them, these questions function as intellectual riddles.

RESULTS

In creating an emotional atmosphere and sustaining meaningful dialogue, the most crucial task is to identify an initial, unifying question that holds the discussion together. In upper-grade discussions, questions require not only quick recall or familiarity with the text, but also the ability to select relevant material, systematize it, comprehend it, analyze it, and express a reasoned response. The questions used in discussion vary in nature: some require students to reread the text and substantiate their ideas with evidence, while others demand in-depth analysis of the literary work. However, it is appropriate that the answers to each of these questions require effort, deep reflection, and the articulation of one's own viewpoints. In practice, students do not always provide well-considered and thoroughly reasoned responses during discussions. In enabling learners to give complete and meaningful answers, the teacher's supplementary or guiding questions play an important role. In the current school Literature textbook, an excerpt from the work "Sariq devni minib" ("Riding the Yellow Giant")² is included. When teaching this text through the discussion method, the following questions may be proposed:

- How does the author introduce the reader to Hoshimjon's character?
- What traits are evident in Hoshimjon's appearance and behavior?
- What characteristics can be observed in his relationships with his peers?
- What aspects of Hoshimjon's personality do you notice in his attitude toward his younger sister?

² Dosimbetova S, Tajibayeva A, Sattorova A. Adabiyot. 5-sinf uchun darslik-majmua. – Toshkent: "Novda Edutainment", 2024; 89-b



– And how would you describe his relationship with his mother?

– How should Hoshimjon's admission that he himself entered the grades in the journal be evaluated? Such guiding questions assist students in independently analyzing the text, drawing their own conclusions, and substantiating their judgments. In upper grades, the discussion method is implemented in conjunction with students' independent work and presentations. When preparing for discussion, the teacher should be ready to respond flexibly to unforeseen situations that may arise during live interaction with students and to modify prepared questions according to the circumstances. Within the discussion method, the transmission of ready-made knowledge is not prioritized; rather, emphasis is placed on reinforcing acquired knowledge and internalized values, expressing attitudes and emotions verbally, justifying one's position, and developing the ability to stand by one's own opinions. After posing the initial question, the teacher is expected to gauge students' mood and level of understanding and, based on this awareness, to steer the discussion in new and meaningful directions. In this way, the internal essence of a lesson organized around the discussion method is formed. One of the key conditions for conducting a successful discussion is to treat every student response with attention and respect, allowing learners to express their ideas freely. It is natural that a student's thoughts may at times be disorganized or unclear. The teacher's task is not to rephrase or articulate the student's ideas on their behalf for the whole class; in the methodology of literary education, this is considered an entirely incorrect approach. Students should themselves struggle, explore, and find appropriate words to express what they intend to say. They must be systematically trained to do so from the very beginning. Providing unnecessary assistance in articulating a student's thoughts may discourage independent thinking and hinder the development of the ability to

express one's own ideas. When assistance is truly needed, it should take the form of additional questions that help the student clarify and articulate their own thoughts more precisely.

DISCUSSION

In the course of discussion, the relationship between student and teacher depends not only on the accurate formulation of questions, but also on the teacher's ability to manage the conversation confidently without losing direction amid responses of varying nature. In well-organized discussions, teachers and students become equal interlocutors who take one another's ideas and viewpoints into account. It is the teacher's responsibility to cultivate logical thinking, cultural awareness, and knowledge in students' self-expression, as well as to foster a sense of responsibility for one's statements and attitudes toward the opinions of others. Discussion is, in essence, thinking aloud – collectively reflecting on a single question. Conversations that arise during work on a literary text involve not only thinking aloud but also feeling aloud. Students do not always openly verbalize their emotions; the nature of genuine feelings is such that they cannot always be fully articulated in words. Creating situations for debate during discussion is one of the most effective ways to activate students' independent thinking. If, during discussion, the teacher's attention is focused on only a few students, the collective nature of the conversation is disrupted. Other students may then quickly assume the role of passive listeners, which can foster the mistaken belief that only high-achieving students participate in classroom discussions. A truly meaningful discussion does not end with the response of the first student to answer the teacher's question; rather, it involves taking an interest in the perspectives of other students and evaluating the quality of responses only after hearing all viewpoints. Discussions achieve their purpose only when students feel

themselves to be equal participants in dialogue. The teacher is responsible for establishing equality in discussion, along with its naturalness, sincerity, and freedom. A general question posed to the class may at times require additional guiding or clarifying questions. The teacher's intonation when asking questions also contributes to the effectiveness of discussion, as the tone of voice may subtly guide students toward the direction of an appropriate response. Discussions become lively through the teacher's engaging attitude and expressive manner of speech. The conclusion of a discussion does not mean that the question has been exhausted or removed from consideration. On the contrary, the completion of a well-organized discussion often gives rise to new questions for further reflection and debate in the classroom. Owing to its natural power and foundation in sincere, humane communication, discussion is regarded as one of the most ancient instructional methods.

CONCLUSION

In conclusion, the application of the discussion method ensures a relatively high level of students' independence in thinking and learning. Within this method, the teacher's role consists of posing questions that prompt recall of previously learned information, assigning relevant tasks, formulating engaging and thought-provoking questions, encouraging the adaptation and reprocessing of knowledge in new situations, guiding students toward drawing conclusions, and requiring them to substantiate those conclusions. The student's activity, in turn, involves analyzing situations, identifying and recalling questions related to previously acquired knowledge, seeking and providing answers, drawing semi-independent and independent conclusions, and justifying their ideas. The discussion method presupposes dialogic cooperation between the teacher and the student body. Its essence lies in the teacher's engaging presentation of educational material and in involving students in the

search for answers, as well as in the rediscovery by learners of knowledge, moral qualities, conclusions, and governing principles.

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