

**ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK
TILI VA ADABIYOTI UNIVERSITETI HUZURIDAGI ILMIY
DARAJALAR BERUVCHI DSc.03/30.12.2019.Fil.19.01 RAQAMLI ILMIY
KENGASH ASOSIDAGI BIR MARTALIK ILMIY KENGASH**

**ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK
TILI VA ADABIYOTI UNIVERSITETI**

NURMUXAMMADOV JAMOLIDDIN SHERMUHAMMAD O‘G‘LI

**UMUMIY O‘RTA TA‘LIM TIZIMIDA ADABIY
LABORATORIYALAR YARATISHNING ILMIY-METODIK ASOSLARI**

13.00.02 – Ta‘lim va tarbiya nazariyasi va metodikasi (o‘zbek adabiyoti)

**PEDAGOGIKA FANLARI BO‘YICHA FALSAFA DOKTORI (PHD)
DISSERTATSIYASI AVTOREFERATI**

Toshkent – 2024

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dissertatsiyasi avtoreferati mundarijasi**

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BERUVCHI DSc.03/30.12.2019.Fil.19.01 RAQAMLI ILMIY KENGASH
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Toshkent – 2024

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Ilmiy darajalar beruvchi ilmiy kengash
asosidagi bir martalik ilmiy kengash kotibi,
filol.f.d., professor

S. Ashirboyev

Ilmiy darajalar beruvchi ilmiy kengash
asosidagi bir martalik ilmiy seminar raisi,
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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahonda ta'lim va tarbiya har doim eng dolzarb masalalardan bo'lib kelgan. O'quvchilarni quyi sinflardan oq ijodiy-tanqidiy fikrlash, muammoga kreativ yondashish, izlab topish, tahlil qilish, nazariy bilimlarni amaliy qo'llay olish, laboratoriyalarda mustaqil ishlarni erkin amalga oshira olish kabi ko'nikmalarga ega tashabbuskor, kommunikativ, lider sifatida tarbiyalash zamon talabidir. Globallashtirish sharoitida milliy ta'lim tizimida o'quvchilarning mustaqil ish faoliyatini tashkil etish, kasbga doir malakalarini shakllantirish va bu orqali XXI asr ko'nikmalarini¹ rivojlantirish muhim ahamiyatga ega.

Dunyo ta'lim tizimida o'quvchilarni har qanday sohada muvaffaqiyatga erishish uchun yordam beradigan to'rtta ko'nikma: kreativ va tanqidiy fikrlash, kooperatsiya va kommunikativlikka tayyorlash uchun fan doirasi hamda integratsiyasiga asoslangan ijodiy topshiriqlar, loyiha ishlari, o'quv laboratoriyalarining ahamiyati katta. O'quv faoliyati mazmunli, sifatli va samarali bo'lishi uchun o'rganishga mo'ljallangan materiallar tayyor bilim berishga emas, balki izlanish, o'qib o'rganish, tadqiq qilish, loyihalashga yo'naltirilgan bo'lishi kerak. Bu, o'z navbatida, o'quvchilarning mustaqil ravishda ma'lumot qidirishiga, o'z bilimlarini amalda qanday qo'llashni anglashiga, muayyan muammoni mustaqil ravishda hal qilishni o'rganishiga turtki beradi.

Respublikamizda uzluksiz va uzviylikka asoslangan milliy ta'lim tizimiga o'quvchilarning o'quv fanlari kesimida zarur bilim, ko'nikma va malakalarga ega bo'lishlari uchun kerakli chora-tadbirlar ishlab chiqilgan. "2022–2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi"³da maktab ta'limini yangi bosqichga olib chiqish belgilangan. Shuningdek, ushbu Strategiyada xalqaro ta'lim tajribalarini o'rganish, o'quv fanlarini o'zlashtirishning yangi metodikalarini joriy qilish vazifalari qo'yilgan. Ushbu vazifalar o'quvchilarda ilmiy-ijodiy tadqiqotchilik, yaratuvchanlik kompetensiyalarini shakllantirishga doir metodlarni adabiy ta'lim jarayoniga joriy qilish, loyiha ishi va laboratoriya tajribalariga jalb yetish, mustaqil faoliyat yuritishga yo'naltirishning yangicha yondashuv mexanizmlarini rivojlantirishni talab qiladi.

O'zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi PF-5712-son "O'zbekiston Respublikasi ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida", 2022-yil 28-yanvardagi PF-60-son "2022–2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida", 2023-yil 26-maydagi PF-79-son "Maktabgacha va maktab ta'limi vazirligi hamda uning tizimidagi tashkilotlar faoliyatini samarali tashkil etish chora-tadbirlari to'g'risida"gi Farmonlari, 2017-yil 13-sentabrdagi PQ-3271-son

¹ Bri Stauffer. What Are 21st Century Skills? Manba: <https://www.icevonline.com/blog/what-are-21st-century-skills>

² Danilova E. Chto takoye obucheniye 4K, zachem ono vashemu rebenku i gde uchitsya po takoy sisteme. Manba: <https://mel.fm/blog/yekaterina-danilova/3492-chto-takoye-obucheniye-4k-zachem-ono-vashemu-rebenku-i-gde-uchitsya-po-takoy-sisteme?ysclid=lkgnod5seh117473663>

³O'zbekiston Respublikasi Prezidentining PF-60-son "2022-2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida" 28.01.2022-yildagi Farmoni. Manba: <https://lex.uz/uz/docs/-5841063>

“Kitob mahsulotlarini nashr yetish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ‘ib qilish bo‘yicha kompleks chora-tadbirlar dasturi to‘g‘risida”, 2018-yil 14-avgustdagi PQ-3907-son “Yoshlarni ma‘naviy-axloqiy va jismonan barkamol etib tarbiyalash, ularga ta‘lim-tarbiya berish tizimini sifat jihatidan yangi bosqichga ko‘tarish chora-tadbirlari to‘g‘risida”gi Qarorlari; Vazirlar Mahkamasining 2017-yil 6-apreldagi 187-son “Umumiy o‘rta va o‘rta maxsus, kasb-hunar ta‘limining davlat ta‘lim standartlarini tasdiqlash to‘g‘risida”gi Qarori hamda mazkur faoliyatga tegishli boshqa me‘yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda mazkur dissertatsion tadqiqotda ilgari surilgan nazariy-metodik qarashlar, ular asosida chiqarilgan amaliy xulosalar ma‘lum darajada o‘z hissasini qo‘shadi.

Tadqiqotning respublika fan va texnologiyalar rivojlanishi ustuvor yo‘nalishlariga mosligi. Dissertatsiya tadqiqoti respublika fan va texnologiyalar rivojlanishining I. “Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma‘naviy-ma‘rifiy rivojlantirishda innovatsion g‘oyalar tizimini shakllantirish va ularni amalga oshirish yo‘llari” nomli ustuvor yo‘nalishiga muvofiq bajarilgan.

Muammoning o‘rganilganlik darajasi. Umumta‘lim maktablari adabiyot darslarida o‘quv fanini o‘zlashtirish masalasi, o‘quvchilarda didaktik tahlil ko‘nikmasini shakllantirish, ijodiy ishlarni izchil yo‘lga qo‘yish, matn ustida ishlashning turli metodlari va usullari, badiiy asarni qiyosiy-tipologik aspektida o‘rganish, mustaqil fikrlashga o‘rgatishning ilmiy-metodik asoslari, media resurslar asosida ta‘lim berish, AKT vositalari orqali adabiy ta‘limni rivojlantirish, tadqiqotchilik kompetensiyalarini shakllantirish texnologiyalari, adabiy ta‘lim klasteri kabi muammolar Q. Yo‘ldoshev, S. Matchonov, M. Mirqosimova, Q. Husanboyeva, R. Niyozmetova, V. Qodirov, E. Abduvalitov, A. Hamroyev, M. Hazratqulov, S. Qambarova, I. Rahimova⁴ kabi metodist olimlar; uzluksiz ta‘limda o‘quvchilarning ilmiy-tadqiqotchilik faoliyatini tashkil etish yo‘llari B. Adizov, S. Nishonova, B. Rahimov, Sh. Sharipov, O‘. Xudayberganova,

⁴ Ёўлдошев Қ. Б. Янгилашган педагогик тафаккур ва умумтаълим мактабларида адабиёт ўқитишнинг илмий-методик асослари: Пед. фан. докт. ...дисс. – Тошкент, 1997. – 306 б. Матчанов С. Умумтаълим тизимида адабиётдан мустақил ишларни ташкил этиш: Пед. фан. докт. ... дисс. – Тошкент, 1998. – 308 б. Мирқосимова М. М. Ўқувчиларда адабий таҳлил малакасини шакллантириш ва такомиллаштириш усуллари: Пед. фан. докт. ... дисс. – Тошкент, 1995. – 253 б. Хусанбоева Қ. П. Адабий таълим жараёнида ўқувчиларни мустақил фикрлашга ўргатишнинг илмий-методик асослари: Пед. фан. докт. ... дисс. – Тошкент, 2006. – 262 б. Ниёзметова Р. Х. Узлуksиз таълим тизимида ўзбек адабиётини ўрганишнинг назарий ва методик асослари (рус гуруҳлари мисолида): Пед. фан. докт. ... дисс. – Тошкент, 2007. – 249 б. Қодиров В. Умумтаълим мактабларида ўзбек мумтоз адабиёти намуналарини ўқитишнинг методик-илмий асослари: Пед. фан. докт. ...дисс. – Тошкент, 2019. – 233 б. Абдувалитов Е. Б. Умумий ўрта таълим мактабларида кардош халқлар адабиётини қиссий ўрганиш (таълим ўзбек, қозоқ, қирғиз, қорақалпоқ ва туркман тилларида олиб бориладиган мактабларнинг V–IX синфлари адабиёт дарслари мисолида): Пед. фан. докт. (DSc) ...дисс. – Тошкент, 2020. – 252 б. Ҳамроев А. Р. Она тили таълимида ўқувчиларнинг ижодий фаолиятини лойиҳалаштириш: Пед. фан. докт. (DSc) ...дисс. – Тошкент, 2003. – 280 б. Ҳазратқулов М. А. Адабий таълимда иншонинг ўрни ва уни ташкил этишнинг илмий-методик асослари: Пед. фан. фалс. докт. (PhD) ...дисс. – Самарқанд, 2019. – 146 б. Қамбарова С. И. Умумий ўрта таълим тизимида ўқувчиларнинг мустақил мутолаа маданиятини шакллантириш технологияси: Пед. фан. фалс. докт. (PhD) ... дисс. – Самарқанд, 2019. – 149 б. Раҳимова И. Бошланғич синфлар ўқиш дарсларида муаммоли таълимдан фойдаланишнинг назарий-амалий хусусиятлари: Пед. фан. фалс. докт. (PhD) ...дисс. – Тошкент, 2020. – 189 б.

N. Narziyeva, Sh. Boltayeva, Sh. Botirova, D. Tuxliyeva, R. Tillayeva⁵ singari pedagog olim, metodistlar tomonidan tadqiq qilingan.

Virtual va vizual laboratoriya, ijodiy tadqiqot qilish, kompetensiya va uning turlari, loyihaga asoslangan ta'lim, tanqidiy-ijodiy fikrlash, kognitiv o'quv faoliyati muammolari MDH olimlari: I.P.Volkov, M.G.Kachurin, M.V.Boguslavskiy, S.V.Abramova, L.S.Vigotskiy, P.Y.Galperin, V.V.Davidov, L.A.Darinskaya, E.P.Ilin, E.V.Lebedev, I.Ya.Lerner, S.I.Osipova, V.V.Pazinin, L.M.Perminova, K.B.Petrov, Y.A.Ponomorev, Y.V.Rindina, A.E.Simanovskiy, A.I.Balasheva, N.I.Derekleva, K.N.Polivanova, A.V.Mironov, A.S.Obuxov, A.I.Savenkov, I.S.Sergeyeva⁶ kabi pedagog va psixolog tadqiqotchilar tomonidan o'rganilgan.

⁵Адизов Б. Р. Бошланғич таълимни ижодий ташкил этишнинг назарий асослари: Пед. фан. док. ...дисс. – Тошкент, 2003. – 280 б. Нишонова З. Мустақил ижодий фикрлашни ривожлантиришнинг психологик асослари: Психол. фан. док. ... дисс. авторефер. – Тошкент, 2005. – 38 б. Раҳимов Б. Талаба-ёшларни илмий-тадқиқот ишларига йўналтиришнинг ижтимоий-педагогик асослари: Пед. фан. док. ...дисс. автореф. – Тошкент, 2009. – 48 б. Шарипов Ш.С. Талабалар ихтирочилиқ ижодкорлигини шакллантиришнинг педагогик шароитлари: Пед. фан. номз. ...дисс. – Тошкент, 2000. – 122 б.; Ўқувчилар касбий ижодкорлиги узвийлигини таъминлашнинг назарияси ва амалиёти: Пед. фан. док. ... дисс. – Тошкент, 2012. – 264 б. Худайберганаева Ў. Иқтидорли болаларни ўқитишга ихтисослашган мактаблар фаолияти самарадорлигини оширишнинг педагогик асослари: Пед. фан. номз. ...дисс. – Тошкент, 2007. – 124 б. Narziyeva N. O'quvchilarda tadqiqotchilik ko'nikmalarini integrativ yondashuv asosida shakllantirishda muammoli ta'limning o'rni // Xalq ta'limi. – Toshkent, 2017. – № 4. – B. 37–42. Болтаева Ш. Бошланғич таълимда ўқувчилар ижодий фаолиятини ривожлантиришнинг ташкилий-педагогик асосларини такомиллаштириш: Пед. фан. фалс. док. (PhD) ...дисс. автор. – Самарқанд, 2019. – 46 б. Ботирова Ш. Адабий таълим кластерининг илмий-назарий асослари: Пед. фан. док. ...дисс. автореф. – Чирчиқ, 2021. – 68 б. Tuxliyeva D. Umumiy o'rta ta'lim maktablarining 6-11-sinflarida g'azal o'qitish metodikasini takomillashtirish: Ped.fan. fal. dok.(PhD) ...diss. – Toshkent, 2022. – 164 b. Tillayeva R. Yuqori sinf adabiyot darslarida o'quvchilarning tadqiqotchilik kompetensiyalarini shakllantirish texnologiyasi: Ped. fan. fals. dok. (PhD) ...diss. avtoref. – Toshkent, 2023. – 51 b.

⁶ Волков И.П. Приобщение школьников к творчеству. – Москва: Просвещение, 1982. – 144 с. Качурин М.Г. Организация исследовательской деятельности учащихся (на уроках литературы). – Москва: Просвещение, 1988. – 175 с. Богуславский М.В. Творческое использование западных педагогических технологий в деятельности НПС ГУСа. // История педагогической технологии. – Москва: НИИ ТиИП, 1992. – 133 с. Абрамова С.В. Организация исследовательской работы по русскому языку на факультативных занятиях: из опыта работы //Исследовательская деятельность учащихся в современном образовательном пространстве: Сб. ст. /Под ред. А.С.Обухова. – Москва, 2006. – С. 479–485. Выготский Л.С. Воображение и творчество в детском возрасте. – Москва: Просвещение, 1991. – 436 с. Гальперин П.Я. Психолого-педагогические проблемы профессионального обучения. – Москва: МГУ, 1979. – 208 с. Давыдов В.В., Выготский Л.С. Воображение и творчество в детском возрасте. Психологический очерк. – Москва: Просвещение, 2006. – 93 с. Даринская Л.А. Гуманитарные основания развития творческого потенциала учащихся: Дисс. ...док. пед. наук. – Санкт-Петербург, 2006. – 424 с. Ильин Е.П. Психология творчества, креативности, одаренности. – Санкт-Петербург: Питер, 2009. – 300 с. Лебедев Е.В. Формирование исследовательской компетентности у будущих в процессе их профессиональной подготовки: Автореф. дисс. канд. пед. наук. – Ярославль, 2011. – 22 с. Лернер И.Я. Поисковые задачи в обучении как средство развития творческих способностей. // в кн. Научное творчество. Под ред. Микулинского С.Р. – Москва, 1969. – 176 с. Осипова С.И. Развитие исследовательской компетентности одарённых детей. www.fkg.ru/conf/17.doc. Пазынин В. В. Проектирование исследовательской деятельности учащихся в области русского языка: направление, проблема, тема исследования //Исследовательская деятельность учащихся в современном образовательном пространстве: Сб. ст. /Под ред. А.С.Обухова. – Москва, 2006. – С. 473–478. Перминова Л. М. Теоретические основы конструирования содержания школьного образования: Автореф. дисс. ...док. пед. наук. – Москва, 1995. – 38 с. Петров К. Б. Проблемно-интегративный подход к развитию творческого потенциала учащихся / К. Б. Петров, А. А. Деркач. – Москва: РАГС, 2006. – 446 с. Пономарев Я. А. Психология творчества и педагогика. – Москва: Педагогика, 1976. – 280 с. Рындина Ю. В. Исследовательская компетентность как психолого-педагогическая категория [Текст] / Ю. Вындина. //Молодой ученый. – 2011. – № 1. – С. 228–232. Симановский А. Э. Развитие творческого мышления детей. – Ярославль. Гринго, 1996. –192 с. Балашова А. И., Ермолова Н. А. Развитие исследовательских умений учащихся в процессе преподавания литературы. //Муниципальное образование: инновации и эксперимент. – 2009. – № 2. – 98–107 с. Дереклеева Н. И. Научно-исследовательская деятельность в школе. – Москва: Вербум-М, 2001. – 146 с. Поливанова К. Н. Проектная деятельность школьников: пособие для учителя. – Москва: Просвещение, 2008. – 167 с. Миронов

Bulardan tashqari G.Gardner, E.Bono, J.Piaje, Dj.Dyui, M.Daniels, Dj.Raven, E.Torrens, Dj.Gilford, K.Rodgers, D.Patti, R.Beghetto, J.Kaufman, B.Lucas, E.Spencer, S.Hwang, M. Csikszentmihalyi⁷ kabi tadqiqotchilarning ishlarida 4K konsepsiyasi, tanqidiy-ijodiy fikrlash modullari, loyihalash metodlari, virtual laboratoriya qonuniyatlari, ijodkorlik qobiliyatini tarbiyalash muammolari keng tahlil qilingan. Ammo adabiyot o'qitish kesimida adabiy laboratoriya yaratish, maxsus dastur asosida mashg'ulotlar tashkil etish va bunda o'qituvchi-o'quvchi munosabatlari masalasi maxsus o'rganilmagan.

Tadqiqotning dissertatsiya bajarilgan oliy ta'lim muassasasi ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Dissertatsiya Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti ilmiy-tadqiqot rejasiga muvofiq "O'zbek adabiyotini o'qitishning dolzarb masalalari" mavzusi doirasida bajarilgan.

Tadqiqotning maqsadi adabiy laboratoriyaning ilmiy-metodik asoslarini, umumta'lim, ijod, ixtisoslashtirilgan maktablarning sinflar kesimida dastur va rejasini yaratish, uning metodikasini yangi avlod "Adabiyot" dastur va darsliklariga joriy etish bilan bog'liq taklif va tavsiyalar ishlab chiqishdan iborat.

Tadqiqotning vazifalari:

adabiy laboratoriya mashg'ulotlari mazmunini shakllantirish mexanizmining pedagogik va psixologik omillarini aniqlashtirish;

А. В. Исследовательская деятельность – основа развития творческой личности [Электронный ресурс]. – Режим доступа: <https://cyberleninka.ru/article/n/issledovatel'skaya-deyatelnost-osnova-razvitiya-tvorcheskoj-lichnosti/viewer>. Обухов А. С. Исследовательская деятельность как возможный путь вхождения подростка в пространство культуры // развитие исследовательской деятельности учащихся: методические рекомендации / Под. ред. А. С. Обухова. – Москва: Народное образование, 2001. – 60 с. Савенков А. И. Содержание и организация исследовательского обучения школьников. – Москва: «Сентябрь», 2003. – 204 с. Сергеева И. С. Как организовать проектную деятельность учащихся: Практическое пособие для работников общеобразовательных учреждений. – 3-е изд., испр. и доп. – Москва: РАКТИ, 2006. – 80 с.

⁷ Gardner, H. Multiple Intelligence: New Horizons in Theory and Practice. Ingram Publisher Services. – USA: 2006. – 186 p. Бонно Э. Серьезное творческое мышление. – Минск: «Поппури», 2005. – 416 с.; Шесть шляп мышления / пер. с англ. – Минск: «Поппури», 2006. – 208 с. Piaget J. The Equilibration of Cognitive Structures: The Central Problem of Intellectual Development. Chicago: University of Chicago Press, 1985. – 176 p. Dewey J. Contributions to Education. The Child and Curriculum. Chicago University Press, 1992. – 189 p. Daniels M. Developing and Assessing Professional Competencies: a Pipe Dream?: Dissertation for the Degree of Doctor of Philosophy. – Uppsala University, Sweden, 2011. Равен, Дж. Компетентность в современном обществе: выявление, развитие и реализация. – Москва: Когито-Центр, 2002. – 396 с. Torrance, E. P. Torrance Tests of Creative Thinking. – Scholastic Testing Service, Inc., 1974. – 184 p. Гильфорд Дж. Три стороны интеллекта // Дж. Гильфорд // Психология мышления в 2 т. / Под. общ. ред. А. М. Матюшкина. – Москва: Просвещение, 1965. – 456 с. Роджерс К. Р. Взгляд на психотерапию. Становление человека. – Москва: Издательская группа «Прогресс», «Университет», 1994. – 480 с. Drapeau P. Sparking student creativity (practical ways to promote innovative thinking and problem solving). – Alexandria-Virginia, USA: ASCD, 2014. – 188 p. Beghetto R. and J. Kaufman. Toward a broader conception of creativity: a case for "mini-c" creativity. Psychology of Aesthetics, Creativity, and the Arts, Vol. 1/2, pp. 73-79. <http://dx.doi.org/10.1037/1931-3896.1.2.73>. Lucas B. and E. Spencer. Teaching Creative Thinking: Developing Learners Who Generate Ideas and Can Think Critically. Crown House Publishing. https://bookshop.canterbury.ac.uk/Teaching-Creative-Thinking-Developing-learners-who-generate-ideas-and-can-think-critically_9781785832369 (accessed on 26 March 2018). Hwang S. Classrooms as Creative Learning Communities: A Lived Curricular Expression. <https://digitalcommons.unl.edu/teachlearnstudent/55> (accessed on 26 March 2018). Csikszentmihalyi M. Creativity: Flow and the Psychology of Discovery and Invention, HarperCollins Publishers, https://books.google.fr/books/about/Creativity.html?id=K0buAAAAMAAJ&redir_esc=y (accessed on 26 March 2018).

adabiy laboratoriya ishlarining sifatiga qo'yiladigan talablarning didaktik tizimini ishlab chiqish;

o'quvchilar ijodiy-intellektual salohiyatini rivojlantirishning tashkiliy-metodik komponentlarini aniqlashtirish;

adabiy laboratoriyalar yaratish metodikasini o'quvchilarning kitobxonlik madaniyatini shakllantirishga doir innovatsion texnologiyalar asosida takomillashtirish.

Tadqiqotning obyekti sifatida umumta'lim, ona tili va adabiyot o'quv fanlariga ixtisoslashgan hamda ijod maktablarida adabiy laboratoriya tashkil etish jarayoni belgilanib, eksperiment ishlariga Toshkent shahri, Toshkent, Xorazm hamda Qashqadaryo viloyatlari ushbu yo'nalishdagi ta'lim muassasalarining sakkiz yuzga yaqin 5–11-sinf o'quvchilari qamrab olingan.

Tadqiqotning predmetini umumiy o'rta ta'lim maktablari tizimida adabiy laboratoriyalar yaratishning mazmuni, shakl, metod, usul va vositalari.

Tadqiqot usullari. Tadqiqotni amalga oshirish va ilmiy-metodik xulosalarga kelishda analiz-sintez, debat, nazariy-mantiqiy tahlil, kuzatish, anketa, matematik statistika tahlil usullaridan foydalanildi.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

konstruktiv, kommunikativ, kreativ faoliyatga asoslangan adabiy laboratoriya mashg'ulotlari mazmunini shakllantirish mexanizmi o'quv faoliyatining tarkibiy, taktik, natijadorlik kabi pedagogik va ehtiyoj, motivatsiya, refleksiya kabi psixologik omillarni aniqlashtirish va ta'lim jarayonida faol qo'llash asosida takomillashtirilgan;

adabiy laboratoriya ishlarining sifatiga qo'yiladigan talablarning didaktik tizimi o'quvchilarning o'quv-biluv, yaratish motivlarini rivojlantirishga qaratilgan 5P konsepsiyasining maqsad ("purpose"), ishtiyoq ("passion"), jamoat, jamoaviylik ("people"), jarayon ("process"), natija ("performance") va 4K modulining aloqa ("kommunikatsiya"), hamkorlik ("kollaboratsiya"), tanqidiy fikrlash ("critical thinking"), ijodiy fikrlash ("creative thinking") kabi tamoyillarni mustaqil ta'lim jarayonida intensiv qo'llash asosida takomillashtirilgan;

o'quvchilar ijodiy-intellektual salohiyatini rivojlantirishning tashkiliy-metodik komponenti mohiyati adabiy laborantlik faoliyatining yakka, juftlikda, jamoaviy ishlash, evristik izlanish, tadqiqotchilik, eksperimental, skeptik, texnogen, empirik xususiyatlarini aniqlashtirish asosida ochib berilgan;

adabiy laboratoriyalar yaratish metodikasi o'quvchilarning kitobxonlik madaniyatini tizimli shakllantirishga qaratilgan kitob-hisobot, kitob-sharh, asar qahramonlari xarakter xususiyatlariga psixologik tashxis qo'yish, adabiy podkast kabi innovatsion texnologiyalarni o'quv-didaktik tahliliga integratsiyalash asosida takomillashtirilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

adabiy laboratoriyalarning tuzilgan o'quv dasturi va rejasiga tayanilgan holda umumta'lim, ixtisoslashtirilgan va ijod maktablarida o'quvchilarning adabiy laborantlik faoliyati tashkil etilgan;

adabiyot darslarida IT va media formatidagi kitobxonlikni rivojlantirishning yangicha metodik tavsiyalaridan o'quvchilarning qiziqishlari orttirish uchun foydalanilgan;

nazariy asoslarga tayanilgan eksperiment ishlari jarayonida faol qo'llanilgan metodlar asosida "Adabiyotdan ochiq darslar tashkil etish metodikasi" nomli o'quv qo'llanma, tajriba-sinov jarayonidan olingan ijodiy ishlar "Iste'dod jilg'alari" va "To'garak ilhomlari" nomlari bilan nashr etilgan;

tadqiqot natijalaridan ixtisoslashtirilgan va ijod maktablari uchun tuzilgan dastur va darsliklarni tuzishda foydalanildi. Jumladan, tadqiqot mazmuni ijod maktablarining 8–11-sinflar o'quvchilari uchun mo'ljallangan "Adabiyot" darsliklariga "Xatcho'p", "Katta tanaffus", "Adabiy laboratoriya", "Ijodiy laboratoriya" kabi maxsus ruknlar shaklida taqdim qilinib, amaliy topshiriqlarga singdirilgan.

Tadqiqot natijalarining ishonchliligi tadqiqotda ko'tarilgan muammoga yechim sifatida keltirilgan ilmiy-metodik tavsiyalar bir necha yillik tajribalardan so'ng kelingan xulosalarga tayanilgani, muammo doirasida o'tkazilgan tajriba-sinov ishlari matematik-statistik tahlil metodlari vositasida dalillangani, taklif va tavsiyalar asosida o'quv dastur va rejaları tuzilgani, darsliklar yaratilgani, olingan natijalarning vakolatli tashkilotlar tomonidan tasdiqlangani bilan belgilanadi.

Tadqiqotning ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy-metodik ahamiyati adabiy laboratoriya adabiyot o'qitishda ilk bor tizimlashtirilgani, unga oid dastur, majmualar tuzish hamda adabiy ta'lim samaradorligiga xizmat qilishga qaratilgan yetakchi g'oyalar belgilangani, adabiy laboratoriya o'quvchilarning ehtiyojlari va qiziqishlariga muvofiq ularning ijodiy va badiiy qobiliyatlarini rivojlantirish, kasbiy tayyorgarligining dastlabki ko'nikmalarini singdirish orqali texnik vositalar va kompyuter texnologiyalaridan maqsadli foydalangan holda o'quvchilar texnik ijodkorligini rivojlantirishga xizmat qilishi bilan izohlanadi.

Tadqiqot natijalarining amaliy ahamiyati shundaki, ishda ilgari surilgan ilmiy-nazariy g'oyalar, tavsiyalar adabiy laboratoriyani shakllantirish amaliyotida, xususan, umumta'lim maktablarining "Adabiyot" darsliklarida, oliy ta'limning "O'zbek adabiyotini o'qitish metodikasi", "Darsliklardan foydalanish metodikasi" darsliklarida, adabiyot o'qitish metodikasiga oid qo'llanmalar yaratishda, kasbga yo'naltiruvchi amaliy mashg'ulotlar tuzishda, shuningdek, kitobxonlikning IT va media sohalar bilan integratsiyalashtiriladigan targ'ibot ishlarida muhim manba bo'la olishi bilan belgilanadi.

Tadqiqot natijalarining joriy qilinishi. Umumiy o'rta ta'lim tizimida adabiy laboratoriyalar yaratishning ilmiy-metodik asoslari tadqiqi bo'yicha olingan ilmiy natijalar asosida:

konstruktiv, kommunikativ, kreativ faoliyatga asoslangan adabiy laboratoriya mashg'ulotlari mazmunini shakllantirish mexanizmi o'quv faoliyatining tarkibiy, taktik, natijadorlik kabi pedagogik va ehtiyoj, motivatsiya, refleksiya kabi psixologik omillarni aniqlashtirish va ta'lim jarayonida faol qo'llash hamda adabiy laboratoriya ishlarining sifatiga qo'yiladigan talablarning didaktik tizimi

o'quvchilarning o'quv-biluv, yaratish motivlarini rivojlantirishga qaratilgan 5P konsepsiyasining maqsad ("purpose"), ishtiyoq ("passion"), jamoat, jamoaviylik ("people"), jarayon ("process"), natija ("performance") va 4K modulining aloqa ("kommunikatsiya"), hamkorlik ("kollaboratsiya"), tanqidiy fikrlash ("critical thinking"), ijodiy fikrlash ("creative thinking") kabi tamoyillarni mustaqil ta'lim jarayonida intensiv qo'llash asosida takomillashtirilganligiga oid ilmiy xulosalardan Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetida 2021–2023-yillarda bajarilgan F3-201912258 raqamli "O'zbek adabiyotining ko'p tilli (o'zbek, rus, ingliz tillarida) elektron platformasini yaratish" mavzusidagi amaliy loyihada foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining 2023-yil 21-martdagi 03-1/1403/1-son ma'lumotnomasi). Natijada o'zbek adabiyoti tarixi, taraqqiyot davrlari va adabiy jarayonda kechayotgan o'zgarishlarni hozirgi kun talablaridan kelib chiqib, fan-texnika yutuqlaridan foydalangan holda xorijda ham targ'ib etishga qaratilgan materiallarni, o'zbek shoirlari, adiblari va munaqqidlari ijodiy faoliyatiga doir ko'p tilli nashrlarni va multimedia dasturiy mahsulotlarini yaratishda samaradorlikka erishilgan;

o'quvchilar ijodiy-intellektual salohiyatini rivojlantirishning tashkiliy-metodik komponenti mohiyati adabiy laborantlik faoliyatining yakka, juftlikda, jamoaviy ishlash, evristik izlanish, tadqiqotchilik, eksperimental, skeptik, texnogen, empirik xususiyatlarini aniqlashtirishga qaratilgan takliflardan Maktabgacha va maktab ta'limi vazirligi huzuridagi Ixtisoslashtirilgan ta'lim muassasalari agentligi tizimidagi ijod maktablarini o'quv jarayonida foydalanilgan (Ixtisoslashtirilgan ta'lim muassasalari agentligining 2023-yil 8-sentyabrdagi 01-12-1524-son ma'lumotnomasi). Natijada adabiyot dasturlariga har bir sinfga choraklar kesimida 2 soatdan, jami 8 soatlik; 8-11-sinf doirasida esa jami 40 soatlik adabiy laboratoriya mashg'ulotlari kiritilgan;

adabiy laboratoriyalar yaratish metodikasi o'quvchilarning kitobxonlik madaniyatini tizimli shakllantirishga qaratilgan kitob-hisobot, kitob-sharh, asar qahramonlari xarakter xususiyatlariga psixologik tashxis qo'yish, adabiy podkast kabi innovatsion texnologiyalarni o'quv-didaktik tahliliga integratsiyalash asosida takomillashtirilganligiga oid metodik tavsiyalardan ijod maktablarining 8–11-sinf "Adabiyot" darsliklarini shakllantirishda foydalanilgan (Ixtisoslashtirilgan ta'lim muassasalari agentligining 2023-yil 5-iyundagi 01-11-766-son ma'lumotnomasi). Natijada o'quvchilarning ehtiyojlari va qiziqishlariga muvofiq ularning ijodiy va badiiy qobiliyatlarini rivojlantirish, kasbiy tayyorgarlikning dastlabki ko'nikmalarini singdirish orqali texnik vositalar va kompyuter texnologiyalaridan maqsadli foydalangan holda ularning texnik ijodkorligini rivojlantirishga erishilgan.

Tadqiqot natijalarining aprobativiyasi. Tadqiqot natijalari 5 ta respublika, 4 ta xalqaro ilmiy-amaliy anjumanlarda muhokamadan o'tkazilgan.

Tadqiqot natijalarining e'lon qilinganligi. Dissertatsiya mavzusi bo'yicha jami 27 ta ilmiy ish, jumladan, O'zbekiston Respublikasi Oliy attestatsiya komissiyasi tomonidan doktorlik dissertatsiyalari asosiy natijalarini chop etish

tavsiya etilgan ilmiy nashrlarda 7 ta maqola (ulardan ikkitasi xorijiy ilmiy jurnalda) hamda tajriba-sinov ishlari uchun 11 ta uslubiy qo‘llanma yaratilgan.

Dissertatsiyaning tuzilishi va hajmi: Dissertatsiya ishi kirish, uch bob, umumiy xulosa va tavsiyalar, foydalanilgan adabiyotlar ro‘yxati, ilovalardan iborat. Dissertatsiya hajmi 150 betni tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida dissertatsiya mavzusining dolzarbligi va zarurati asoslangan, tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga mosligi ko‘rsatilgan, muammoning o‘rganilgan darajasi yoritilgan, dissertatsiya bajarilgan oliy ta‘lim muassasasining ilmiy-tadqiqot rejalari bilan bog‘liqligi, tadqiqotning maqsad va vazifalari, obykti va predmeti belgilangan, ilmiy yangiligi, amaliy natijalari, natijalarning ishonchliligi, ilmiy va amaliy ahamiyati asoslangan, natijalarning joriy qilinishi, aprobatsiyasi, olingan natijalarning e‘lon qilinganligi, tuzilishi va hajmi bo‘yicha ma‘lumotlar keltirilgan.

Dissertatsiyaning birinchi bobi “**Umumiy o‘rta ta‘lim maktablari tizimida adabiy laboratoriyalar yaratishning metodologik asoslari**” deb nomlangan bo‘lib, unda adabiy laboratoriyalar va ularning adabiyot o‘qitishdagi ahamiyati, adabiy laboratoriyalarni tashkil etish va amaliyotda foydalanishda milliy va xalqaro tajribalarning hozirgi holati, adabiy laboratoriyalarda tanqidiy va ijodiy fikrlashni rivojlantirishga qaratilgan interaktiv topshiriqlar bilan ishlashning ahamiyati tavsiflangan.

Aniq va tabiiy o‘quv fanlarini o‘qitish bo‘yicha laboratoriya ishlari tizimini asos dastur sifatida adabiyot o‘quv fani dasturiga ham joriy etish mumkin. Chunki adabiy laboratoriyalarda ham maxsus texnika va texnologiyalar bilan ishlanadi. Lekin bunda adabiy ta‘limning ayrim xususiyatlari inobatga olinishi shart.

Adabiy laboratoriya – muayyan tartiblar bilan saralangan, tanlangan adabiy mavzu va badiiy asarlar ustida ijodiy, tadqiqiy, texnikaviy va tajribaviy ish olib boriladigan, kompyuter va media texnologiyalar bilan jihozlangan makon (auditoriya). O‘quvchining bu makon (auditoriya)da adabiy laborant maqomida bo‘lishi individual va jamoaviy faoliyatning maqsadli, rejali, natijali, o‘z navbatida, qiziqarli tashkil etilishiga zamin hozirlaydi.

Adabiy laboratoriyaning **maqsadi** kompyuter va media texnologiyalar bilan jihozlangan auditoriya orqali ijtimoiy tarmoqlarda muayyan tartiblar bilan saralangan, tanlangan adabiy mavzu va badiiy asarlarning keng qamrovli didaktik tahlilini (mustaqil, mantiqli, kreativ va analitik fikrlashga yo‘naltiruvchi savol va topshiriqlar ko‘magida) amalga oshira oladigan; o‘qib-o‘rganilgan badiiy asarlar mazmunini ochib beruvchi animatsiya, audio va videoroliklar yaratish; badiiy matn mazmunini har xil adabiy media resurslar orqali taqdim eta oladigan; bilganlari, his qilganlarini jamoatchilikning turli toifasi orasida ijtimoiy targ‘ib qila oladigan; adabiy va badiiy asarlar ustida ijodiy, tadqiqiy, loyihaviy, texnikaviy va tajribaviy ish olib bora oladigan o‘quvchilar toifasini shakllantirishdir.

Adabiy laboratoriyaning **vazifalari** o‘quvchilarda:

– qiziqishlar doirasidagi mutolaa yo‘nalishlari va motivlarini aniqlay olish;

– kitobxonlikka oid targ‘ibotlarni audio va video ko‘rinishida tashkil eta olish;

– mutolaani zavqli mashg‘ulot turi sifatida ommalashtirishning onlayn va oflayn so‘rovnolarini o‘tkazish va uni tahlil qila olish;

– tanqidiy-ijodiy fikrlash qobiliyati asnosida media mahsulotlar yaratishga qiziqishni oshirish;

– audio va video ijod mahsulotini tanqidiy va tahliliy baholay olish ko‘nikmasini shakllantirish hamda ularni rivojlantirishdan iboratdir.

Adabiy laboratoriyaning **mazmuni** sifatida quyidagilarni ko‘rsatish mumkin:

– o‘qituvchi va o‘quvchilarning laboratoriyadagi ish faoliyatini belgilab beruvchi dastur va ish rejasi;

– o‘zbek xalq og‘zaki ijodi, mumtoz va zamonaviy adabiyoti hamda jahon adabiyotining badiiy qimmatini yuksak namunalari to‘plangan “Adabiyot” darsliklari;

– o‘quvchilarning yoshi va intellektual imkoniyatlari inobatga olingan holda ularni mustaqil, mantiqli, ijodiy va analitik fikrlashga yo‘naltiruvchi didaktik manbalar;

– o‘qituvchi va o‘quvchilarning adabiy laboratoriyadagi ish faoliyatini tashkil etishda ko‘maklashuvchi metodik qo‘llanmalar;

– mediaga doir texnika vositalari.

Adabiy laboratoriyada o‘quvchilar yozma ish (insho, esse, taqriz, kichik tadqiqot)lar, biror mavzuning taqdimoti yoki media mahsulot tayyorlashlari mumkin. Laboratoriya mashg‘ulotlari o‘quvchilarning darslikdan olgan bilimlarini yanada kengaytirish va mustahkamlashga, ularni mustaqil kuzatuvlar olib borishga o‘rgatadi.

Adabiy laboratoriyalarda o‘quvchilar shunchaki mashg‘ulot bilan cheklanmaydi. Balki, ular ishlab chiqarishga yo‘naltirilib, mahsulot ham yaratadilar. Masalan, badiiy asar matni bo‘yicha qayta ishlangan audio matnlar yaratish, ularni mp3 shaklida internet sahifalariga joylashtirish mumkin. Yoki kitob treylerlari ishlab chiqish orqali kitob marketingini ham rivojlantirish ham mumkin. Adabiy podkastlar tashkil etish bilan o‘quvchilar o‘zlarining jurnalistik qobiliyatlarini ham sinovdan o‘tkazib olish imkoniyati ham mavjud bo‘ladi.

Dissertatsiyaning ikkinchi bobi “**Adabiyot darslarini laboratoriyalarda tashkil etish metodikasi**” deb nomlangan bo‘lib, unda adabiy laboratoriya dasturi keltirilgan. Namunaviy dastur 56 soatlik reja asosida 5-11-sinflar uchun tuzib chiqilgan.

Dastur jadvali *topshiriqlar, mashg‘ulot o‘tkazish tavsiya etilgan sinflar, mashg‘ulot uchun tanlangan asarlar, mashg‘ulot uchun ajratilgan soat, mashg‘ulotlar maqsadi, mashg‘ulotlar mazmuni, qo‘shimcha ko‘rsatmalar* kabi tarkibiy qismlardan iborat (**2.1.1-jadvalga qarang** (dissertatsiyadan ayrim qisqartirishlar bilan olindi)).

ADABIY LABORATORIYA ISHLARI DASTURI (56 soatlik)

(loyiha)

Topshiriq nomi	Mashg'ulot o'tkazish tavsiya etilgan sinflar	Mashg'ulot uchun tanlangan asarlar	Mashg'ulot uchun ajratilgan soat	Mashg'ulotlar maqsadi
Audio kitob (audiobook, book mp3) tayyorlash	5-sinf	Ezop masallari: • “Yovvoyi echkilar bilan cho‘pon”; • “Kiyik bilan tokzor”; • “Bo‘ri bilan laylak”; • “Eshak bilan baqalar”; • “Ustiga tuz ortilgan eshak”; • “Burgut, zag‘cha va cho‘pon”.	3	<ul style="list-style-type: none"> ▪ o‘quvchi badiiy asar matni bilan ishlash jarayonida o‘z ovozi bilan foydalangan holda audio mahsulot tayyorlash; ▪ nutqiy ko‘nikmalar va o‘qish savodxonligini namoyish etish; ▪ ifodali o‘qish; ▪ obrazga kirishish; ▪ adabiy til me‘yorlariga rioya qilish; ▪ tinish belgilarining nutqqa ta‘sirini sinab ko‘rish; ▪ mustaqil va mantiqiy fikrlashni rivojlantirish.
	6-sinf	• A.Qahhorning “O‘g‘ri” hikoyasi; • H. Shayxovning “Birinchi sinov” hikoyasi; • Alisher Navoiy ruboiylari; • Avaz O‘tar she‘rlari; • Xalq qo‘shiqlari.	3	
	7-sinf	• Muhammad Alining “Gumbazdagi nur” dostoni; • O‘.Umarbekovning “Qiyomat qarz” hikoyasi.	3	
Badiiy asar qahramonlariga psixologik tashxis – mizoj	8-sinf	Chingiz Aytmatovning “Oq kema” qissasi.	2	<ul style="list-style-type: none"> ▪ Mizoj (temperament) haqida tushuncha berish; ▪ Mizoj (temperament) ni badiiy asar qahramoniga

(temperament) qo'yish	9-sinf (10-11-sinflarda ham)	Odil Yoqubovning "Ulug'bek xazinasi" romani.	2	nisbatan ham qo'llay olishni o'rgatish; <ul style="list-style-type: none"> ▪ Adabiy laborantlarga obrazlarning asardagi o'rni, xatti-harakati va gap-so'ziga qarab psixologik baho berishni o'rgatish; ▪ Ijtimoiy tarmoq orqali onlayn so'rovnomalar o'tkazish ko'nikmasini rivojlantirish; ▪ Analitik fikrlashni shakllantirish.
Kitob-axborot (book report, <i>eydos konspekt</i>), Kitob sharhi (book reviyew) tayyorlash (<i>yozma, og'zaki, audio, video, komiksli,</i>)	5-sinf (og'zaki kitob-axborot)	Nodar Dumbadzening "Hellados" hikoyasi.	2	<ul style="list-style-type: none"> ▪ Kitob-axborot, kitob sharhi haqida tushuncha berish; ▪ O'qilgan she'r, hikoya, qissa, roman, ertak, masal, rivoyatni axborot va sharh shaklida tahlil qilish, axborot berish malakasini rivojlantirish; ▪ Og'zaki nutq ko'nikmalarini rivojlantirish; ▪ Fikr ifodalashdagi izchillikka erishishni ko'rsatish; ▪ Nutq tozaligiga erishish (anaqa, manaqa demasdan), fikrlarini asoslashni o'rgatish; ▪ Yozma nutqiy ko'nikmalarini rivojlantirish; ▪ Matn turlari bilan ishlashni shakllantirish; ▪ Texnik savodxonlikni (Kompyuterda yozma hamda ovozli ravishda amalga oshiriladigan ishlar)ni rivojlantirish; ▪ Mustaqil va mantiqiy fikrlashni rivojlantirish ▪ Analitik fikrlashni shakllantirish; ▪ Analitik tafakkur ko'nikmasini rivojlantirish.
	6-sinf (yozma kitob)	O'tkir Hoshimovning "Dunyoning ishlari" qissasi.	2	
	7-sinf (audio kitob-axborot)	Anton Chexovning "Xameleon" hikoyasi.	3	
	8-sinf (video kitob-axborot)	Said Ahmadning "Ufq" romanidan "Qochoq" hikoyasi.	3	
	9-sinf (komiksli kitob-axborot)	Sharof Boshbekovning "Temir xotin" komediyasi.	3	
Kitob treylari (booktrailer) tayyorlash	10-sinf	Migel de Servantes Saavedraning "Don Kixot	4	<ul style="list-style-type: none"> ▪ Kitob treylari haqida ma'lumot berish; ▪ Kitob treylari tayyorlash malakasini shakllantirish;

		sarguzashtlari” romani.		<ul style="list-style-type: none"> ▪ Kitoblarni reklama qilish va kitob o‘qishni keng targ‘ib qilish, unga bo‘lgan qiziqishni orttirish; ▪ Analitik tahlil ko‘nikmasini rivojlantirish.
	11-sinf	Oybekning “Qutlug‘ qon” romani.	4	
Adabiy podkastlar tayyorlash	8-sinf	Antuan de Sent –Ekzyuperining hayoti va ijodi. “Kichkina shahzoda” asari	4	<ul style="list-style-type: none"> ▪ Podkast haqida tushuncha berish; ▪ Adabiy podkastlarni tayyorlash tizimini o‘rgatish; ▪ Adabiy podkastni mustaqil yarata olish ko‘nikmasini rivojlantirish; ▪ Shakllanib kelayotgan shaxsni jamiyatga, ijtimoiyga muhitga moslashtirish; ▪ Analitik tahlil ko‘nikmalarini rivojlantirish.
	9-sinf	Richard Baxning “Oqcharloq Jonatan Livingston” asari	4	
	10-sinf	Abdurauf Fitratning “Abulfayzxon” dramasi	3	
	11-sinf	Mixail Bulgakovning “Ityurak” romani	3	
		10-sinf	Mavzu tanlash ixtiyoriy	4
	11-sinf	Mavzu tanlash ixtiyoriy	4	
Kitob blog (“bookblog”) va kitob blogerlik (“bookblogger”) bilan shug‘ullanish				

II bobda 5–7-sinflarda o‘rganilishi nazarda tutilgan badiiy asarlarni adabiy laboratoriyalarda tashkil etish yo‘llari, 8–9-sinflar “Adabiyot” darsligidan o‘rin olgan o‘quv materiallarini laboratoriyalarda o‘rganishdagi o‘ziga xosliklar, 10–11-sinflar o‘quvchilarining intellektual imkoniyatlarini oshirishda adabiy laboratoriyalardan foydalanish jarayoni o‘z aksini topgan.

Yuqoridagilarni hisobga olgan holda badiiy tafakkur, ijro va nutqiy imkoniyatlarni rivojlantiruvchi topshiriqlar ustida ishlash, “Adabiyot” darsligidan o‘rin olgan o‘quv materiallarini o‘rganish, o‘quvchilarining intellektual imkoniyatlarini oshirishga doir adabiy laboratoriya mashg‘ulotlarini o‘tkazish uchun mashg‘ulot turlari bo‘yicha maxsus dastur ishlab chiqish taqozo etiladi. Ushbu dastur umumta’lim maktablarining amaldagi o‘quv rejasida aks etgan takrorlash, sinfdan tashqari o‘qilgan asarlar muhokamasi va mustahkamlash uchun ajratilgan soatlarning optimallashtirilishi hisobiga shakllantirildi. Dastur maktab turlariga ko‘ra 40 yoki 56 soatni tashkil etadi (dasturning umumiy mazmuni bilan dissertatsiyaning 2-bobida tanishish mumkin).

Adabiy laboratoriya ishlari *yo‘zma ish, taqdimot, media, so‘rovnoma, blog* kabi bir qancha shakllarda tayyorlanishi mumkin. Laboratoriya mashg‘ulotlari o‘quvchilarning darslikdan olgan bilimlarini yanada kengaytirish va mustahkamlashga, ularni mustaqil kuzatuvlar olib borishga o‘rgatadi.

Audio kitob (audiobook, book mp3) loyihasiga doir mashg‘ulotlarni 5-sinflarda kichik janrdagi (matal, masal, ertak, topishmoq, maqol, she‘r kabi), 6-sinf o‘quvchilarida o‘rta janrdagi (hikoya, kichik qissa va dostonlar kabi), 7-9-sinf o‘quvchilari bilan esa hajman katta janrdagi (qissa, roman, drama kabi) asarlar bilan o‘tkazish mumkin.

Adabiy laboratoriya sharoitida asar kompozitsiyasi, uning syujeti, muallif qarashlarini har tomonlama tahlil qilinib, mustaqil fikrlarni o‘zida ifoda etgan *kitob-axborot, kitob sharh (book-report, book review)* shaklidagi mashg‘ulotlarni o‘tkazish ham o‘quvchilarning dunyoqarashiga katta ta’sir qiladi. Ayni shu shakllar orqali fikr berish o‘quvchiga mustaqil fikrni erkin ifodalashiga yordam beradi.

Kitob-axborot va kitob sharh (book-report, book review) bu – axborot berish xususiyatiga ega bo‘lgan kitob haqidagi hisobot va xulosadir. Adabiy laboratoriyada o‘tkazilgan *kitob-axborot va kitob sharh* mashg‘ulotlari o‘quvchilarning badiiy asarga muxtasar sharh va hisobot yozish ko‘nikmasini rivojlantiribgina qolmay, balki muayyan hodisaga adekvat yondashuvi ko‘nikmasini ham shakllantiradi. Dissertatsiyada 8–9-sinf o‘quvchilari bilan birgalikda adabiy laboratoriyalarda *kitob-axborot va kitob sharh* yaratish metodikasi va buning amaliy namunasi aniq asarlar misolida mazkur bobning ikkinchi paragrafida batafsil bayon etilgan.

10–11-sinf o‘quvchilarining adabiyot o‘quv fanini mazmunli o‘zlashtirishlari, fanning kerakli komponentlarini egallashlari uchun bunday targ‘ibot turlaridan biri bu kitob treylari (book trailer)dir. Trailer kino sanoatining eng muhim tarmog‘i bo‘lib, u tomoshabinni o‘ziga jalb qilishning zamonaviy usulidir. Hozirgi kunda kitob marketologlari ham bundan unumli foydalanishmoqda.

Kitob treyleri – kitob haqida hikoya qiluvchi qisqa videoroliklardan maqsad yangi nashr etilgan kitoblarni reklama qilish va kitob o‘qishni keng targ‘ib qilish hamda unga bo‘lgan qiziqishni orttirishdir. Odatda, treylerning davomiyligi 2–4 daqiqadan oshmaydi. Kitob treylarini yaratishda videofilmlar, rasmlar, fotosuratlardan, kitob uchun maxsus ishlangan muqovalardan foydalanish mumkin.

Yuqori sinf o‘quvchilari bilan adabiy laboratoriyalarda amalga oshirilishi mumkin bo‘lgan ish turlaridan yana biri **adabiy podkastlar**, ya’ni audio va video suhbatlar, munozaralar tashkil etishdir. Bu ish turida amalga oshiriladigan vazifalarning metodikasi ishlab chiqilgan va dissertatsiyaning mazkur paragrafida o‘z aksini topgan.

Shunday qilib, 10–11-sinflar o‘quvchilarining intellektual imkoniyatlari va ijtimoiy rolini oshirishda adabiy laboratoriyaning kitob treyler tayyorlash, adabiy podkastlar o‘tkazish, kitob blog yaratish va kitob blogerlik faoliyatini tashkil qilish kabi mashg‘ulotlari muhim ahamiyatga ega. Ayni zamonda, bu kabi faoliyat o‘quvchilarning qiziqishlari bilan hamohang kechishi, shakllanib kelayotgan shaxsning ichki ehtiyojlarini qondirishi, adabiy ta’lim samaradorligining ortishi va kasbga yo‘naltirish ishlariga ma’lum darajada hissa qo‘shishi bilan ham diqqatga sazovordir.

Dissertatsiyaning uchinchi bobi **“Tadqiqot natijalarining amaliyotda qo‘llanilishi”** deb nomlangan bo‘lib, unda adabiy laboratoriyalarni tashkil etish va uni amalga oshirish tizimi va matematik-statistik tahlili bayon qilingan.

Mazkur mavzu tadqiqiga bag‘ishlangan dissertatsion ishga oid tajriba-sinov ishlarining birinchi – asoslovchi bosqichi (2014–2015-yillar); ikkinchi – shakllantiruvchi bosqich (2015–2021-yillar) va uchinchi yakunlovchi-umumlashtiruvchi bosqichi (2021–2023)da respublikaning 100 dan ortiq maktablarida tajriba-sinovdan o‘tkazildi. Jumladan, respublika darajasidagi Filologiya fanlariga ixtisoslashtirilgan davlat umumta’lim maktabi, Respublika musiqa va san’at maktab-internati; Toshkent shahridagi 274-, 322-maktablar; Qashqadaryo viloyatidagi 68-maktab; Xorazm viloyatidagi 1-IDUM, 6-, 47-maktablar; Toshkent viloyatidagi 15-, 2-, 40-maktablarda, Abdulla Qodiriy, Erkin Vohidov, Halima Xudoyberdiyeva nomidagi ijod maktablarida adabiy laboratoriya mazmuni bo‘yicha tajriba-sinov ishlari tashkil etildi. Tanlab olingan maktab va sinflardagi o‘quvchilar tajriba va nazorat sinflariga ajratildi.

Tajriba-sinov yakunlarida ilmiy va metodik xulosalarga kelish, o‘quvchilarning o‘zlashtirish darajasini yaxlit tasavvur qilish uchun bir hududda joylashgan *uch toifadagi (umumta’lim, ixtisoslashgan va ijod)* maktablaridan to‘rtta asosiy maktab ajratib olindi (Respublika musiqa va san’at maktab-internati, Yunusobod tumanidagi 274-maktab, Filologiya fanlariga ixtisoslashtirilgan davlat umumta’lim maktabi⁸, Abdulla Qodiriy nomidagi ijod maktabi).

Natijalari bo‘yicha tajriba va nazorat guruhlaridagi o‘rtacha o‘zlashtirishlarini Styudentning matematik-statistika metodi yordamida tahlil etildi. Tajriba-sinovda jami 777 nafar o‘quvchilar qatnashib, 5–7-sinflarning tajriba guruhida 156 nafarni

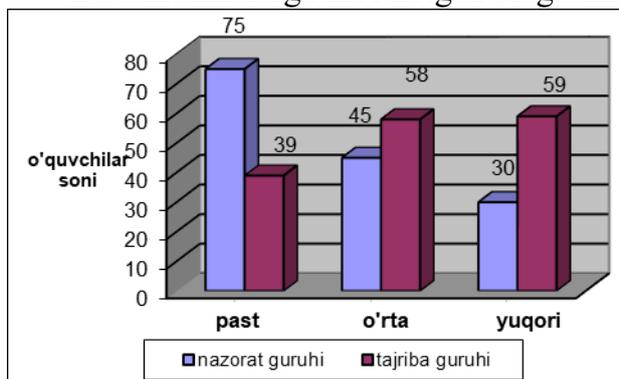
⁸ Ushbu maktabning nomi 2024-yildan quyidagicha o‘zgargan: Toshkent shahri Mirzo Ulug‘bek tumanidagi 99-sonli AFChO‘SM umumiy o‘rta ta’lim maktabi.

va nazorat guruhida 150 nafarni, 8–9-sinflarning tajriba guruhida 120 nafarni va nazorat guruhida 107 nafarni va 10–11-sinflarning tajriba guruhida 110 nafarni va nazorat guruhida 134 nafarni tashkil etdi.

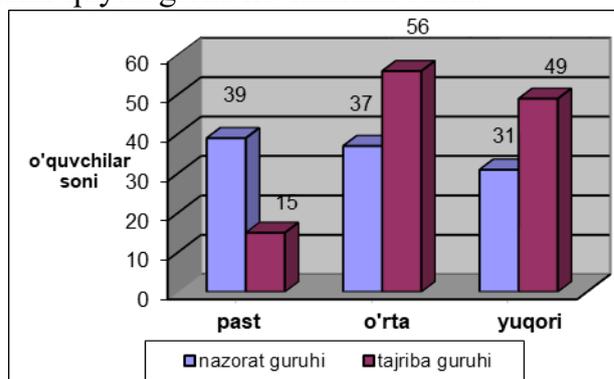
Umumiy o‘rta ta’lim maktablarida adabiy ta’limda adabiy laboratoriyalardan foydalanish samaradorlik darajasi ko‘rsatkichlari

Sinflar	Guruhlar	O‘quvchilar soni	O‘zlashtirish darajalari sonda		
			Yuqori	O‘rta	Past
5–7-sinflar	Tajriba guruhida	156	59	58	39
	Nazorat guruhida	150	30	45	75
8–9-sinflar	Tajriba guruhida	120	49	56	11
	Nazorat guruhida	107	31	37	39
10–11-sinflar	Tajriba guruhida	110	43	45	22
	Nazorat guruhida	134	35	48	51

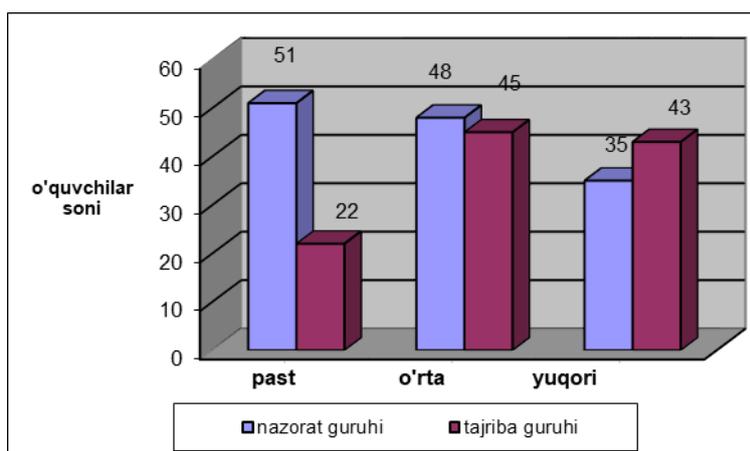
Bu tanlanmalarga mos kelgan diagrammalar quyidagicha ko‘rinishni oladi:



5-rasm. 5–7-sinflarda



6-rasm. 8–9-sinflarda



7-rasm. 10–11-sinflarda

Olingan natijalarga asoslangan holda matematik statistik tahlil qilinib, tajriba yakunidagi holat uchun topilgan natijalardan o‘rtacha kvadratik chetlanish, tanlanma dispersiya, variatsiya ko‘rsatkichlari, Styudentning tanlanma mezoni, Styudent mezoni asosida erkinlik darajasi va ishonchli chetlanishlari topildi. Bular

quyidagi jadvalda aks etgan.: 2-satr 5–7-sinflarda, 3-satr 8–9-sinflarda va 4-satr 10–11-sinflarda:

\bar{X}	\bar{Y}	S_x^2	S_y^2	C_x	C_y	$T_{x,y}$	K	Δ_x	Δ_y
2,13	1,7	0,6131	0,61	3	4	4,83	304,76	0,12	0,13
2,29	1,93	0,4459	0,6451	3	4	3,64	204,54	0,12	0,15
2,19	1,88	0,5539	0,6256	3	4	3,13	235	0,14	0,13

Demak, 5–7-sinflarda tajriba guruhidagi o‘rtacha o‘zlashtirish nazorat guruhidagiga nisbatan 14,3 foizga, 8–9-sinflarda tajriba guruhidagi o‘rtacha o‘zlashtirish nazorat guruhidagiga nisbatan 12 foizga va 10–11-sinflarda tajriba guruhidagi o‘rtacha o‘zlashtirish nazorat guruhidagiga nisbatan 10,3 foizga oshgan.

Yuqoridagi natijalarga asoslanib, tajriba-sinov ishlarining sifat ko‘rsatkichlarini hisoblaymiz.

5–7-sinflarda:

Ma’lumki, $\bar{X}=2,13$; $\bar{Y}=1,7$; $\Delta_x = 0,12$; $\Delta_y = 0,12$ ga teng.

Bundan sifat ko‘rsatkichlari:

$$K_{yc6} = \frac{(\bar{X}-\Delta_x)}{(\bar{Y}+\Delta_y)} = \frac{2,13-0,12}{1,7+0,12} = \frac{2,01}{1,82} = 1,1 > 1;$$

$$K_{6д6} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,13 - 0,12) - (1,7 - 0,12) = 2,01 - 1,58 = 0,43 > 0;$$

8–9-sinflarda:

Ma’lumki, $\bar{X}=2,29$; $\bar{Y}=1,93$; $\Delta_x = 0,12$; $\Delta_y = 0,15$ ga teng.

Bundan sifat ko‘rsatkichlari:

$$K_{yc6} = \frac{(\bar{X}-\Delta_x)}{(\bar{Y}+\Delta_y)} = \frac{2,29-0,12}{1,93+0,15} = \frac{2,17}{2,08} = 1,04 > 1;$$

$$K_{6д6} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,29 - 0,12) - (1,93 - 0,15) = 2,17 - 1,78 = 0,39 > 0;$$

10–11-sinflarda:

Ma’lumki, $\bar{X}=2,19$; $\bar{Y}=1,88$; $\Delta_x = 0,14$; $\Delta_y = 0,13$ ga teng.

Bundan sifat ko‘rsatkichlari:

$$K_{yc6} = \frac{(\bar{X}-\Delta_x)}{(\bar{Y}+\Delta_y)} = \frac{2,19-0,14}{1,88+0,13} = \frac{2,05}{2,01} = 1,02 > 1;$$

$$K_{6д6} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,19 - 0,14) - (1,88 - 0,13) = 2,05 - 1,75 = 0,3 > 0;$$

Olingan natijalardan o‘qitish samaradorligini baholash mezoni birdan kattaligi va bilish darajasini baholash mezoni noldan kattaligini ko‘rish mumkin. Bundan ma’lumki, tajriba guruhidagi o‘zlashtirish nazorat guruhidagi o‘zlashtirishdan yuqori ekan. Demak, umumiy o‘rta ta’lim maktablarida adabiy ta’limda adabiy laboratoriyalardan foydalanish samaradorlik darajasini aniqlash bo‘yicha o‘tkazilgan tajriba-sinov ishlari samarador ekanligi statistik tahlildan ma’lum bo‘ldi.

XULOSA

Umumiy oʻrta taʼlim tizimida adabiy laboratoriyalar yaratishning ilmiy-metodik asoslariga doir olib borilgan ilmiy kuzatishlar, tanishib chiqilgan nazariy, falsafiy, pedagogik adabiyotlar, umumiy oʻrta taʼlim maktablarida oʻtkazilgan tajriba-sinov ishlaridan olingan natijalarga tayanib, dissertatsiya ishida quyidagicha umumiy xulosalarga kelindi:

1. XXI asr maktab adabiy taʼlimining bosh maqsadi oʻquvchilarda oʻqish, yozish, tushunish va his qilishdan tashqari tadqiq qilish, loyihalash, yaratish koʻnikmalarini shakllantirishni ham taqozo etadi. Bunday vazifalar faqat adabiy laboratoriyalarda amalga oshiriladi.

2. Media xususiyatiga ega boʻlgan mutolaa madaniyati va kitobxonlik targʻibotlarini kuchaytirish uchun maktab adabiy taʼlimida oʻqituvchi-oʻquvchining aniq maqsadli, oʻlchamli, natijali vazifalardan iborat hamkorligi (kollaboratsiyasi) va IT, media, biznes, tibbiyot sohalarning integratsiyasi taqozo etiladi. Bu jarayonda oʻquvchi oddiy tinglovchi yoki bajaruvchi emas, balki adabiy laborant sifatida – ishtirokchi, yaratuvchi mavqeyiga koʻtariladi.

3. Adabiy laboratoriya – tanlangan adabiy mavzu va badiiy asarlar ustida ijodiy ish olib boriladigan ijodiy, tadqiqiy va texnik tajribalarni amalga oshirish markazi hisoblanadi. Bunday mashgʻulotlarda oʻquvchi adabiy laborant sifatida individual yoki jamoaviy shaklda mustaqil faoliyat olib boradi va natijada media mahsulot yaratuvchisiga aylanadi.

4. Adabiy laboratoriya mashgʻulotlarining aksariyati bevosita IT texnologiyalar va media qurilmalar bilan ishlashni taqozo etadi. Shuning uchun oʻquvchilarda kompyuter va informatsion texnologiyalar boʻyicha (audio yozish, montaj qilish, mikrofondan ishlash, ovozga texnik jilo berish, tayyor kadrlardan video tayyorlash kabi) savodxonlikni oshirish zarur. Buning uchun adabiyot oʻquv faniga oid dasturlarda texnik savodxonlik ham talab qilinadigan oʻquv topshiriqlarini koʻzda tutuvchi bandlar kiritilishi maqsadga muvofiq boʻladi.

5. 5–7-sinflarda audio kitob tayyorlash uchun oʻquvchilardan ifodali oʻqishning asosiy vositalari boʻlgan intonatsiya, temp, ritm haqida muayyan nazariy bilimlarga egalik, nafasni boshqarish, ovozni sozlash koʻnikmalari va talaffuz mashqlari taqozo etiladi. Adabiy laboratoriyalarda oʻqilgan asarni bir tonli ovozlashtirish (audio) va koʻp rolli sahnalashtirish (postanovka) jarayonlari oʻquvchilarda soʻzni, adabiyotni yanada chuqurroq his qilishlariga zamin tayyorlaydi.

6. Umumiy oʻrta taʼlim maktablarining 8–9-sinflari adabiy taʼlimiga oid DTS va dasturlar mazmuniga adabiy laboratoriyalarda amalga oshiriladigan sinfda va mustaqil oʻqilgan asarlar yuzasidan tayyorlanadigan kitob-axborot (book report), kitob sharh (book review)lar, badiiy asar qahramonlariga qoʻyiladigan psixologik tashxis (diagnoz – mizoj (temperament) ini aniqlash) kabi ish turlarining kiritilishi adabiy taʼlimning bosh maqsadiga erishish jarayonini tezlashtiradi taʼlim samaradorligining ortishiga xizmat qiladi.

7. Yuqori sinflar (10–11-sinflar)da oʻquvchilarning intellektual imkoniyatlarini namoyish etuvchi, oʻqilgan yuksak saviyadagi badiiy asarlarning

ogʻzaki, yozma, audio, podkast, video shaklidagi targʻibotini keng ommaga taqdim qila olishiga koʻmaklashuvchi, shuningdek, ularning boʻlajak kasbiy tayyorgarligiga zamin yaratuvchi mashgʻulotlar zarur. Adabiy laboratoriyalarda kitob treylari (book trailer) tayyorlash, adabiy podkast oʻtkazish va uni yozib olishga, shuningdek, kitobblog/vlog (bookblog/vlog)lar yuritish va kitob blogerlik (bookblogger/vlogger) qilish faoliyatini tashkil etishga doir marketologlar bilan birgalikda maxsus uslubiy, amaliy tavsiyalar ishlab chiqish zarurati mavjud.

8. Olib borilgan tajribalar taʼlimda adabiy laboratoriya tizimining yoʻlga qoʻyilishi adabiyot darslarining mazmun jihatidan yangilanishiga va bu orqali oʻquvchilarni adabiyot darslariga amaliy qiziqishining ortishiga erishish mumkinligini koʻrsatdi.

9. Bugungi kunda ijtimoiy moslashuv xususiyatga ega boʻlgan, mehnat faoliyatini ishonch bilan boshlay oladigan, mustaqil taʼlim olish, oʻz-oʻzini shaxsiy va kasbiy rivojlantirib borish salohiyatiga ega, shuningdek, mavjud bilimlarning shunchaki isteʼmolchisi sifatida emas, balki ularni qayta ishlaydigan hamda amaliy natija oladigan shaxslarni kamol toptirish davr talabidir. Bunday ijodiy-tanqidiy, lateral, spiralsimon fikrlay oladigan, raqobatbardosh Shaxslarni shakllantirish va rivojlantirishda adabiy laboratoriya muhim ahamiyat kasb etadi.

Tavsiyalar

1. Umumiy oʻrta taʼlim maktablarida bittadan maxsus jihozlangan adabiy laboratoriya xonalarini tashkil etish lozim.

2. Adabiy laboratoriyalarda faoliyat olib borishga tayyorlash maqsadida hududiy malaka oshirish markazlarida seminar va vebinarlar tashkil etish, malaka oshirish kurslarida maxsus dars soatlari kiritish maqsadga muvofiq boʻladi.

3. Ijtimoiy tarmoqlarning maxsus sahifalarida kitob-axborot (book report), kitob sharhi (book review), kitob treylari (book trailer), adabiy podkast, kitob blog/vlog (bookblog/vlog) yuritish va kitob blogerlik (bookblogger/vlogger) keng targʻib qilinishi kerak. Shu faoliyat bilan shugʻullanuvchilar bilan hamkorlik oʻrnatilishi va ularni moddiy va maʼnaviy ragʻbatlantirish choralari mutasaddi tashkilotlar tomonidan muntazam amalga oshirilishi kerak.

**ONE-TIME SCIENTIFIC COUNCIL BASED ON THE SCIENTIFIC
COUNCIL AWARDING SCIENTIFIC DEGREES
DSc. 03/30.12.2019.Fil.19.01 OF THE ALISHER NAVO'I TASHKENT
STATE UNIVERSITY OF UZBEK LANGUAGE AND LITERATURE**

**ALISHER NAVO'I TASHKENT STATE UNIVERSITY OF UZBEK
LANGUAGE AND LITERATURE**

NURMUXAMMADOV JAMOLIDDIN SHERMUKHAMMAD O'G'LI

**SCIENTIFIC-METHODOLOGICAL BASIS FOR THE CREATION OF
LITERARY LABORATORIES IN THE GENERAL SECONDARY
SCHOOL SYSTEM**

13.00.02 - Theory and methodology of teaching and upbringing (Uzbek literature)

ABSTRACT

doctor of philosophy (PhD) dissertation in pedagogical sciences

Tashkent– 2024

The theme of the Doctor of Philosophy (PhD) dissertation is registered in the Higher Attestation Commission under the Ministry of higher education, science and innovation of the Republic of Uzbekistan under the number B2023.1.PhD/Ped4528.

The dissertation has been completed at Alisher Navo'i Tashkent State University of Uzbek language and Literature.

The abstract of the PhD dissertation is posted in three (Uzbek, English, Russian (resume)) languages on the website of the Scientific Council (www.tsuull.uz) and "ZiyoNet" information and educational portal (www.ziynet.uz).

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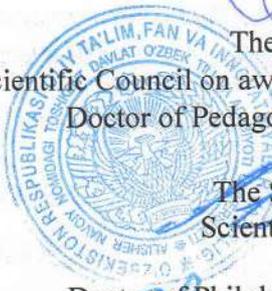
Leading organization: **Chirchik State Pedagogical University**

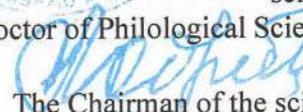
The defense of the dissertation will be held at the meeting of the one-time scientific council formed on the basis of Scientific Council No. DSc.03/30.12.2019.Fil.19.01 at on "30" July at 10:00, 2024 at Tashkent State University of Uzbek language and literature (address: 100100, str. Yusuf Hos Hojib 103, Yakkasaroy district, Tashkent region Tel.: (99871) 281-41-44; Fax (99871) 281-427-44; www.navoiy-uni.uz) e-mail: monitoring@navoiy-uni.uz).

The dissertation could be reviewed in the Information-Resource Center of Tashkent State University of Uzbek language and literature (registration number 293). Address: 100100, str. Yusuf Hos Hojib 103, Yakkasaroy district, Tashkent region Tel.: (99871) 281-41-44; Fax (99871) 281-427-44; www.navoiy-uni.uz) e-mail: monitoring@navoiy-uni.uz).

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INTRODUCTION (doctor of philosophy (PhD) dissertation abstract)

Topicality and necessity of the thesis. Education has always been one of the most important issues in the world. It is the need of the hour to educate students from the lower grades as initiators, communicators, leaders with skills such as creative-critical thinking, creative approach to problems, research, analysis, practical application of theoretical knowledge and the ability to freely carry out independent work in laboratories. In the conditions of globalisation it is important to organise the independent work of students in the national educational system, to form their professional skills and thus to develop the skills of the 21st century⁹.

In the world education system, creative tasks, project work, educational laboratories based on the scope and integration of science are of great importance to prepare four skills that help students to be successful in any field: creative and critical thinking, cooperation and communication¹⁰. In order for the educational activities to be meaningful, qualitative and effective, the learning materials should not be oriented towards the transmission of finished knowledge, but towards research, study, investigation and design. This in turn motivates students to search for information independently, to understand how to apply their knowledge in practice, to learn to solve a specific problem independently.

In our republic, necessary measures have been developed for students to acquire the necessary knowledge, skills and qualifications for the national education system based on continuity and integrity. In the “Development Strategy of New Uzbekistan for 2022-2026”¹¹ it is determined to bring school education to a new level. Also, in this Strategy, the tasks of studying international educational experiences and introducing new methods of mastering educational subjects are set. These tasks require the development of new approach mechanisms for students to introduce methods of scientific and creative research, formation of creativity competencies into the literary education process, involve them in project work and laboratory experiments, and guide them to independent activities.

Decree of the President of the Republic of Uzbekistan No. PF-5712 of April 29, 2019 “On approval of the concept of development of the education system of the Republic of Uzbekistan until 2030”, No. PF-60 of January 28, 2022 “New Uzbekistan for 2022-2026 on development strategy”, Decree No. PF-79 dated May 26, 2023 “On measures to effectively organize the activities of the Ministry of Pre-school and School Education and organizations within its system”, PQ-3271 dated September 13, 2017 No. “On the program of complex measures to develop the system of publication and distribution of book products, increase and promote the culture of book reading and reading”, PQ-3907 dated August 14, 2018 “Educate

⁹ [Bri Stauffer](https://www.icevonline.com/blog/what-are-21st-century-skills). What Are 21st Century Skills? Manba: <https://www.icevonline.com/blog/what-are-21st-century-skills>

¹⁰ Danilova E. Chto takoye obucheniye 4K, zachem ono vashemu rebenku i gde uchitsya po takoy sisteme.

Manba: <https://mel.fm/blog/yekaterina-danilova/3492-chto-takoye-obucheniye-4k-zachem-ono-vashemu-rebenku-i-gde-uchitsya-po-takoy-sisteme?ysclid=lkgnod5seh117473663>

¹¹ Decree of the President of the Republic of Uzbekistan No. PF-60 "On the Development Strategy of New Uzbekistan for 2022-2026" dated January 28, 2022. Source: <https://lex.uz/uz/docs/-5841063>

young people spiritually, morally and physically “Decisions on measures to raise the quality of their education to a new level”; Resolution of the Cabinet of Ministers dated April 6, 2017 No. 187 “On approval of state educational standards of general secondary and secondary special, vocational education” and tasks specified in other regulatory and legal documents related to this activity theoretical-methodical views put forward in this dissertation research, practical conclusions based on them contribute to a certain extent.

Relevant research priority areas of science and developing technology of the Republic. Dissertation research was carried out in accordance with the priority direction of the development of science and technology of the Republic I. “Formation of the system of innovative ideas in the social, legal, economic, cultural, spiritual and educational development of the information society and the democratic state and the ways of their implementation”.

The extent of study of the problem. The issue of mastering the academic subject in the literature classes of general education schools, the formation of didactic analysis skills in students, the consistent creation of creative works, various methods and methods of working on the text, the comparative-typological aspect of the artistic work problems such as learning, scientific-methodical foundations of teaching independent thinking, teaching based on media resources, development of literary education through ICT tools, technologies of formation of research competences, literary education cluster Q.Yuldoshev, S. Matshonov, M. Mirgosimova, Q. Husanboyeva, R. Niyozmetova, V. Kadirov, E. Abduvalitov, A. Methodist scientists such as Hamroyev, M. Hazratkulov, S. Kambarova, I. Rahimova¹²; Ways to organize students’ research activities in continuous education B. Adizov, S. Nishonova, B. Rahimov, Sh. Sharirov, U. Khudaiberganova, N. Narziyeva, Sh. Boltayeva, Sh. Botirova, D. Tukhliyeva, R. Tillayeva¹³, pedagogical scientist, researched by methodists.

¹² Yoldoshev Q. B. Updated pedagogical thinking and scientific-methodical foundations of teaching literature in secondary schools: Ped. science. dr. ... diss. - Tashkent, 1997. - 306 p. Matchanov S. Organization of independent work from literature in the general education system: Ped. science. doc. ... diss. - Tashkent, 1998. - 308 p. Mirkosimova M. M. Methods of forming and improving students' literary analysis skills: Ped. science. doc. ... diss. - Tashkent, 1995. - 253 p. Husanboeva Q. P. Scientific-methodological foundations of teaching students to think independently in the process of literary education: Ped. science. doc. ... diss. - Tashkent, 2006. - 262 p. Niyozmetova R. X. Theoretical and methodological foundations of studying Uzbek literature in the continuing education system (in the case of Russian groups): Ped. science. doc. ... diss. - Tashkent, 2007. - 249 p. Kadirov V. Methodological and scientific basis of teaching samples of Uzbek classic literature in general education schools: Ped. science. doc. ... diss. - Tashkent, 2019. - 233 p. Abduvalitov E. B. Comparative study of the literature of fraternal nations in general secondary schools (in the example of literature classes of V-IX classes of schools where education is conducted in Uzbek, Kazakh, Kyrgyz, Karakalpak and Turkmen languages): Ped. science. doc. (DSs) ...diss. - Tashkent, 2020. - 252 p. Hamroev A. R. Designing students' creative activities in mother tongue education: Ped. science. doc. (DSs) ...diss. - Tashkent, 2003. - 280 p. Hazratkulov M. A. The role of the essay in literary education and the scientific-methodical foundations of its organization: Ped. science. fake doc. (RhD) ...diss. - Samarkand, 2019. - 146 p. Kambarova S. I. Technology of formation of independent reading culture of students in general secondary education system: Ped. science. fake dr. (RhD) ... diss. - Samarkand, 2019. - 149 p. Rahimova I. Theoretical-practical features of using problem-based learning in reading lessons of primary grades: Ped. science. fake doc. (RhD) ...diss. - Tashkent, 2020. - 189 p.

¹³ Adizov B. R. Theoretical foundations of creative organization of primary education: Ped. science. doc. ... diss. - Tashkent, 2003. - 280 p. Nishonova Z. Psychological foundations of the development of independent creative thinking: Psychol. science. doc. ... diss. autoref. - Tashkent, 2005. - 38 p. Rahimov B. Socio-pedagogical foundations of directing students to research work: Ped. science. doc. ... diss. autoref. - Tashkent, 2009. - 48 p.

Virtual and visual laboratory, creative research, comretention and its types, project-based education, critical-creative thinking, problems of cognitive educational activity CIS scientists: I.P.Volkov, M.G.Kachurin, M.V.Boguslavskiy, S.V.Abramova, L.S.Vigotskiy, P.Y.Galperin, V.V.Davidov, L.A.Darinskaya, E.P.Ilin, E.V.Lebedev, I.Y.Lerner, S.I.Osipova, V.V.Pazinin, L.M.Perminova, K.B.Petrov, Y.A.Ponomorev, Y.V.Rindina, A.E.Simanovskiy, A.I.Balashova, N.I.Derekleva, K.N.Polivanova, A.V.Mironov, A.S.Obuxov, A.I.Savenkov, I.S.Sergeyeva¹⁴ were studied by pedagogic and psychological researchers.

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¹⁴ Волков И.П. Приобщение школьников к творчеству. – Москва: Просвещение, 1982. – 144 с. Качурин М.Г. Организация исследовательской деятельности учащихся (на уроках литературы). – Москва: Просвещение, 1988. – 175 с. Богуславский М.В. Творческое использование западных педагогических технологий в деятельности НПС ГУСа. // История педагогической технологии. – Москва: НИИ ТиИП, 1992. – 133 с. Абрамова С.В. Организация исследовательской работы по русскому языку на факультативных занятиях: из опыта работы // Исследовательская деятельность учащихся в современном образовательном пространстве: Сб. ст. /Под ред. А.С.Обухова. – Москва, 2006. – С. 479–485. Выготский Л.С. Воображение и творчество в детском возрасте. – Москва: Просвещение, 1991. – 436 с. Гальперин П.Я. Психолого-педагогические проблемы профессионального обучения. – Москва: МГУ, 1979. – 208 с. Давыдов В.В., Выготский Л.С. Воображение и творчество в детском возрасте. Психологический очерк. – Москва: Просвещение, 20А06. – 93 с. Даринская Л.А. Гуманитарные основания развития творческого потенциала учащихся: Дисс. ...док. пед. наук. – Санкт-Петербург, 2006. – 424 с. Ильин Е.П. Психология творчества, креативности, одаренности. – Санкт-Петербург: Питер, 2009. – 300 с. Лебедев Е.В. Формирование исследовательской компетентности у будущих в процессе их профессиональной подготовки: Автореф. дисс. канд. пед. наук. – Ярославль, 2011. – 22 с. Лернер И.Я. Поисковые задачи в обучении как средство развития творческих способностей. // в кн. Научное творчество. Под ред. Микулинского С.Р. – Москва, 1969. – 176 с. Осипова С.И. Развитие исследовательской компетентности одарённых детей. www.fkgru.ru/conf/17.doc. Пазынин В. В. Проектирование исследовательской деятельности учащихся в области русского языка: направление, проблема, тема исследования // Исследовательская деятельность учащихся в современном образовательном пространстве: Сб. ст. /Под ред. А.С.Обухова. – Москва, 2006. – С. 473–478. Перминова Л. М. Теоретические основы конструирования содержания школьного образования: Автореф. дисс. ...док. пед. наук. – Москва, 1995. – 38 с. Петров К. Б. Проблемно-интегративный подход к развитию творческого потенциала учащихся / К. Б. Петров, А. А. Деркач. – Москва: РАГС, 2006. – 446 с. Пономарев Я. А. Психология творчества и педагогика. – Москва: Педагогика, 1976. – 280 с. Рындина Ю. В. Исследовательская компетентность как психолого-педагогическая категория [Текст] / Ю. Вындина. // Молодой ученый. – 2011. – № 1. – С. 228–232. Симановский А. Э. Развитие творческого мышления детей. – Ярославль. Гринго, 1996. –192 с. Балашова А. И., Ермолова Н. А. Развитие исследовательских умений учащихся в процессе преподавания литературы. // Муниципальное образование: инновации и эксперимент. – 2009. – № 2. – 98–107 с. Дереклеева Н. И. Научно-исследовательская деятельность в школе. – Москва: Вербум-М, 2001. – 146 с. Поливанова К. Н. Проектная деятельность школьников: пособие для учителя. – Москва: Просвещение, 2008. – 167 с. Миронов А. В. Исследовательская деятельность – основа развития творческой личности [Электронный ресурс]. – Режим доступа: <https://cyberleninka.ru/article/n/issledovatel'skaya-deyatelnost-osnova-razvitiya-tvorcheskoy-lichnosti/viewer>. Обухов А. С. Исследовательская деятельность как возможный путь вхождения подростка в пространство культуры // развитие исследовательской деятельности учащихся: методические рекомендации / Под. ред. А. С. Обухова. – Москва: Народное образование, 2001. – 60 с. Савенков А. И. Содержание и организация исследовательского обучения школьников. – Москва: «Сентябрь», 2003. – 204 с. Сергеева И. С. Как организовать проектную деятельность учащихся: Практическое пособие для работников общеобразовательных учреждений. – 3-е изд., испр. и доп. – Москва: РАКТИ, 2006. – 80 с.

In addition to these, G. Gardner, E. Bono, J. Riage, Dj. Dewey, M. Daniels, Dj. Raven, E. Torrens, Dj. Gilford, K. Rodgers, D. Ratti, In the works of researchers such as R. Beghetto, J. Kaufman, B. Lucas, E. Spencer, S. Hwang, M. Csikszentmihalyi¹⁵, the concept of 4K, modules of critical and creative thinking, design methods, rules of the virtual laboratory, problems of education of creativity are widely analyzed. However, the creation of a literary laboratory, the organization of classes based on a special program, and teacher-student relations have not been specifically studied in the field of literature teaching.

The connection of the research with the research work of the research institution where the dissertation was completed. The dissertation was completed in accordance with the research plan of the Alisher Navo'i Tashkent State University of Uzbek Language and Literature within the topic "Current issues of teaching Uzbek literature".

The aim at the research is to develop proposals and recommendations related to the scientific-methodological foundations of the literary laboratory, the creation of a program and plan in the section of classes of general education, creative, specialized schools, and the introduction of its methodology to the new generation "Literature" programs and textbooks.

Tasks of the research:

Clarification of the pedagogical and psychological factors of the mechanism of content formation of literary laboratory classes;

Development of a didactic system of requirements for the quality of literary laboratory work;

To clarify the organizational and methodological components of the development of the creative and intellectual potential of students;

¹⁵ Gardner, H. Multiple Intelligence: New Horizons in Theory and Research. Ingram Publishing Services. – USA: 2006. – 186 p. Bono E. Serious creative thinking. - Minsk: "Poppuri", 2005. - 416 p.; Shest hat myshleniya / per. English - Minsk: "Popourri", 2006. - 208 p. Riaget J. The Equilibration of Cognitive Structures: The Central Problem of Intellectual Development. Shisago: University of Shisago Press, 1985. - 176 p. Dewey J. Contributions to Education. The Shild and Surri sulum . Shisago Univ ersity R r e s s , 1992. - 189 p. D a n i e l s M. D e v e l o r i n g a n d A s s e s s i n g R o f e s s i o n a l S o m e t e n s i e s : a R i e D r e a m ? : D i s s e r t a t i o n f o r t h e D e g r e e o f D o s t o r o f R h i l o s o p h y . – U r r s a l a U n i v e r s i t y , S w e d e n , 2011. Raven, Dj. Kompetentnost v sovremennom obshchestve: vyyavlenie, razvitiye i realizatsiya. - Moscow: Cogito-Center, 2002. - 396 p. T o r r a n s e , E . R. T o r r a n s e T e s t s o f S r e a t i v e T h i n k i n g . – S h o l a s t i c T e s t i n g S e r v i s e , I n s . , 1974. - 184 p. Gilford Dj. Tri storony intelekta / Dj. Gilford // Psychology myshleniya v 2 t. / Pod. public ed. A. M. Matyushkina. - Moscow: Prosveshchenie, 1965. - 456 p. Rodgers K. R. Vzgl'yad na psychotherapy. Stanovlenie cheloveka. – Moscow: Izdatelskaya group "Progress", "Universitet", 1994. - 480 p. Dr. area u R. S r a r k i n g s t u d e n t s r e a t i v i t y (r r a s t i s a l w a y s t o r r o m o t e i n n o v a t i v e t h i n k i n g a n d r o b l e m s o v i n g) . - A l e x a n d r i a , V i r g i n i a , U S A : A S S D , 2014. - 188 p. Beghetto R. and J. Kaufman . Toward a broader conception of creativity: a case for "mini-c"; creativity . Psychology of Aesthetics, Creativity, and the Arts, Vol. 1/2, pp. 73-79 . <http://dx.doi.org/10.1037/1931-3896.1.2.73> . Lucas B. and E. Spencer . Teaching Creative Thinking: Developing Learners Who Generate Ideas and Can Think Critically. Crown House Publishing . https://bookshop.canterbury.ac.uk/Teaching-Creative-Thinking-Developing-learners-who-generate-ideas-and-can-think-critically_9781785832369 (accessed on 26 March 2018). Hwang S. Classrooms as Creative Learning Communities: A Lived Curricular Expression . <https://digitalcommons.unl.edu/teachlearnstudent/55> (accessed on 26 March 2018). Csikszentmihalyi M. Creativity: Flow and the Psychology of Discovery and Invention, HarperCollinsPublishers, https://books.google.fr/books/about/Creativity.html?id=K0buAAAAMAAJ&redir_esc=y (accessed on 26 March 2018).

To improve the methodology of creating literary laboratories on the basis of innovative technologies for the formation of students' reading culture.

The object of the research the process of organizing a literary laboratory in schools specializing in general education, mother tongue and literature, and creative schools was determined, and the experimental work involved about a thousand 5th-11th grade students of educational institutions of this direction in the city of Tashkent, Tashkent, Khorezm and Kashkadarya regions received.

The subject of the research is the content, form, method, methods and means of creating literary laboratories in the system of general secondary schools.

Methodological basis of research and research methods. The methods of analysis-synthesis, debate, theoretical-logical analysis, observation, questionnaire, mathematical-statistical analysis was used in the research and in drawing scientific-methodological conclusions.

The scientific novelty of the research is as follows:

The mechanism of forming the content of literary laboratory classes based on constructive, communicative, creative activity was improved on the basis of clarifying pedagogical and psychological factors such as structure, tactics, effectiveness of educational activities and needs, motivation, reflection and active application in the educational process;

The didactic system of requirements for the quality of literary laboratory works aimed at developing students' motivations for learning, creation, and the 5P concept: purpose, passion, community, public, process, result ("performance") and the 4K module are improved on the basis of intensive application of principles such as communication ("conversation"), cooperation ("collaboration"), critical thinking ("understanding"), creative thinking ("literary thinking") in the process of independent education;

The essence of the organisational-methodical component of the development of the creative-intellectual potential of students is revealed on the basis of the clarification of the individual, pair, team work, heuristic search, research, experimental, sceptical, artificial, empirical features of the literary laboratory activity;

The methodology of creating literary laboratories has been improved based on the integration of innovative technologies such as book report, book review, psychological diagnosis of the character traits of the heroes of the work, literary podcast into the pedagogical and didactic analysis aimed at the systematic formation of the students' reading culture.

The practical results of the research are as follows:

Literary laboratory activities of students are organized in general education, specialized and creative schools based on the structured curriculum and plan of literary laboratories;

in literature classes, new methodical recommendations for the development of reading in IT and media formats were used to increase the interest of students;

based on the methods actively used in the process of experimental works based on theoretical principles, the teaching manual “Methodology of organizing open classes from literature” was published, the creative works obtained from the experimental-testing process were published under the names “Iste’dod jilg‘alari” and “To‘garak ilhomlari”;

the results of the research were used to create programs and textbooks for specialized and creativity schools. In particular, the content of the research was presented in the “Literature” textbooks intended for students of 8-11 grades of creative schools in the form of special columns such as “Xatcho‘p”, “Katta tanaffus”, “Adabiy laboratoriya”, “Ijodiy laboratoriya” and embedded in practical tasks.

The reliability of the research results is based on the conclusions reached after several years of experiments, the scientific-methodical recommendations presented as a solution to the problem raised in the research, the experimental and test work conducted within the problem were proven by means of mathematical-statistical analysis methods, based on suggestions and recommendations, educational programs and plans were created, textbooks were created, it is determined by the approval of the obtained results by authorized organizations.

Scientific and practical significance of research. The scientific and methodological significance of the results of the research is that the literary laboratory was systematized for the first time in literature teaching, the leading ideas aimed at the creation of a program, collections, and the effectiveness of literary education were defined, the literary laboratory developed students’ creative and artistic abilities in accordance with the needs and interests of students, and the initial professional training. It is explained by the fact that it serves to develop the technical creativity of students with the purposeful use of technical tools and computer technologies by instilling their skills.

The practical significance of the research results is that the scientific-theoretical ideas and recommendations put forward in the work are used in the practice of forming a literary laboratory, in particular, in the “Literature” textbooks of secondary schools, in the “Methodology of teaching Uzbek literature”, “Methodology of using textbooks” textbooks of higher education, literature It is determined by the fact that reading can be an important resource in the creation of manuals on teaching methods, in the preparation of career-oriented practical training, as well as in the promotion work integrated with the IT and media sectors.

Implementation of research results. Based on the scientific results of the study of the scientific-methodical foundations of the creation of literary laboratories in the general secondary education system:

The mechanism of forming the content of literary laboratory classes based on constructive, communicative, creative activity, clarification of pedagogical and psychological factors such as structural, tactical, effective and need, motivation, reflection and active use in the educational process, as well as the didactic system of requirements for the quality of literary laboratory work, the educational system of students – from the scientific conclusions on the improvement of the 5P concept

aimed at the development of motivations for knowledge, creation, purpose, enthusiasm, community, teamwork, process, result, and the 4K module based on the intensive application of principles such as communication, cooperation, critical thinking, creative thinking in the process of independent education, Alisher Navo'i Tashkent State University of Uzbek Language and Literature. It was used in the practical project No. F3-201912258 "Creation of a multilingual (in Uzbek, Russian, English) electronic platform of Uzbek literature" carried out in 2021-2023 at the Alisher Navo'i Tashkent State University of Uzbek Language and Literature (2023- Reference № 03-1/1403/1 dated 21 March). As a result, the effectiveness in the creation of materials aimed at promoting the history of Uzbek literature, periods of development and changes in the literary process abroad using scientific and technical achievements, as well as multilingual publications and multimedia software products on the creative activities of Uzbek poets, writers and critics was achieved;

The essence of the organisational-methodological component of the development of the creative-intellectual potential of the students consists of proposals aimed at clarifying the individual, pair, team work, heuristic research, research, experimental, sceptical, artificial, empirical features of the literary laboratory activity. used in the educational process of creative schools in the system of the Agency of Educational Institutions (Information № 01-12-1524 dated 8 September 2023 of the Agency of Specialised Educational Institutions). As a result, 2 hours per quarter for each class, 8 hours in total; classes 8-11 include a total of 40 hours of literary laboratory training;

The methodical recommendations for the creation of literary laboratories are improved based on the integration of innovative technologies such as book reports, book reviews, psychological diagnosis of character traits, literary podcasts into the pedagogical and didactic analysis aimed at the systematic formation of students' reading culture. It was used in the creation of textbooks (reference № 01-11-766 dated 5 June 2023 of the Agency of Specialised Educational Institutions). As a result, in accordance with the needs and interests of the students, the development of their creative and artistic abilities, the development of their technical creativity with the purposeful use of technical tools and computer technologies through the teaching of the basic skills of professional training was achieved.

Approval of research results. The results of the research were discussed at 5 national and 4 international scientific and practical conferences.

Publication of research results. A total of 27 scientific works on the topic of the dissertation, including 7 articles in scientific publications recommended to be published by the Higher Attestation Commission of the Republic of Uzbekistan (two of them in foreign scientific journals) and 11 methodological works for experimental and test works manual created.

Structure and volume of the dissertation: The dissertation consists of an introduction, three chapters, general conclusions and recommendations, a list of used literature, and appendices. The length of the dissertation is 150 pages.

MAIN CONTENT OF THE DISSERTATION

In the introduction the relevance and necessity of the dissertation topic are substantiated, the compatibility of the research with the priority directions of the development of science and technology of the Republic is shown, the studied level of the problem is emphasized, the connection with the research plans of the higher educational institution where the dissertation was completed, the aims and objectives, the object and subject of the research are defined, scientific novelty, information on practical results, reliability of the results, scientific and practical significance, presentation of the results, approval, publication of the obtained results, structure and volume are given.

The first chapter of the dissertation is entitled “**Methodological bases of creation of literary laboratories in the system of general secondary schools**”, in which it is described literary laboratories and their importance in the teaching of literature, the current state of national and international experience in the organisation and practical use of literary laboratories, critical and creative thinking in literary laboratories, the importance of work with interactive tasks aimed at development.

It is possible to introduce the system of laboratory work for teaching concrete and natural academic subjects as a basic programme in the literature curriculum. Because literary laboratories also use special techniques and technologies. However, some peculiarities of literary education must be taken into consideration.

Literary Laboratory - a space (auditorium) equipped with computer and media technologies where creative, research, technical and experimental work is carried out on selected literary themes and works of art sorted by certain procedures. The presence of students in this space (auditorium) in the status of a literary laboratory prepares the ground for the purposeful, planned, effective and, in turn, interesting organisation of individual and collective activities.

The aim of the Literary Laboratory is to provide a comprehensive didactic analysis (through questions and tasks that lead to independent, logical, creative and analytical thinking) of selected literary themes and works of art, sorted according to certain procedures in social networks, by an audience equipped with computer and media technologies; To create animations, audio and video clips that reveal the content of the works of art studied; to be able to present the content of an artistic text using different literary media; to be able to socially promote what they know and feel to different categories of public; to form a class of students who can carry out creative, research, design, technical and experimental work on literary and artistic works.

The tasks of the literary laboratory are for students to be able to determine the directions and motives of reading within the framework of their interests;

- be able to organise promotions related to reading in the form of audio and video;
- to conduct and analyse online and offline surveys to promote reading as a leisure activity;
- to increase interest in the creation of media products through the ability to think critically and creatively;
- is to form and develop the ability to critically and analytically evaluate creative audio and video products.

The following can be specified as the content of the literary laboratory:

The programme and work plan, which define the work of teachers and students in the laboratory;

“Literature” textbooks containing quality examples of Uzbek folklore, classical and modern literature and world literature;

Didactic resources that guide students to independent, logical, creative and analytical thinking, taking into account the age and intellectual abilities of students;

Methodological manuals that help teachers and students to organise their work in the literary laboratory;

Audio, video and media equipment.

In the literature laboratory, students can prepare a written work (essay, article, review, short research), a presentation on a topic or a media product. Laboratory classes help students to deepen and consolidate the knowledge they have gained from the textbook and teach them to make independent observations.

In literary labs, students are not limited to training. Maybe they'll go into production and create a product. For example, based on the text of a work of art, they can create edited audio texts and put them on websites in the form of mp3s. Or you can promote a book by developing book trailers. Organising literary podcasts also gives students the opportunity to test their journalistic skills.

The second chapter of the dissertation is called “**Methodology of organization of literature classes in laboratories**” and the literary laboratory program is presented in it. The sample program is designed for grades 5-11 based on a 56-hour plan.

The schedule of the program consists of such components as *tasks, classes recommended for training, works selected for training, hours allocated for training, purpose of training, content of training, additional instructions* (**look at the table 2.1.1** (taken from the dissertation with some reductions)).

Table 2.1.1

**LITERATURE LABORATORY PROGRAM (56 hours)
(project)**

Task name	Classes recommended for training	Selected works for training	Hours allocated for training	Classes purpose
Preparation of audiobook	5th grade	Aesop’s Fables: • “Yovvoyi echkilar	3	▪ preparing an audio product using the

(audiobook, book mp3).		bilan cho‘pon’; • “Kiyik bilan tokzor”; • “Bo‘ri bilan laylak”; • “Eshak bilan baqalar”; • “Ustiga tuz ortilgan eshak”; • “Burgut, zag‘cha va cho‘pon”.		student's own voice while working with the text of an artistic work; ■ demonstrate speaking skills and reading literacy; ■ expressive reading; ■ enter the image; ■ compliance with literary language standards; ■ test the effect of punctuation on speech; ■ develop independent and logical thinking.
	6th grade	• A. Qahhor’s story “Thief”; • H. Shaykhov’s story “Birinchi sinov”; • Alisher Navoi’s scribes; • Avaz Utar’s poems; • Folk songs.	3	
	7th grade	• Muhammad Ali’s epic “Gumbazdagi nur”; • U.Umarbekov’s story “Qiyomat qarz”.	3	
Making a psychological diagnosis - temperament (temperament) of the heroes of the work of art	8th grade	Chingiz Aitmatov’s story “White Ship”.	2	■ Provide an understanding of the client's (temperament); ■ To teach how to apply temperament to the hero of a work of art; ■ To teach literary laboratory assistants to make a psychological evaluation based on the place of characters in the work, behavior and speech; ■ To develop the skills of conducting online surveys through social networks; ■ Formation of analytical thinking.
	Grade 9 (also in Grades 10-11)	The novel “Ulug‘bek xazinasi” by Odil Yoqubov	2	
Book-information (book report, <i>eidos synopsis</i>),	5th grade (oral book-information)	“Hellados” story by Nodar Dumbadze.	2	■ Providing insight into book information, book reviews ; ■ Analyzing the read

Book review (book review) preparation (written, oral, audio, video, comics.)	6th grade (written book)	Utkir Hashimov’s short story “Such is life”.	2	<p>poem, story, short story, novel, fairy tale, parable, narrative in the form of information and commentary, developing the ability to provide information;</p> <ul style="list-style-type: none"> ▪ Development of oral speech skills; ▪ Demonstrate achievement of consistency in expression; ▪ To achieve purity of speech (without saying this and that), teach to justify one's thoughts; ▪ Development of written and spoken skills; ▪ Formation of work with text types; ▪ Development of technical literacy (written and spoken work on a computer); ▪ Develop independent and logical thinking ▪ Formation of analytical thinking; ▪ analytical thinking skills .
	7th grade (audio book-information)	“Chameleon” by Anton Chekhov story.	3	
	8th grade (video book-information)	“Ufq” by Said Ahmed the story “Qochoq” from the novel.	3	
	9th grade (comic book-info)	“Iron Woman”(“Temir xotin”) comedy by Sharof Boshbekov.	3	
Book trailer (booktrailer) preparation	10th grade	“The Adventures of Don Quixote” by Miguel de Cervantes Saavedra.	4	<ul style="list-style-type: none"> ▪ Providing information about the book trailer ; ▪ Book trailer formation of training skills; ▪ Advertising of books and wide promotion of book reading, increasing interest in it; ▪ Development of analytical skills.
	11th grade	Oybek’s novel “Qutlug‘ qon”.	4	
Preparation of literary podcasts	8th grade	Life and work of Antoine de Saint-Exupéry. “The Little	4	<ul style="list-style-type: none"> ▪ Provide insight into the podcast;

		Prince”.		<ul style="list-style-type: none"> ▪ Teaching the system of preparation of literary podcasts; ▪ Developing the ability to independently create a literary podcast; ▪ Adaptation of the developing person to the society, social environment; ▪ Development of analytical skills.
	9th grade	“Oqcharloq Jonatan Livingston” by Richard Bach	4	
	10th grade	Abdurauf Fitrat’s drama “Abulfayzxon”.	3	
	11th grade	Mikhail Bulgakov “Ityurak” novel	3	
Book blog ("bookblog") and book blogging ("bookblogger").	10th grade	Choosing a topic is optional	4	<ul style="list-style-type: none"> ▪ Book blog and book blogging ; ▪ To study the ways of organizing the promotion of reading through social networks; ▪ Creating skills in creating a book blog ; ▪ To develop the ability to promote the read work of art to social networks through one's own "I". ▪ Develop the skills of presenting a blog/vlog in written, audio, video format on personal pages in social networks; ▪ Adaptation of the developing person to the society, social environment; ▪ Development of analytical skills.

Chapter II reflects on the ways of organising literary works in literary laboratories to be studied in grades 5-7, the peculiarities of studying educational materials from the textbook “Literature” in grades 8-9, the process of using literary laboratories to improve the intellectual abilities of students of grades 10-11.

Taking into account the above mentioned, it is necessary to develop a special programme on the forms of training for work on tasks developing artistic thinking, performing and speaking abilities, studying educational materials from the textbook “Literature”, carrying out literary laboratory exercises to increase the intellectual abilities of students. This programme has been designed in order to

optimise the time allocated to revision, discussion of works read outside the classroom and reinforcement, which is reflected in the current curriculum of general education schools. The programme lasts 40 or 56 hours, depending on the type of school (the general content of the programme can be found in chapter 2 of the thesis).

Literary laboratory work can be prepared in various forms, such as a written work, a presentation, media, a survey, a blog. Laboratory classes help students to deepen and consolidate the knowledge they have gained from the textbook and teach them to make independent observations.

The audio book (audio book, book mp3) project activities are carried out in 5th grade in small genres (such as proverbs, parables, fairy tales, riddles, sayings, poems), in 6th grade in medium genres (such as stories, short stories and epics), in 7th grade in long genres (such as novels, poems and epics) and in 8th grade in short genres (such as novels, short stories and epics). - In the 9th grade, it is possible to work with works of large genres (such as short stories, novels, dramas).

In the conditions of the literary laboratory, the composition of the work, its plot, the author's views are comprehensively analysed, and conducting activities in the form of book report, book review, which express independent opinions, has a great impact on the world view of the students. Expressing an opinion through these forms helps students to freely express an independent opinion.

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Book information and book review (book report, book review) is a report and conclusion about a book, which has the character of providing information. The book-information and book-review classes held in the literary laboratory develop not only the ability of students to write a brief review and report on a literary work, but also the ability to adequately approach a specific event. In the dissertation the methodology of creating book trailers and book reviews in literary laboratories

together with students of 8-9 grades and a practical example of it are described in detail in the second paragraph of this chapter.

A book trailer is one of the ways for 10-11 year old pupils to learn the subject of literature in a meaningful way and to acquire the necessary components of the subject. The trailer is the most important part of the film industry and it is a modern way of attracting the audience. Nowadays, book marketers also use them.

Book trailer - short video clips about a book are intended to promote new books and to promote and increase interest in reading books. Usually, the duration of the trailer does not exceed 2-4 minutes. When creating a book trailer, you can use video films, pictures, photos, specially designed covers for the book.

Another type of work that can be done in literary laboratories with high school students is the organization of literary podcasts, that is, audio and video conversations and discussions. The methodology of tasks performed in this type of work has been developed and reflected in this paragraph of the dissertation.

Thus, in increasing the intellectual capabilities and social role of students of 10-11th grades, the activities of the literary laboratory, such as preparing book trailers, conducting literary podcasts, creating a book blog, and organizing book blogging activities, are important. At the same time, this kind of activity is remarkable for the fact that it harmonizes with the interests of students, satisfies the internal needs of a developing person, increases the effectiveness of literary education, and contributes to a certain extent to career guidance.

The third chapter of the dissertation is called **“Application of research results in practice”**, it describes the system of organisation and implementation of literary laboratories and mathematical-statistical analysis.

The first - basic stage of the dissertation work was devoted to the research of this topic (2014-2015), in the second - formative stage (2015-2021) and in the third - final - summarising stage (2021-2023) pilot tests were conducted in more than 100 schools of the Republic. In particular, experiments on the content of the literary laboratory were organised in the republican state comprehensive school specialising in philological sciences, the republican boarding school of music and art, schools 274, 322 in Tashkent city, school 68 in Kashkadarya region, schools 1, 6, 47 in Khorezm region, in the 15th, 2nd, 40th schools of Tashkent region, in creative schools named after Abdulla Qodiriy, Erkin Vohidov, Halima Khudoyberdiyeva. Students of selected schools and classes were divided into experimental and control classes.

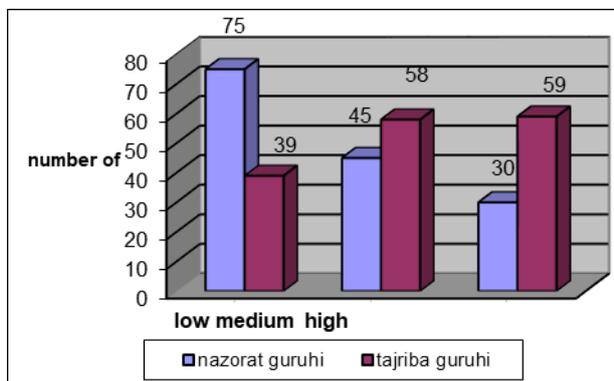
According to the results, the average learning in the experimental and control groups was analysed using the mathematical-statistical method of Student's t-test. A total of 777 students participated in the experiment, 156 students in the experimental group of grades 5-7 and 150 in the control group, 120 students in the experimental group of grades 8-9 and 107 in the control group, and 110 students in

the experimental group of grades 10-11, and the control group consisted of 134 people.

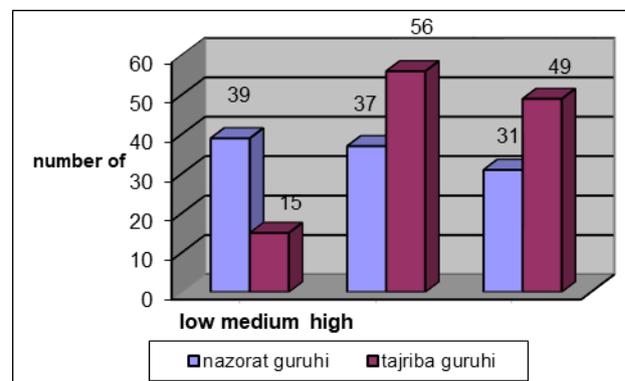
The use of literary laboratories in natural education in primary secondary schools efficiency level indicators

Classes	Groups	Number of students	There are many levels of mastery		
			High	Medium	Low
5-7 - grades	the experimental group	156	59	58	39
	In the control group	150	30	45	75
Grades 8-9	the experimental group	120	49	56	11
	In the control group	107	31	37	39
10-11 - classes	the experimental group	110	43	45	22
	In the control group	134	35	48	51

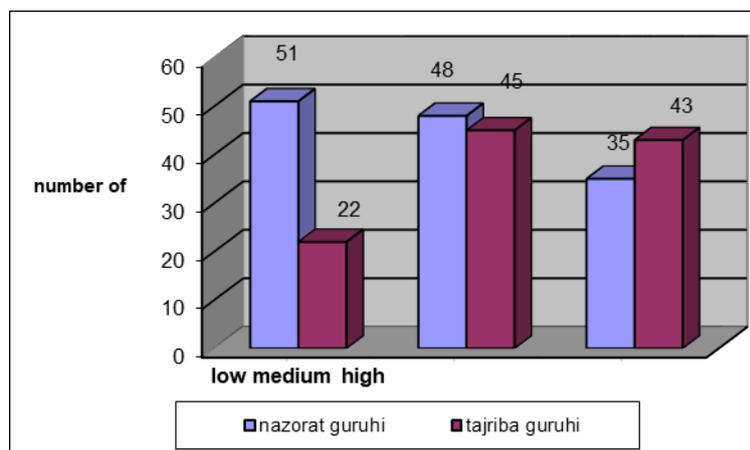
Charts corresponding to these selections will look like this:



5-graph. 5-7- grades



6-graph. 8-9- grades



7-graph. 10-11- grades

Based on the obtained results, a mathematical statistical analysis was performed, and the average squared deviation, sample variance, variation indicators, Student's selection criterion, degrees of freedom and reliable deviations based on the Student's criterion were found from the results found for the condition

at the end of the experiment. These are shown in the table below: line 2 in **grades 5-7** , Line 3 **in grades 8-9** and line 4 in **grades 10-11**:

\bar{X}	\bar{Y}	S_x^2	S_y^2	C_x	C_y	$T_{x,y}$	K	Δ_x	Δ_y
2,13	1,7	0,6131	0,61	3	4	4,83	304,76	0,12	0,13
2,29	1,93	0,4459	0,6451	3	4	3,64	204,54	0,12	0,15
2,19	1,88	0,5539	0,6256	3	4	3,13	235	0,14	0,13

So, in grades 5-7, **the** average mastery in the experimental group is 14.3% compared to the control group, in grades 8-9 the average mastery in the experimental group **is** 12% compared to the control group, and in grades 10-11 **the** average mastery in the experimental group is 10.3% compared to the control group increased.

Based on the above results, we calculate the quality indicators of the experimental work.

grades 5–7 :

It is known that $\bar{X}=2.13$; $\bar{Y}=1.7$; $\Delta_x = 0,12$; $\Delta_y = 0,12$ is equal to

Here are the quality indicators:

$$K_{yc6} = \frac{(\bar{X}-\Delta_x)}{(\bar{Y}+\Delta_y)} = \frac{2,13-0,12}{1,7+0,12} = \frac{2,01}{1,82} = 1,1 > 1;$$

$$K_{6д6} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,13 - 0,12) - (1,7 - 0,12) = 2,01 - 1,58 = 0,43 > 0;$$

grades 8–9 :

It is known that $\bar{X}=2.29$; $\bar{Y}=1.93$; $\Delta_x = 0,12$; $\Delta_y = 0,15$ is equal to

Here are the quality indicators:

$$K_{yc6} = \frac{(\bar{X}-\Delta_x)}{(\bar{Y}+\Delta_y)} = \frac{2,29-0,12}{1,93+0,15} = \frac{2,17}{2,08} = 1,04 > 1;$$

$$K_{6д6} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,29 - 0,12) - (1,93 - 0,15) = 2,17 - 1,78 = 0,39 > 0;$$

grades 10–11 :

It is known that $\bar{X}=2.19$; $\bar{Y}=1.88$; $\Delta_x = 0,14$; $\Delta_y = 0,13$ is equal to

Here are the quality indicators:

$$K_{yc6} = \frac{(\bar{X}-\Delta_x)}{(\bar{Y}+\Delta_y)} = \frac{2,19-0,14}{1,88+0,13} = \frac{2,05}{2,01} = 1,02 > 1;$$

$$K_{\delta\delta} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,19 - 0,14) - (1,88 - 0,13) = 2,05 - 1,75 \\ = 0,3 > 0;$$

From the obtained results, it can be seen that the criterion for evaluating the effectiveness of teaching is greater than one, and the criterion for evaluating the level of knowledge is greater than zero. It is known that the acquisition in the experimental group is higher than the acquisition in the control group.

So, it became clear from the statistical analysis that the experimental work conducted to determine the level of effectiveness of using literary laboratories in natural education in secondary schools of mummy is effective.

CONCLUSION

On the basis of the scientific observations on the scientific-methodical bases of the creation of literary laboratories in the system of general secondary education, theoretical, philosophical, pedagogical literature and the results of the experimental work carried out in general secondary schools, the thesis draws the following general conclusions

1. In addition to reading, writing, understanding and feeling, the main goal of literary education in the 21st century requires the formation of research, design and creative skills. These tasks can only be carried out in literary laboratories.

2. In order to strengthen the culture of reading with media features and the promotion of reading, school literary education requires teacher-student cooperation (collaboration) consisting of clearly targeted, measurable, result-oriented tasks and the integration of IT, media, business, and medical fields. In this process, the reader is not an ordinary listener or performer, but rises to the position of a literary laboratory worker - a participant, a creator.

3. The literary laboratory is a center for creative, research and technical experiments, where creative work is carried out on selected literary themes and artistic works. In such trainings the student carries out independent activities as a literary laboratory worker in an individual or collective form and, as a result, becomes a creator of media products.

4. Most of the literary laboratory exercises require direct work with IT technologies and media devices. That's why it's necessary to improve students' skills in computer and information technologies (such as audio recording, editing, working with a microphone, technical sound polishing, making videos from ready-made frames). To this end, it would be appropriate to include in the programmes for the study of literature the clauses that provide for the educational tasks that also require technical literacy.

5. In order to prepare an audio book in grades 5-7, students must have a certain theoretical knowledge of intonation, tempo, rhythm, breath control, voice adjustment skills and pronunciation exercises, which are the main tools of

expressive reading. The processes of monotone intonation (audio) and multi-role staging (postanovka) of the work read in literary laboratories prepare the ground for students to feel the word and literature more deeply.

6. Book report, book review prepared on the basis of the works read in class and independently in literary laboratories on the content of SES (State educational standard) and programmes related to literary education of 8-9 classes of general secondary schools), the introduction of such types of work as psychological diagnosis (diagnosis - determination of temperament) of the heroes of the literary work accelerates the process of achieving the main goal of literary education and serves to increase the effectiveness of education.

7. In higher grades (grades 10-11), which demonstrates the intellectual abilities of students, helps them to be able to present to the general public oral, written, audio, podcast, video promotion of high-level artistic works read. and to lay the foundations for their future professional training. Preparing a book trailer in literary laboratories, holding a literary podcast and recording it, as well as conducting book blogs/vlogs and organizing book blogger/vlogger activities together with marketers. There is a need to develop practical recommendations.

8. The experiments conducted have shown that the establishment of a literary laboratory system in education can be used to update the content of literature teaching and thereby increase the practical interest of students in literature teaching.

9. Today, a person who has the characteristics of social adaptation, who can confidently start work, who has the potential for independent education, personal and professional development, and not only as a consumer of existing knowledge, but it is the demand of the times to improve people who process it and achieve practical results. The literary laboratory is of great importance in the formation and development of such creative-critical, lateral, spiral-thinking, competitive individuals.

Recommendations

1. It is necessary to organize a specially equipped literary laboratory in general secondary schools.

2. In order to prepare literature teachers to work in literary laboratories, it is appropriate to organize seminars and webinars and to include special lessons in professional development courses.

3. Book report, book review, book trailer, literary podcast, book blog/vlog and book blogging should be promoted on special pages of social networks. It is necessary to establish cooperation with those engaged in this activity, and measures of material and moral support should be regularly implemented by official organizations.

**НАУЧНЫЙ СОВЕТ DSC.03/30.12.2019.FIL.19.01 ПО
ПРИСУЖДЕНИЮ УЧЁНЫХ СТЕПЕНЕЙ ПРИ ТАШКЕНТСКОМ
ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ УЗБЕКСКОГО ЯЗЫКА И
ЛИТЕРАТУРЫ ИМЕНИ АЛИШЕРА НАВОИ**

**УНИВЕРСИТЕТ УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ ИМЕНИ
АЛИШЕРА НАВОИ**

НУРМУХАММАДОВ ЖАМОЛИДДИН ШЕРМУХАММАД УГЛИ

**НАУЧНО-МЕТОДИЧЕСКИЕ ОСНОВЫ СОЗДАНИЯ
ЛИТЕРАТУРНЫХ ЛАБОРАТОРИЙ В СИСТЕМЕ ОБЩЕГО
СРЕДНЕГО ОБРАЗОВАНИЯ**

13.00.02 – Теория и методика образования и воспитания (узбекская литература)

**АВТОРЕФЕРАТ
диссертации доктора философии по педагогическим наукам (PhD)**

Ташкент – 2024

Тема диссертации доктора философии (PhD) зарегистрирована в Высшей аттестационной комиссии при Министерстве высшего образования и инноваций Республики Узбекистан за номером B2023.1.PhD/Ped4528.

Докторская диссертация выполнена в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои.

Автореферат диссертации размещён на трёх (узбекский, английский, русский (резюме)) языках на веб-странице Научного совета (www.tsuull.uz) и Информационно-образовательном портале «ZiyoNet» (www.ziynet.uz).

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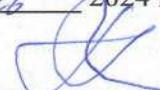
Ведущая организация:

Чирчикский государственный педагогический университет

Защита диссертации состоится «30» июля 2024 года в 10:00 часов на заседании Разового научного совета при Научном совете DSc.03/30.12.2019.Fil.19.01 по присуждению учёных степеней при Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои (Адрес: 100100, Ташкент, Яккасарайский район, улица Юсуфа Хос Ходжиба, 103. Тел.: (99871) 281-42-44; факс: (99871) 281-42-44, (www.tsuull.uz); e-mail: monitoring@tsuull.uz).

С диссертацией можно ознакомиться в Информационно-ресурсном центре Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои (зарегистрирована за номером 293). (Адрес: 100100, Ташкент, Яккасарайский район, улица Юсуфа Хос Ходжиба, 103. Тел.: (99871) 281-42-44; факс: (99871) 281-42-44, (www.tsuull.uz))

Автореферат диссертации разослан « 22 » Июль 2024 года.
(реестр протокола рассылки № 1 от « 22 » Июль 2024 года).


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ВВЕДЕНИЕ (аннотация к диссертации доктора философии (PhD))

Цель исследования заключается в разработке научно-методических основ литературной лаборатории, программ и планов общеобразовательных, творческих, специализированных школ в разрезе классов, предложений и рекомендаций, связанных с внедрением ее методики в программы и учебники “Adabiyot” нового поколения.

Объектом исследования является определение процесса организации литературных лабораторий в школах, специализирующихся на общеобразовательных дисциплинах, родном языке и литературе, а также в творческих школах; в экспериментальной работе приняли участие около тысячи учащихся 5-11 классов образовательных учреждений данного профиля города Ташкента, Ташкентской, Хорезмской и Кашкадарьинской областей.

Научная новизна исследования заключается в следующем:

усовершенствован механизм формирования содержания литературных лабораторных занятий на основе конструктивной, коммуникативной, креативной деятельности на основе определения и активного применения в учебном процессе таких педагогических факторов учебной деятельности, как *структурность, тактичность, результативность*, а также психологических факторов учебной деятельности, как *потребность, мотивация, рефлексия*;

обоснована дидактическая система требований к качеству литературных лабораторных работ, направленных на развитие таких учебно-познавательных, творческих мотивов учащихся, как *цель* (“purpose”), *стремление* (“passion”), *общность, коллективность* (“people”), *процесс* (“process”), *результат* (“performance”) и концепции модуля 4К: *коммуникация* (“kommunikatsiya”), *сотрудничество* (“kollaboratsiya”), *критическое мышление* (“critical thinking”), *творческое мышление* (“creative thinking”), основанные на интенсивном применении в процессе самостоятельного обучения таких принципов, как 5Р;

раскрыта сущность организационно-методического компонента развития творческо-интеллектуального потенциала учащихся на основе определения *индивидуальной, парной, коллективной работы, эвристического исследования, исследовательской, экспериментальной, скептической, техногенной, эмпирической* специфики литературной лаборантской деятельности;

усовершенствована методика создания литературных лабораторий на основе интеграции в учебно-дидактический анализ таких инновационных технологий, как *книга-отчет, книга-обзор, психологическая диагностика особенностей характера героев произведения, литературный подкаст*, направленные на системное формирование читательской культуры учащихся.

Практические результаты исследования заключаются в следующем: организована литературная лаборантская деятельность учащихся в

общеобразовательных, специализированных и творческих школах с опорой на структурированный учебный план и план литературных лабораторий;

были использованы новые методические рекомендации по развитию читательских навыков в IT и медиа форматах на уроках литературы для привлечения интереса учащихся;

издано учебное пособие “Adabiyotdan ochiq darslar tashkil etish metodikasi” (“Методика организации открытых уроков по литературе”), основанное на активно использованных методах в процессе экспериментальных работ на опоре теоретических основ; творческие работы, полученные в результате опытно-экспериментальных работ опубликованы в сборниках “Iste’dod jilg‘alari” и “To‘g‘arak ilhomlari”;

использованы результаты исследований при составлении программ и учебников для профильных и творческих школ, в частности, содержание исследования представлено в виде специальных рубрик “Xatcho‘p”, “Katta tanaffus”, “Adabiy laboratoriya”, “Ijodiy laboratoriya” в учебниках “Adabiyot” творческих школ, предназначенных для учащихся 8-11 классов и включены в структуру практических заданий.

Внедрение результатов исследования. На основе научных результатов, полученных при исследовании научно-методических основ создания литературных лабораторий в системе общего среднего образования:

научные выводы, относительно целей, задач, содержания и теоретико-методических и практико-методических особенностей организации литературных лабораторий, механизма формирования содержания литературных лабораторных занятий на основе конструктивной, коммуникативной, творческой деятельности, дидактической системы требований к качеству литературных лабораторных работ, направленных на развитие таких учебно-познавательных, творческих мотивов учащихся, как *цель* (“purpose”), *стремление* (“passion”), *общность, коллективность* (“people”), *процесс* (“process”), *результат* (“performance”) и концепции модуля 4К: *коммуникация* (“kommunikatsiya”), *сотрудничество* (“kollaboratsiya”), *критическое мышление* (“critical thinking”), *творческое мышление* (“creative thinking”), основанные на интенсивном применении в процессе самостоятельного обучения таких принципов, как 5P были использованы в практическом проекте F3-201912258 “Создание многоязычной электронной платформы узбекской литературы (на узбекском, русском, английском языках)”, реализованном в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои в 2021-2023 годах (справка 03-1/1403/1 Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои от 21 марта 2023 года). В результате достигнута эффективность в создании многоязычных изданий и мультимедийных программных средств, посвященных творческой деятельности узбекских поэтов, писателей, мыслителей, а также материалов, направленных на популяризацию истории узбекской литературы, период развития и изменений

в литературном процессе за рубежом с использованием достижений науки и техники, исходя из требований современности;

предложения по сущности организационно-методического компонента развития творческо-интеллектуального потенциала учащихся на основе определения *индивидуальной, парной, коллективной работы, эвристического исследования, исследовательской, экспериментальной, скептической, техногенной, эмпирической* специфики литературной лаборантской деятельности были использованы в системе Агентства специализированных образовательных учреждений при Министерстве дошкольного и школьного образования (справка №01-12-1524 Агентства специализированных образовательных учреждений от 8 сентября 2023 года). В результате литературные программы включали 2 часа в каждом классе в разрезе четвертей, всего 8 часов; в то время как в 8-11 классах было проведено в общей сложности 40 часов литературных лабораторных занятий;

методические рекомендации по методике создания литературных лабораторий на основе интеграции в учебно-дидактический анализ таких инновационных технологий, как *книга-отчет, книга-обзор, психологическая диагностика особенностей характера героев произведения, литературный подкаст*, направленные на системное формирование читательской культуры учащихся были использованы в учебниках “Adabiyot” (авторы: Ж.Нурмухаммадов, С.Камбарова, М.Йулдошева, С.Иномжонова, О.Олимжанов, Д.Юсупова, Ю.Дусматова, З.Мирзаева, К.Жалилов) 8-11 классов творческих школ (справка №01-11-766 Агентства специализированных образовательных учреждений от 5 июня 2023 г.). В результате достигнуто развитие технического творчества учащихся с целенаправленным использованием технических средств и компьютерных технологий посредством развития их творческих и художественных способностей в соответствии с их потребностями и интересами, а также усвоения начальных навыков профессиональной подготовки.

Структура и объем диссертации. Диссертационная работа состоит из введения, трех глав, вывода и рекомендаций, списка использованной литературы и приложений. Объем диссертации составляет 150 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
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