

**ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK TILI
VA ADABIYOTI UNIVERSITETI HUZURIDAGI ILMIY DARAJALAR
BERUVCHI DSc.03/2025.27.12.Fil.41.01. RAQAMLI
ILMIY KENGASH ASOSIDAGI BIR MARTALIK ILMIY KENGASH**

TOSHKENT DAVLAT O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI

SHUKURBOYEVA OZODA NASRIDDIN QIZI

**O‘QUVCHILARDA BADIY ASARLARNI TAHLIL QILISH
LAYOQATINI SHAKLLANTIRISH**

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

**PEDAGOGIKA fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

Toshkent – 2026

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dissertatsiyasi avtoreferati mundarijasi**

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**Contents of dissertation abstracts of the Doctor of
Philosophy (PhD) on pedagogical sciences**

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahonda ta'lim jarayoniga sun'iy intellekt va raqamli texnologiyalarni integratsiyalash, badiiy asarlar tahlili orqali o'quvchilarning tanqidiy va ijodiy fikrlashini rivojlantirish, matn ustida ishlashda madaniy-kontekstual yondashuv hamda mustaqil o'qish motivatsiyasini oshirishga doir tendensiyalar kuzatilmoqda. Adabiyot o'qitishning zamonaviy metodikalarini joriy qilish va badiiy asarlarni tahlil qilish usullarini takomillashtirishga oid izlanishlar olib borilmoqda. Mazkur jarayonda Buyuk Britaniya, Kanada, Avstraliya kabi rivojlangan davlatlarda dialogik o'qish, multimodal tahlil, AQSH, Singapur, Janubiy Koreyada metakognitiv strategiyalar, Finlandiya, Niderlandiya kabi davlatlarda esa konstruktivistik yondashuvlardan keng foydalanilmoqda. Bu harakatlar zamirida o'quvchini mantiqiy fikrlovchi, yuksak didli, madaniyatlararo muloqotga layoqatli shaxs sifatida shakllantirish alohida ahamiyat kasb etmoqda.

Dunyodagi yetakchi oliy ta'lim muassasalari va ilmiy markazlarda adabiy matn ustida ishlash, badiiy asarlar bilan samarali muloqot qilish yo'llarini izlash, ularni o'quvchilarga yetkazishning yangi usullarini tatbiq etish bo'yicha ilmiy tadqiqotlar amalga oshirilmoqda. Axborotlashuv davrida irodasi sust va mustaqil fikri yetarlicha shakllanmagan o'quvchilarning internetga qaramligi oqibatida yuzaga kelayotgan, ilmiy adabiyotlarda "Zamonaviy Maugli sindromi" sifatida izohlanayotgan murakkab psixopatologik holat kuzatilmoqda. Bu esa badiiy asar mutolaasi va tahlili orqali keng dunyoqarashni rivojlantirish ehtiyojini vujudga keltirmoqda. Shuningdek, axborot texnologiyalarining tezkor rivojlanishi, ma'lumot oqimining kuchayishi va media vositalarining ta'limga ta'siri sharoitida o'quvchilarni mutolaaga qiziqtirish, badiiy matn namunalari bilan ishlash, ularda idrok etish va tushunish, tahlil qilish layoqatini shakllantirish muhim o'rin tutadi.

Respublikamizda yoshlarning kitobxonlik madaniyatini oshirish, badiiy asarlarni o'rganishga doir zamonaviy yondashuvlarni joriy etish masalasiga jiddiy e'tibor berilmoqda. Jumladan, oliy ta'lim muassasalarida bo'lajak o'qituvchilarga badiiy tahlil asoslari, mutolaa madaniyati fan sifatida o'qitilmoqda. Uzlüksiz ta'limning "Milliy o'quv dasturi"da adabiyot o'qitishga davr talablari asosida yondashilayotgani, darsliklar mazmuni jahon ta'lim standartlari talablariga moslanayotgani, adabiy matnni o'rganishga oid o'quv topshiriqlari bilan boyib borayotgani o'quvchilarda anglash va tahlil qilish layoqatini shakllantirish bilan bog'liq dolzarb masala ekanini ko'rsatadi. "Ta'lim-tarbiya tizimining barcha bo'g'inlarida o'zbek tili va adabiyoti fanini o'qitishning hamda ushbu soha bo'yicha yuqori malakali kadrlar tayyorlashning sifatini tubdan oshirish"¹ ga qaratilgan vazifalar har qanday muammoga yechim topa oladigan, mustaqil fikrlaydigan, inson ruhiy olamini, qalbini chuqur anglaydigan hamda ijtimoiy-psixologik munosabatlarda faol qatnasha oladigan shaxsni tarbiyalash, adabiyot metodikasini

¹ O'zbekiston Respublikasi Prezidentining "2022-2026-yillarda xalq ta'limini rivojlantirish bo'yicha milliy dasturni tasdiqlash to'g'risida"gi PF-134-sonli Farmoni. <https://lex.uz/docs/6008663> 2022.11.05.

rivojlantirish, o'quvchilarda badiiy asarlarni tahlil qilish layoqatini shakllantirish nuqtayi nazaridan dolzarbdir.

O'zbekiston Respublikasi Prezidentining 2018-yil 25-yanvardagi PF-5313-son "Umumiy o'rta, o'rta maxsus va kasb-hunar ta'limi tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida", 2019-yil 29-apreldagi PF-5712-son "O'zbekiston Respublikasi xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida", 2022-yil 11-maydagi PF-134-son "2022–2026-yillarda xalq ta'limini rivojlantirish bo'yicha milliy dasturni tasdiqlash to'g'risida", 2025-yil 19-martdagi PF-51-son "Maktabgacha va maktab ta'limi sohasida boshqaruv tizimi samaradorligini oshirishning qo'shimcha chora-tadbirlari to'g'risida"gi Farmonlari, 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", 2021-yil 26-avgustdagi PQ-5234-son "Sun'iy intellekt texnologiyalarini qo'llash bo'yicha maxsus rejimni joriy qilish chora-tadbirlari to'g'risida"gi Qarorlari hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda mazkur dissertatsiya tadqiqoti muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishi ustuvor yo'nalishlariga mosligi. Dissertatsiya 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" ustuvor yo'nalishiga muvofiq bajarildi.

Muammoning o'rganilganlik darajasi. Respublikamiz metodist olimlari A.Zunnunov, M.Mirqosimova, Q.Yo'ldoshev, G.Xolboyevalarning ilmiy izlanishlari badiiy asarlarni tahlil qilish masalasiga bag'ishlangan. Ularda tahlilning nazariy-metodik asoslari, o'quvchilarning matnni anglash va ifodalash malakalarini shakllantirish, estetik tarbiyasi va hissiy idrokini rivojlantirish muammolari o'rganilgan². S.Dolimov, S.Matchonov, B.To'xliyev, Q.Husanboyeva, R.Niyozmetova, V.Qodirov, S.Kambarova, K.Mavlonova, R.Tillayeva, M.Tursunova, H.Jo'rayev³ kabi olimlar esa o'z qarashlarida adabiyot o'qitishning

² Зуннунов А. Бадий асарни ўқишни ўрганиш. – Тошкент: Ўзбекистон, 1983. – 37 б.; Зуннунов А. Бадий асар таҳлили методикаси. Қўлланма. – Тошкент: Ўқитувчи, 1989. – 120 б.; Мирқосимова М. Ўқувчиларда адабий таҳлил малакасини шакллантириш ва такомиллаштириш усуллари: Пед. фан. д-ри...дисс. – Тошкент, 1995. – 252 б.; Йўлдошев Қ. Янгиланган педагогик тафаккур ва умумтаълим мактабларида адабиёт ўқитишнинг илмий-метodik асослари: Пед. фан. д-ри...дисс. – Тошкент, 1997. – 306 б.; Холбоева Г. Халқ оғзаки ижоди асарлари таҳлили оркали ўқувчиларда миллий кадриятларни шакллантириш тамойиллари: Пед. фан. номз. ... дисс. – Тошкент, 2009. – 123 б.

³ Долимов С. ва бошқ. Адабиёт ўқитиш методикаси. – Тошкент: Ўқитувчи, 1967. – 448 б.; Матчанов С. Умумтаълим тизимида адабиётдан мустақил ишларни ташкил этиш: Пед. фан. д-ри ...дисс. – Тошкент, 1998. – 308 б.; Тўхлиев Б. Адабиёт ўқитиш методикаси. – Тошкент: Янги аср авлоди, 2010. – 157 б.; Хусанбойева Қ. Адабий таълим жараёнида ўқувчиларни мустақил фикрлашга ўргатишнинг илмий-метodik асослари: Пед. фан. д-ри...дисс. – Тошкент, 2006. – 262 б.; Ниёзметова Р. Узлуксиз таълим тизимида ўзбек адабиётини ўрганишнинг назарий ва методик асослари: Пед. фан. д-ри... дисс. – Тошкент: 2007. – 242 б.; Қодиров В. Умумтаълим мактабларида мумтоз адабиёти намуналарини ўқитишнинг илмий-метodik асослари: Пед. фан. д-ри (DSc) ... дисс.. – Наманган, 2019. – 271 б.; Kambarova S. Adabiyotni o'quv fani va san'at turi sifatida o'qitish metodologiyasi: Ped. fan. d-ri (DSc) ... diss. – Toshkent, 2024. – 254 b.; Mavlonova K. Ona tili fanini adabiyot fani bilan badiiy matn orqali integratsiyalab o'qitish metodikasini takomillashtirish: Ped. fan. b. fals. dok.

ilmiy-nazariy asoslari, tahlil jarayonini bosqichma-bosqich tashkil etish, unga interaktiv metodlar hamda innovatsion texnologiyalarni tatbiq qilish, kompetensiyaviy yondashuvga asoslanish, o'quvchining shaxs sifatida badiiy asardan ta'sirlanish mexanizmini rivojlantirish muammolarini aks ettirishgan. Shuningdek, so'nggi yillarda olib borilgan tadqiqotlarda ham badiiy asarlar tahliliga oid zamonaviy qarashlar ko'zga tashlanadi⁴.

MDH davlatlari olimlaridan: Z.Rez, P.Galperin, V.Golubkov, G.Belenskiy, V.Maransman, M.Zaldiner, Y.Lotman, G.Taranosov, E.Beznosov, O.B.Mar'ina va boshqalar tomonidan badiiy asarlarni tahlil qilishning nazariy-metodik hamda psixologik-pedagogik asoslari, o'quvchilarda tahlil ko'nikmalarini shakllantirish usullari va matnni idrok etish, interpretatsiya qilish bosqichlari o'rganilgan⁵.

Xorij olimlari M. Smuck, P. Bloom, E. Janet, H. Gardner, J.Diaz, J. Adler, V.Doren kabi olimlar badiiy asarni psixologik, kognitiv, estetik va metodik jihatdan tahlil qilish tamoyillarini rivojlantirish yo'lida izlanishgan⁶. Jumladan, Melissa Smuck adabiy tahlilda o'quvchilarning tanqidiy fikrlashi va matnni idrok etish ko'nikmalarini, Paul Bloom badiiy asarni anglashda empatiya va kognitiv jarayonlarni, E.Janet ushbu jarayonda psixologik yondashuv, obrazlarning ichki holatini, Joanne Diaz she'riy matn tahlilini, Howard Gardner, Mortimer John Adler va Charles Van Dorenlar esa asarlarni chuqur o'rganish, bu jarayonda estetik va lingvistik intellektni rivojlantirish usullarini tadqiq etishgan.

PISA va PIRLS xalqaro baholash tadqiqotlarida o'quvchilarning matnni tahlil

(PhD) ... diss. – Toshkent, 2019.; Tillayeva R. Adabiy ta'lim jarayonida badiiy matn ustida ishlash metodologiyasini takomillashtirish (umumiy o'rta ta'lim maktablari misolida): Ped. fan. d-ri (DSc) ... diss. – Namangan, 2025. – 230 b.; Турсунова М. Мадрасалар таълимида адабиёт ўқитиш усуллари. – Тошкент: Мумтоз сўз, 2017. – 97 б.; Жўраев Н. Кичик мактаб ёшидаги ўқувчиларда ўқиш мотивларини шакллантиришнинг психологик хусусиятлари: Пед. фан. б. фалс. док.(PhD) ...дисс.– Тошкент, 2009. – 160 б.

⁴ Туракулова О. Адабий таълим жараёнида академик лицей ўқувчиларида мутолаа маданиятини ривожлантириш технологияси: Пед. фан. б. фалс. док. (PhD)... дисс. – Тошкент, 2020. – 159 б.; Юсуфжонова Н. Туркий халқ эпосларини киёсий-типологик ёндашув асосида ўқитиш технологияси: Пед. фан. б. фалс. док. (PhD) ... дисс. – Тошкент, 2023. – 130 б.; Nurmuhammadov J. Umumiy o'rta ta'lim tizimida adabiy laboratoriyalar yaratishning ilmiy-metodik asoslari: Ped. fan. b. fals. dok. (PhD) ...diss. – Toshkent, 2024. – 152 b.; Кадирова Н. Адабий таълимда ўқувчиларнинг танқидий тафаккурини ривожлантириш муаммоси: Пед. фан. б. фалс. док.(PhD)...дисс. – Тошкент, 2024. – 160 б.; Inomjonova S. O'quvchilarning ijodiy va tanqidiy tafakkurini rivojlantirishda fantastik asarlardan foydalanish metodikasi: Ped. fan. b. fals. dok. (PhD)... diss. avtoref. – Toshkent, 2024. – 30 b.; Elboyeva M. Bolalar adabiyotini o'qitishda zamonaviy pedagogik texnologiyalardan foydalanish: Ped. fan. b. fals. dok. (PhD) ... diss. – Toshkent, 2024. – 160 b.

⁵ Рез З.Б. Методика преподавания литературы. – М.: Просвещение, 1977; Гальперин П.Я. Психолого-педагогические проблемы профессионального обучения. – М.: МГУ, 1979. – 208 с.; Тараносова Г. Анализ художественного текста в системе подготовки учителя русского языка и литературы в национальной школе: Дисс. ... док. пед. наук. – М., 1991; Безносов Э. и др. Большой справочник для школьников и поступающих в вузы. – М.: Дрофа, 2002. – 162 с.; Марьяна О. Б. Методика внутритекстового сопоставительного анализа на уроках литературы в 9 классе: Автореф. дисс. ... канд. пед. наук. – М., 2003. – 172 с.; Tattimbetova Zh. O. at al. Comparative analysis of literary text as a tendency in modern school education // Journal of Pedagogical Sciences – 2020. Vol. 63. – № 2. – P. 130–136.

⁶ Bloom, P. How children learn the meanings of words. Cambridge, MA: MIT Press.2000.; Smuck M. Reading is thinking: Improving reading comprehension using reading strategies, ProQuest Dissertations Publishing, 2009.; Gardner J.E., Diaz J. Reading and writing about literature. – Bedford/St. Martin's, 2016. – 228 p.; Adler J.M., Van Doren Ch. Kitoblar qanday o'qiladi? / J. Qodirov tarjimasi – Yangi asr avlodi, 2022. – 480 b.; Sinaga T., Kadaryanto B., Aulia N. Indonesian High School Students' Critical Thinking and Literary Text Comprehension // ELE Reviews: English Language Education Reviews. 2023. Vol. 3. – №. 2. – P. 155–171; Dera J. Students' Perceptions of the Benefits of Literary Reading in School and Leisure Contexts // Education Sciences. 2025. Vol. 15. – № 5. – P. 580.

qilish qobiliyatiga katta e'tibor qaratilmoqda. Shunday bo'lsa-da, aynan 5–7-sinf o'quvchilarining badiiy tahlil layoqatini shakllantirish muammosi metodik jihatdan kam tadqiq qilingan, tahlil layoqatini shakllantirishda sun'iy intellekt imkoniyatlaridan foydalanish yetarlicha 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 ishlari rejasiga muvofiq "O'zbek tili va adabiyotini o'qitishning zamonaviy metodikasi" mavzusi doirasida bajarilgan.

Tadqiqotning maqsadi 5–7-sinf o'quvchilarida badiiy asarlarni tahlil qilish layoqatini shakllantirishning nazariy va metodik asoslarini ishlab chiqishdan iborat.

Tadqiqotning vazifalari:

5–7-sinf o'quvchilarida badiiy asarlarni tahlil qilish layoqatini shakllantirishning nazariy va metodik asoslarini aniqlashtirish;

5–7-sinf o'quvchilarida badiiy asarlarni tahlil qilish layoqatini shakllantirishning pedagogik-psixologik imkoniyatlarini takomillashtirish;

5–7-sinf o'quvchilarida badiiy asarlarni tahlil qilish layoqatini shakllantirish jarayoniga sun'iy intellekt imkoniyatlarini integratsiya qilish yo'llarini aniqlash, uning samaradorligiga oid metodik ta'minot ishlab chiqish;

5–7-sinf o'quvchilarida badiiy asarlarni tahlil qilish layoqatini shakllantirish texnologiyasini takomillashtirish.

Tadqiqotning obyekti sifatida 5–7-sinf adabiyot darslarida o'quvchilarning badiiy asarlarni tahlil qilish layoqatini shakllantirish jarayoni belgilanib, tajriba-sinov ishlarida Toshkent shahri, Farg'ona, Qashqadaryo va Navoiy viloyatlaridagi maktablardan 902 nafar o'quvchi ishtirok etgan.

Tadqiqotning predmetini 5–7-sinf o'quvchilarida badiiy asarlarni tahlil qilish layoqatini shakllantirishning mazmuni, shakl, metod va vositalari tashkil etadi.

Tadqiqotning usullari. Tadqiqot mavzusini yoritishda suhbat, so'rovnoma, tasniflash, tavsiflash, umumlashtirish, kuzatish, pedagogik tajriba o'tkazish, qiyoslash, matematik-statistik tahlil kabi usullardan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

5–7-sinf o'quvchilarida badiiy asarlarni tahlil qilish layoqatini shakllantirishning konseptual-metodik asoslari milliy va ilg'or xorijiy adabiy ta'lim tajribasi hamda me'yoriy hujjatlar retrospektiv tahlil asosida dalillanib, mazkur layoqatning psixopedagogik determinanti sifatida motivatsion, kognitiv va amaliy komponentlari, baholash indikatorlari hamda rivojlantirish bosqichlari aniqlashtirilgan;

5–7-sinf o'quvchilarining badiiy matnni idrok etish imkoniyatlari yosh xususiyatlari va kognitiv rivojlanish qonuniyatlariga muvofiq tizimlashtirilgan; bunda o'spirinlik davri psixologiyasining badiiy-estetik tafakkur dinamikasiga ta'siri hamda ta'limiy muhitning fasilitatorlik funksiyasi eksperimental metodlar asosida takomillashtirilgan;

adabiy ta'lim jarayoniga sun'iy intellekt texnologiyalarini integratsiya

qilishning adaptiv-metodik imkoniyatlari asosida individual ta'lim trayektoriyasini ta'minlovchi generativ topshiriqlar, vizual-semantik materiallar va gamifikatsiya elementlaridan foydalanish orqali o'quvchilarning mustaqil tahlil ko'nikmalarini optimallashtirishga doir metodik ta'minot ishlab chiqilgan;

5–7-sinf o'quvchilarida tahlil layoqatini shakllantirishning variativ texnologiyasi badiiy matn interpretatsiyasiga yo'naltirilgan “Qahramon bilan muloqot”, vizualizatsiya usullari, “Tahlil, anglash, tasavvur” kognitiv algoritmi hamda “Komiksli ssenariy yarat” kabi innovatsion yondashuvlarni dars va darsdan tashqari mashg'ulotlar tizimiga kompleks qo'llash mexanizmlari asosida takomillashtirilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

5–7-sinf adabiyot darslarida diskurs-tahlil metodikasi asosida o'quvchilarning badiiy matn ustida ishlash layoqatini shakllantirishga doir uslubiy ko'rsatmalar ishlab chiqilgan;

“Umumta'lim maktablarining 5–6-sinf adabiyot darslarida IT texnologiyalarini qo'llash metodikasi” (№ DGU 49975) nomli metodik qo'llanma yaratilgan (hammualliflikda);

o'quvchilarda badiiy asarni tahlil qilish kompetensiyasini rivojlantirish bo'yicha interaktiv dars ishlanmalari yaratilgan;

tadqiqot natijalaridan oliy ta'lim tizimida “Adabiyot o'qitish metodikasi”, “Badiiy tahlil asoslari” fanlari o'quv dasturlari mazmunini takomillashtirishda foydalanilgan.

Tadqiqot natijalarining ishonchliligi amal qilingan yondashuvlar, qo'llangan usullar va nazariy ma'lumotlarning rasmiy manbalardan olingani, muammo yuzasidan respublika hamda xorijiy olimlarning g'oyalariga, amaliyotchi o'qituvchilarning tajribalariga tayanilgani, keltirilgan tahlillar va tajriba-sinov ishlari samaradorligining matematik-statistik metodlar vositasida asoslangani, xulosa, taklif va tavsiyalarining amaliyotga joriy qilingani, olingan natijalarning vakolatli tuzilmalar tomonidan tasdiqlangani bilan belgilanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqotning ilmiy ahamiyati adabiyotshunoslik va adabiyot o'qitish metodikasiga oid manbalardagi badiiy asarlarni tahlil qilishga doir qarashlarning o'rganilgani hamda metodik asoslari aniqlangani; tadqiqot jarayonida badiiy asarlarni tahlil qilish layoqatini shakllantirish yuzasidan beriladigan bilim, ko'nikma va malakalar asosida tavsiyalar hamda innovatsion usullar ishlab chiqilgani, sun'iy intellekt texnologiyalarini adabiy ta'limga integratsiyalash imkoniyatlari o'rganilgani; mavzu doirasida tajriba-sinov ishlari o'tkazilib, badiiy asarni tahlil qilishga doir ta'lim mazmuni va usullarining samaradorligi aniqlangani, matematik va statistik tahlil amalga oshirilgani bilan belgilanadi.

Tadqiqot natijalarining amaliy ahamiyati shundaki, umumiy o'rta ta'lim maktablarida badiiy asar matni ustida ishlash mazmunini kreativ yondashuvlar asosida tashkil etish, tadqiqot asosida ishlab chiqilgan metodik tavsiyalar adabiyot o'quv faniga oid darsliklar, o'qituvchilar uchun metodik qo'llanmalar hamda zamonaviy didaktik materiallarni yaratishda foydalanish imkonini beradi;

o'quvchilarning axloqiy-estetik tarbiyasini rivojlantirishga qaratilgan o'qitish texnologiyalarini takomillashtirish imkoniyatini kengaytiradi. Shuningdek, tadqiqot natijalari o'qituvchilarni qayta tayyorlash va ularning malakasini oshirish kurslarida metodik tavsiyalar sifatida tatbiq etish mumkinligi bilan izohlanadi.

Tadqiqot natijalarining joriy qilinishi. Adabiy ta'limda o'quvchilarda badiiy asarlarni tahlil qilish layoqatini shakllantirishga doir ilmiy natijalar asosida:

5–7-sinf o'quvchilarida badiiy asarlarni tahlil qilish layoqatini shakllantirishning konseptual-metodik asoslari milliy va ilg'or xorijiy adabiy ta'lim tajribasi hamda me'yoriy hujjatlar retrospektiv tahlil asosida dalillanib, mazkur layoqatning psixopedagogik determinanti sifatida motivatsion, kognitiv va amaliy komponentlari, baholash indikatorlari hamda rivojlantirish bosqichlarini aniqlashtirishga doir ilmiy xulosalardan 5–7-sinf adabiyot darsliklari, o'qituvchilar uchun metodik qo'llanmalar yaratishda foydalanilgan (O'zbekiston Respublikasi maktab va maktabgacha ta'lim vazirligi huzuridagi Respublika ta'lim markazining 2025-yil 12-sentabrdagi № 01/11-6-627-son ma'lumotnomasi). Natijada o'quvchilarda badiiy asarlarni tahlil qilish layoqatini shakllantirishga oid ilmiy-metodik qarashlar hamda didaktik materiallardan o'quv jarayonida intensiv foydalanish imkoniyatlari ortgan;

5–7-sinf o'quvchilarining badiiy matnni idrok etish imkoniyatlari yosh xususiyatlari va kognitiv rivojlanish qonuniyatlariga muvofiq tizimlashtirib, o'spirinlik davri psixologiyasining badiiy-estetik tafakkur dinamikasiga ta'siri hamda ta'limiy muhitning fasilitatorlik funksiyasini eksperimental metodlar asosida takomillashtirishga doir ilmiy xulosalardan Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetida 2021–2023-yillarda bajarilgan IL-402104474 raqamli “Bolalaradabiyoti.uz” elektron platforma va uning mobil ilovasini yaratish” mavzusidagi innovatsion loyihasida foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining 2025-yil 13-sentabrdagi №01/4-4194-son ma'lumotnomasi). Natijada o'quvchilarda estetik, kognitiv, tanqidiy, struktural va tarixiy-biografik tafakkurni rivojlantirishga doir nazariy va metodik qarashlar boyitilib, badiiy asarlarni tahlil qilish layoqatini tizimli shakllantirishga erishilgan;

adabiy ta'lim jarayoniga sun'iy intellekt texnologiyalarini integratsiya qilishning adaptiv-metodik imkoniyatlari asosida individual ta'lim trayektoriyasini ta'minlovchi generativ topshiriqlar, vizual-semantik materiallar va gamifikatsiya elementlaridan foydalanish orqali o'quvchilarning mustaqil tahlil ko'nikmalarini optimallashtirishga doir ishlab chiqilgan metodik ta'minotdan Qori Niyoziy nomidagi Tarbiya pedagogikasi milliy institutida 2024 – 2025-yillarda amalga oshirilgan № IL-662205522-raqamli “Umumta'lim maktablarining 5–6-sinf adabiyot darslarida IT texnologiyalarini qo'llash metodikasi” mavzusidagi olima ayollar innovatsion loyihasi doirasida foydalanilgan (Qori Niyoziy nomidagi Tarbiya pedagogikasi milliy institutining 2025-yil 9-sentabrdagi 01/09/355-son ma'lumotnomasi). Natijada sun'iy intellekt integratsiyasi orqali badiiy asarlarni tahlil qilish samaradorligi oshgan;

5–7-sinf o'quvchilarida tahlil layoqatini shakllantirishning variativ

texnologiyasi badiiy matn interpretatsiyasiga yo'naltirilgan "Qahramon bilan muloqot", vizualizatsiya usullari, "Tahlil, anglash, tasavvur" kognitiv algoritmi hamda "Komiksli ssenariy yarat" kabi innovatsion yondashuvlarni dars va darsdan tashqari mashg'ulotlar tizimiga kompleks qo'llash mexanizmlariga doir xulosalardan Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetida 2021–2023-yillarda bajarilgan RZ-202004165 "Umumiy o'rta ta'limning boshlang'ich sinf o'quvchilarida og'zaki va yozma nutqiy kompetensiyalarini rivojlantiruvchi elektron platforma yaratish" mavzusidagi amaliy loyihada foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining 2025-yil 13-sentabrdagi №01/4-4195-son ma'lumotnomasi). Natijada o'quvchilarning ijodiy va tanqidiy tafakkuri, kitob mutolaasi va tahlilidagi o'ziga xos xususiyatlarni shakllantirishga xizmat qiluvchi didaktik materiallar mazmuni innovatsion usullar asosida takomillashtirilgan.

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalari 5 ta xalqaro va 2 ta respublika ilmiy-amaliy anjumanlarda muhokamadan o'tkazilgan.

Tadqiqot natijalarining e'lon qilinganligi. Dissertatsiya mavzusi bo'yicha jami 15 ta ish, jumladan, O'zbekiston Respublikasi Oliy attestatsiya komissiyasi tomonidan doktorlik dissertatsiyalari asosiy natijalarini chop etish tavsiya etilgan ilmiy nashrlarda 8 ta maqola, shundan 4 tasi respublika va 4 tasi xorijiy ilmiy jurnallarda chop etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, 3 bob, xulosa, foydalanilgan adabiyotlar ro'yxati va ilovalardan iborat bo'lib, hajmi 169 sahifani tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida mavzuning dolzarbligi va zarurati asoslangan, respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga bog'liqligi ko'rsatilgan, muammoning o'rganilganlik darajasi bayon etilgan. Tadqiqotning maqsadi, vazifalari, obyekti va predmeti aniqlangan, ilmiy yangiligi, amaliy natijalari tavsiflangan, natijalarning ishonchliligi, ilmiy va amaliy ahamiyati asoslangan, tadqiqot natijalarining joriy etilgani, aprobatsiyasi, e'lon qilingan ishlar va dissertatsiyaning tuzilishi bo'yicha ma'lumotlar keltirilgan.

Dissertatsiyaning birinchi bobi "**O'quvchilarda badiiy asarlarni tahlil qilish layoqatini shakllantirishning ilmiy-nazariy asoslari**" deb nomlangan bo'lib, unda mavzuning ilmiy-nazariy jihatlarini tadqiq etilgan; o'quvchilarda adabiy matnni anglash, tahlil va talqin qilish faoliyatini tarkib toptirishga doir psixologik, pedagogik hamda metodik talablar o'rganilgan; tahlil layoqatini shakllantirishning mavjud holati va pedagogik muammolari bayon etilgan, ushbu jarayonni takomillashtirish zarurati asoslab berilgan.

Bobning "*O'quvchilarda badiiy asarlarni tahlil qilish layoqatini shakllantirishning mazmun-mohiyati*" deb nomlangan birinchi paragrafida badiiy asarlarni tahlil qilish tushunchasi, uning o'quvchi tafakkuri rivojida o'rni, adabiyot ta'limidagi ahamiyati izohlangan. Milliy va xorij metodikasidagi qarashlar

o'rganilgan, "layoqat", "kompetensiya" tushunchalarining mazmuniga aniqlik kiritilgan.

Zamonaviy texnologiyalar va raqamli muhit taraqqiy etgan davrda o'quvchi ruhiyatini asrash, unda insoniylik, estetik sezgirlik, axloqiy mas'uliyat hamda ijodkorlik sifatlarini tarkib toptirish, tanqidiy fikrlashni rivojlantirish muhim ahamiyat kasb etadi. Badiiy asar – inson tafakkuri va estetik dunyoqarashi mahsuli bo'lib, unda hayot hodisalari badiiy tasvir vositasida ifodalanadi. Badiiy asar tahlili esa uning mazmun-mohiyatini, poetik strukturasini, g'oyaviy-badiiy xususiyatlarini anglash va talqin qilish jarayoni hisoblanadi. Bu tushunchaning mazmun-mohiyati olimlar tomonidan turlicha ta'riflangan. Jumladan, A.Zunnunov uning ma'noni ochish va hissiy tajriba yaratishdan iborat jarayon ekaniga e'tibor qaratib: "Badiiy asarni tahlil qilish adabiyot darslarida muhim o'rin tutadi. Undan ko'zlangan asosiy maqsad asar g'oyaviy mazmunini ochish, o'quvchilarda emotsional hissiyot uyg'otishdir"⁷, – deydi. Q.Yo'ldoshevning yozishicha, "Adabiy asarning yozilgan hamda tekshirilayotgan vaqtdagi badiiy va hayotiy mantig'i hamda estetik jozibasini anglashga yo'naltirilgan intellektual-hissiy faoliyat badiiy tahlildir"⁸. Bunda u jarayonning inson aqli va tuyg'ulari bilan bog'langaniga, asarning ichki va hayotiy asoslari hamda badiiy go'zalligini anglashga qaratilganiga urg'u beradi.

Amerikalik olim Celen Kusch esa: "Adabiy tahlil harakatiga yaxshiroq o'xshatma – tergovchilik ishi. Badiiy yoki haqiqiy detektiv ishida tergovchi matn oladi. Boshlang'ich manzara hali anglanmagan to'liq hikoyaning faqat ustki qismidir. Tergovchi esa manzarani bo'laklarga ajratib, har bir detalni diqqat bilan tekshiradi, ko'proq kontekst yig'adi va ish ichidagi motivlar, oqibatlar, hatto inson xulqi yoki adolat tabiati haqidagi xulosalarni topadi. O'quvchilar uchun matn – yechish kerak bo'lgan sir, so'zlar esa dalilning asosiy manbayi"⁹ deb ta'kidlaydi. Darhaqiqat, olim bunda chiroyli bir o'xshatish qiladi, ya'ni ikki jarayondagi shaxs ham "haqiqatni tiklaydi", ammo u biri badiiy, ikkinchisi real voqea haqiqatini izlashini e'tibordan chetda qoldiradi. Chunki badiiy asar tahlilida bir necha to'g'ri talqin bo'lishi mumkin, tergovda esa faqat bitta aniq versiya mavjudligi talab etiladi. Shu bois matn ustida ishlayotganda dalillar, isbotlar kutib uni hissiz hodisaga aylantirib qo'ymaslik lozim.

Bizningcha, badiiy asar tahlili – bu matnning yashirin qismini kashf etish san'ati. Muallif singari tajriba o'tkazish, u aytgan narsani emas, aytmaganini ham eshitish jarayonidir. Shuningdek, har bir kitobxonning o'qilgan asar orqali o'z fikrini shakllantirishi, uni o'z qarashlari va bilimi asosida tushunishi, anglashi hamda izohlashidir. Matnning g'oya va ma'no qatlamlariga singib, yangi mantiq va badiiy go'zallikni yaratish, hayotni, o'zligini, o'zini idrok etish, obrazlarning ichki dunyosini tushunish asnosida esa atrofdagi insonlar dardini, qalbini his qilish hamda adabiy namunani bugungi kun bilan qanday bog'lanishini ko'ra bilish ham nazarda tutiladi. Mazkur layoqatning shakllanishi mazmun, g'oya, obrazlar va badiiy vositalar kabi tahlilning konseptual elementlari, yosh, idrok darajasi,

⁷ Зуннунов А., Эсонов Ж. Мактабда адабиёт ўқитиш методикаси. – Тошкент: Ўқитувчи, 1985. – Б. 39.

⁸ Йўлдош Қ., Йўлдош М. Бадий таҳлил асослари. – Тошкент: Камалак, 2016. – Б. 42.

⁹ Kusch, C. Literary Analysis: The Basics. – Milton Park; New York: Routledge, 2016. – P. 28.

motivatsiya kabi o'quvchi shaxsining psixologik holatlari va metodlar, topshiriqlar, baholash tizimi kabi didaktik tashkil etilish o'rtasidagi uzviy bog'liqlikdan iboratdir.

Badiiy asar tahlili o'quvchining *hissiy-intellektual* rivojlanishiga xizmat qilib, unda axloqiy qadriyatlarni shakllantirishga ko'maklashadi. Asar qahramonlari bilan bog'lanish, ularning ichki kechinmalari va harakat motivlarini anglash, hissiyotlarini tushunish, voqealar rivojini chuqur his etish orqali inson nafaqat jismonan, balki ma'naviy jihatdan ham yuksalishga intiladi. Shundan kelib chiqib aytish mumkinki, badiiy asar tahlili o'quvchini nafaqat ilmiy, balki estetik va axloqiy jihatdan ham tarbiyalaydigan *muhim pedagogik jarayon* bo'lib xizmat qiladi. Uni shunchaki tahliliy faoliyat sifatida emas, balki idrok etish bilan chambarchas bog'liq *psixologik jarayon* sifatida ham talqin qilish mumkin.

“O'quvchilarda badiiy asarlarni tahlil qilish layoqatini shakllantirish pedagogik muammo sifatida” deb nomlangan ikkinchi paragrafda adabiy ta'lim jarayoni va uning metodik asoslari o'rganilgan. Unga ko'ra adabiyot o'qituvchisining metodik qarashlarida an'anaviy yondashuvlar saqlanib qolishi, o'quvchi badiiy matnni mustaqil tahlil qila olmasligi, raqamli muhit va axborot oqimining fikrlashga ta'siri hamda dars mashg'ulotiga zamonaviy pedagogik texnologiyalarning samarali qo'llanmasligi kabi omillar aniqlanib, tasniflangan.

Pedagogik muammo bu didaktik jarayonda hal etilishi zarur bo'lgan, o'quvchida belgilangan talablarni rivojlantirishga to'siq bo'layotgan vaziyatdir. Bu jahon adabiy ta'limida o'rganuvchini darslik matni bilan cheklamasdan, uni mustaqil mutolaa va o'z tafakkurini rivojlantirishini rag'batlantirishga qaratilgan “yoqimli o'qish” (“reading for pleasure”)¹⁰ masalasi sifatida namoyon bo'lmoqda. Shu bilan bir qatorda samarali o'quv tahlilini amalga oshirish uchun dastlab tanqidiy fikrlash va yuqori kognitiv ko'nikmalarini kuchaytirish, texnologiya, sun'iy intellekt integratsiyasi, o'quvchilarning badiiy asarni o'qishga bo'lgan motivatsiyasi va o'z-o'zini ifodalash imkoniyatlari muhim tendensiyalar sifatida ko'rinmoqda.

Metodika tarixida esa “Uzoq yillardan beri badiiy asar mutolaasi va tahlili an'anaviy estetik tamoyilga asoslangan. Adabiyot darsliklarida keltirilgan badiiy asarlar yoki ulardan olingan parchalar tahlili o'quvchi e'tiboriga tayyor holda havola etilgan”¹¹. Natijada o'rganuvchi, asosan, mavjud talqinlarni qabul qiluvchi passiv subyekt sifatida namoyon bo'lgan. Bu esa ta'lim oluvchilarda mustaqil fikrlash, tahliliy mushohada yuritish hamda shaxsiy munosabat bildirish ko'nikmalarining yetarli darajada tarkib topishiga to'sqinlik qilgan. Ushbu kamchiliklar oqibatida badiiy asarlarni chuqur va ongli tahlil qilish layoqatini shakllantirish masalasi bugungi kunda o'zini namoyon etmoqda.

O'quvchilarning adabiy-tahlil ko'nikmalarini shakllantirishda “badiiy matn ustida ishlash usullari adabiyot metodikasining azaliy muammolaridan sanalishi”¹²

¹⁰ Dera J. Students' perceptions of the benefits of literary reading in school and leisure contexts // Education Sciences. 2025. Vol.15. – № 5. – P. 580.

¹¹ Йўлдошев Қ. Адабиёт ўқитишнинг илмий-назарий асослари. – Тошкент: Ўқитувчи, 1996. – Б. 68.

¹² Matchonov S. Adabiyot darslarida tahlil va talqin uyg'unligi // Til va adabiyot ta'limi. – Toshkent, 2020. – № 7. – B. 8.

olimlar tomonidan ta'kidlanadi. Jumladan, adabiyotdan "Milliy o'quv dastur"larida o'quvchilarning badiiy asarlarni tahlil qilish layoqatini shakllantirishga e'tibor qaratilayotgani, yangilanayotgan "Adabiyot" darsliklarida o'quv tahliliga oid ma'lumotlar berib borilayotgani badiiy asarlar matni ustida ishlash muhim pedagogik muammo sifatida ko'tarilganini anglatadi.

Garchand mavjud me'yoriy hujjatlar va darsliklar yangilanib, badiiy asarlarni tahlil qilishga alohida e'tibor qaratilayotgan bo'lsa-da, o'quvchida ularga munosabat bildirish, badiiy til vositalarini farqlash, obrazlarni tahlil qilish va asarga shaxsiy munosabat bildirish ko'nikmalari yetarlicha shakllanmagan. Tajribalar shuni ko'rsatadiki, 5–7-sinf o'quvchilarining aksariyati adabiy bitiklarni mustaqil tahlil qila olmaydi, asosan ularni yod olish, o'qituvchi va sinfdoshlarining tahlili asosida fikr yuritishga moyildir. Bu yoshdagi ta'lim oluvchilar badiiy tafakkur vositalarini ifodalashda qiynaladi, shu bois adabiyot darslarida *tahlil turlicha emas, balki bir xillik* kasb etib, o'qituvchining asar yuzasidan qilgan xulosasiga asoslanadi.

Mazkur masalani yuzaga keltirgan quyidagi omillarga alohida to'xtalish joiz:

1. Zamonaviy ta'lim o'quvchidan badiiy asarni o'qish, tushunish, tahlil qilish hamda uning estetik va ijtimoiy-ma'naviy mazmunini anglashni talab qilmoqda. Vaholanki, ko'plab o'rganuvchilar asarni voqealar ketma-ketligi sifatida qabul qilib, uni chuqur tahlil qila olmaydi. Bu esa ta'lim sifatiga ta'sir qiluvchi muammoga aylanmoqda.

2. O'quvchilarning ma'lum qismida tafakkur faoliyati yetarli darajada rivojlanmagan, mantiqiy, tanqidiy va tahliliy fikrlashning tarkib topmaganligi bois tayyor ma'lumotni qabul qilishga ko'nikib qolish. Natijada bu holat mustaqil tahlil layoqatini shakllantirishda muammo sifatida ko'rinadi.

3. Pedagogik metodlarning hanuzgacha takomillashmagan. Darslarda hamon an'anaviy yondashuvning ustuvorligi, asar tahlili o'qituvchining tushuntirishi va o'quvchining voqealarni so'zlab berishi bilan yakun topishi. Natijada o'quvchining estetik didi, mustaqil dunyoqarashi oqsab, o'zgaralar dardiga beparvolik, ruhiyatidagi beqarorliklar sifatida namoyon bo'lmoqda.

4. Mazkur holatda raqamli muhitning ham ta'siri sezilmoqda. Saviyasiz, qisqa va tezkor axborotga o'rganib qolgan o'quvchi uchun keng qamrovli badiiy asarlarni to'liq o'qib chiqish, ularni tahlil qilish og'irlik qilmoqda. Achinarlisi, bu holat darsliklarda berilgan roman qismlari tugul, hatto hikoyalarni o'qishda ham kuzatilmoqda. Shuning uchun badiiy tahlil jarayoni adabiyot ta'limida pedagogik muammo sifatida yuzaga chiqmoqda.

5. Badiiy asarlarning ta'limiy va tarbiyaviy ahamiyati yuqori. Agar o'quvchida ularni tushunish va tahlil qilish jarayoni oqsasa, ta'limning tarbiyaviy samarasini ham pasaytiradi. Bu omil ham badiiy asarlarni tahlil qilish layoqatini shakllantirishni muhim masala sifatida namoyon etmoqda.

O'quvchilarning badiiy asarlarni tahlil qilishdagi faol ishtiroki ko'pincha dars soatlarining cheklangani, sinfdagi o'quvchilar sonining ortiqligi, yosh va psixologik xususiyatlari inobatga olinmasligi, savol-topshiriqlarning tahlilga olib bormasligi va boshqa ko'plab omillar sabab yuzaga chiqmay qolmoqda. Oqibatda

o‘quvchilar matn mazmun-mohiyatini idrok etishda qiyinchiliklarga uchramoqda. Xususan, o‘tkazilgan dastlabki so‘rovnoma natijalari ham mazkur muammoning dars amaliyotida mavjudligini tasdiqlaydi. Bu esa yuqoridagi kamchiliklarni bartaraf etish zaruratini, shuningdek, ta‘lim oluvchining mustaqil, tahliliy va ijodiy tafakkurini rivojlantirib, “faol o‘quvchi – faol shaxsga” yo‘naltirilgan metodik tizimni ishlab chiqish masalasini o‘rtaga qo‘ymoqda.

Pedagogik nuqtayi nazardan, badiiy asar ustida ishlashda o‘quvchining tahlil faoliyatini tashkil etish uchun o‘qituvchi tomonidan muhitni motivatsion tayyorlash, tahlilga undovchi savollardan foydalanish, matnni idrok etishda hissiy-psixologik holatni hisobga olish kabi maqsadli shart-sharoitlar yaratilishi lozim.

O‘quvchilarda badiiy asarlarni tahlil qilish layoqatini shakllantirish nafaqat o‘quv jarayoni, balki tarixiy, madaniy va metodik jarayon bilan chambarchas bog‘liq bo‘lgan murakkab pedagogik muammo sifatida ko‘rilishi zarur. Bu jarayonda o‘quvchilarning mustaqil fikrlash, asar mazmunini anglash va uni talqin qilish qobiliyatini rivojlantirish, o‘qituvchining pedagogik yondashuvi va metodik tayyorgarligi asosiy omil hisoblanadi.

Ishning ikkinchi bobida **“O‘quvchilarda badiiy asarlarni tahlil qilish layoqatini shakllantirish metodikasi”** yoritilgan. Unda zamonaviy pedagogik texnologiyalar, sun‘iy intellekt vositalari va innovatsion metodlar orqali tahlil ko‘nikmalarini tarkib toptirish usullari ko‘rib chiqilgan. O‘quvchilarda badiiy asarni tahlil qilish layoqatini shakllantirishga qaratilgan bosqichma-bosqich metodika, unga asoslangan topshiriq va yondashuvlar bayon etilgan. Metodika tarixi va jahon adabiy ta‘limidagi badiiy asarlarni tahlil qilishga oid qarashlar o‘rganilib, samarali deb topilgan usullarni o‘quvchi saviyasi va mentalitetimizga moslagan holda qo‘llash mumkinligi tavsiya etilgan.

Bobning *“Badiiy asarlarni tahlil qilish layoqatini shakllantirishda sun‘iy intellekt imkoniyatlaridan foydalanish usullari”* deb nomlangan birinchi paragrafida sun‘iy intellekt imkoniyatlaridan foydalanish orqali o‘quvchilarda tahlil layoqatini shakllantirish yo‘llari va adabiy ta‘limga integratsiyasi ko‘rsatib o‘tilgan. Bunda matn tahliliga oid savollarni avtomatik shakllantirish, obrazlar bo‘yicha suhbatli mashqlar tuzish, interaktiv testlar yaratish metodikasi asoslab berilgan. Jarayonda sun‘iy intellektga vosita sifatida yondashilib, uning imkoniyatlari doirasida individual va differensial topshiriqlarni qo‘llash yo‘llari tavsiya etilgan.

“Sun‘iy intellekt inson aqliga taqlid qila oladigan mashinalar yaratishga qaratilgan fan va texnologiyaning bir sohasi hisoblanadi. “Bu soha odatda inson tafakkurini eslatuvchi fikrlash va o‘rganish tizimlari bilan bog‘liq. Sun‘iy ong doirasida siymolarni tanish, tabiiy til va nutqni tushunish, o‘quvchi qobiliyatlariga ko‘ra o‘rgatish, tashxislar qo‘yish va teoremlarni isbotlash dasturiy va texnik vositalari yaratiladi”¹³.

Yuqoridagilardan kelib chiqib, uni *insondan tashqaridagi sun‘iy zehn va sun‘iy aql-idrok* deya tushunish mumkin. “Mazkur tushunchaning aniq ta‘rifi

¹³ BMTTDning O‘zbekistondagi vakolatxonasi. Axborot kommunikatsiyalari texnologiyalari izohli lug‘ati. – Toshkent, 2010. – B. 219.

mavjud emas. Yangi ilmiy g'oyalar paydo bo'lishi bilan uning ta'rifi yana o'zgaradi"¹⁴. Endilikda faqatgina inson bajarishi mumkin bo'lgan vazifalarni amalga oshirib, uning ongiga taqlid qila oladigan, ixtirochi-mutaxassislar tomonidan ishlab chiqilgan dasturga **sun'iy intellekt** deyiladi.

O'quvchilarning adabiy tahlil ko'nikmasini tarkib toptirishda uni ikki xil yo'nalishda o'rganishni tavsiya qilamiz:

1. Sun'iy intellekt imkoniyatlaridan foydalanib, badiiy asarlarni tahlil qilish layoqatini shakllantirish.

2. Sun'iy intellekt aks etgan asarlarni o'rganish va ularni tahlil qilish usullarini o'quvchiga o'rgatish.

Badiiy asarlar tahlilida sun'iy intellektdan foydalanish. Raqamli tafakkurdan ta'lim oluvchining adabiy tahlil layoqatini tarkib toptirish vositasi sifatida foydalanish mumkin. U o'ziga yuborilgan badiiy matn yuzasidan o'quvchi bilan muloqotga kirishadi. O'rganuvchining o'quv fani va asar tadqiqiga oid savollariga javob beradi, xatolarini to'g'rilaydi. Chuqur tahlil qilishga yo'naltiruvchi muammoli va interaktiv savol-topshiriqlar, rolli o'yinlar, dars va tadbir ssenariylarini ishlab chiqadi va shu orqali mustaqil fikrlashni rag'batlantiradi. Multimediali kontent yordamida murakkab badiiy tushunchalarni o'quvchiga yanada tushunarli yetkazadi. Shuningdek, badiiy asarda ifodalangan qahramonlar portreti, voqea va tabiat tasvirlarini yaratish orqali o'quv jarayonini yanada qiziqarli qiladi. Xususan, ChatGPT, Claude, Gemini va Perplexity AI kabi intellektual tizim ilovalari bevosita metodik vosita sifatida tahlil, talqin va tanqidiy baholash ko'nikmasini shakllantirishda ishtirok etadi. Grammarly, QuillBot va NotebookLM, Quizziz kabi texnologiyalar esa ushbu jarayonni bilvosita qo'llab-quvvatlovchi vosita bo'lib xizmat qiladi.

O'quvchilarda badiiy asarlarni tahlil qilish layoqatini shakllantirish jarayonida sun'iy intellektdan bir vosita sifatida foydalanish muayyan natijalarni ta'minlaydi. U o'qituvchi kabi fikrlashi, o'quvchi o'rnida esa topshiriqni bajarishi, badiiy asarni tahlil qilishi kerak emas. Maqsadimiz uning imkoniyatlaridan to'g'ri, unumli foydalana olishni o'rgatish, adabiyot darslarini yanada qiziqarli qilish, loqayd, ko'ngli dag'allashayotgan o'quvchini sun'iy intellekt imkoniyatlari orqali bo'lsa-da, badiiy asar olamiga qayta jalb qilish hisoblanadi.

Sun'iy intellekt aks etgan asarlarni o'rganish va o'quvchilarga ularni tahlil qilish usullarini o'rgatish. O'quvchilarda fantastik, sarguzasht hamda sun'iy intellekt aks etgan asarlarni o'qishga qiziqish uyg'otish, ularni tahlil qilish layoqatini tarkib toptirish muhim hisoblanadi. Chunki ta'lim oluvchi kelgusida qaysi kasbni egallashidan qat'i nazar bu turdagi asarlar unga yangi g'oyalar berib, bilim va fantaziyalar bilan boyitadi. Natijada badiiy to'qima, xayoliy uydirma bo'lgan narsalarning hayotdagi prototipini yaratadigan ixtirochi, dasturchilar yetishib chiqishiga zarur shart-sharoit yaratiladi.

Tajriba-sinov ishlarida R.Bredberining 6-sinf o'quv dasturida rejalashtirilgan "Bir kunlik yoz" asari mazmunini anglash va tahlil qilish o'quvchilar uchun

¹⁴ Bekmuratov Q. Sun'iy intellekt. – Toshkent: Aloqachi. 2019. – B.12.

murakkablik qilib, amalda yomg'irli Venera va undagi bolalar murakkab ichki olamini tushunishga bog'liq muammolar borligi aniqlandi. Bu masala o'qituvchilar bilan olib borilgan so'rovnoma va suhbatlarda ham o'z aksini topdi. Yuzaga kelgan bo'shliqni to'ldirish maqsadida esa sun'iy intellektning ChatGPT ilovasidan foydalanib, qahramon xarakteri va psixologiyasiga qaratilgan tahliliy material tayyorlandi. Tajriba davomida o'tkazilgan ushbu mashg'ulot o'quvchilarga obrazlar tizimini jonli idrok etish, paydo bo'lgan savollarga asar qahramoni tilidan javob olish, muloqot jarayonida uni jonlidek tasavvur etish hamda darsni an'anaviylikdan yangicha tarzda o'zlashtirish imkonini berdi. Shu sababli o'quvchilarni o'quv tahliliga yo'llovchi **“Asar qahramoni bilan suhbat”** metodi quyidagi algoritm asosida tashkil etiladi:

1-qadam. O'qituvchi tomonidan darslikda berilgan Margoga xos xususiyat va belgilar ChatGPT (<https://chat.openai.com>) ilovasiga kiritilib, ular asosida obraz tasvirini yaratish so'raladi. Bunda buyruqni to'g'ri berish muhim hisoblanadi. Aks holda vazifa noto'g'ri bajarilishi mumkin.

2-qadam. ChatGPTga quyidagicha topshiriq (prompt) beriladi: “Ushbu matnga QR-kod yasab ber. Sen Rey Bredberining “Bir kunlik yoz” asaridagi Margosan. Venerada yashaysan, quyoshni sog'ingansan, sinfdoshlaring seni tushunmaydi. Endi bir o'quvchi bilan suhbatlash. Unga yuragingdagilarni ayt, uning savollariga javob ber”.

3-qadam. Yaratilgan obraz tasviriga QR-kod mazkur ilovaning o'zidan yoki Canva orqali biriktiriladi. Ular yordamida muayyan bir vazifani turlicha ko'rinishda tayyorlash mumkin. Xohishga ko'ra ushbu didaktik materiallardan biri tanlanadi.

4-qadam. QR-kodli topshiriqlar o'quvchilarga teng miqdorda tarqatiladi. Didaktik materiallar rangli printerda chop etilib, qattiq muqovali qog'ozning ikkala tomoniga yopishtirilsa, ular uzoq vaqt o'quv faoliyatiga xizmat qiladi.

5-qadam. O'rganuvchi QR-kodni skanerlaganda to'g'ridan to'g'ri ChatGPT ilovasiga kiradi. Ilovada sun'iy intellekt bajarishi uchun oldindan yuklatilgan (QR kodga kiritilgan) topshiriq paydo bo'ladi. Yo'nalish chizig'i bosilgach, ChatGPT buyruqni qabul qiladi va o'quvchi bilan asar qahramoni o'rtasida suhbat boshlanadi. Ta'kidlash kerakki, sun'iy intellekt o'zbek yoki jahon adabiyotidagi ba'zi asarlarni bilmasligi mumkin, shunda unga ushbu matn namunasi yuboriladi.

“Vizual fikrlash” (Visual Thinking Strategies, VTS) vizual tasvirlar orqali o'quvchilarda tanqidiy fikrlash, vizual savodxonlik va muloqot ko'nikmalarini rivojlantirishga qaratilgan metod hisoblanadi. Mazkur metodda o'quvchilar bilan badiiy matndagi tabiat tasviri yoki voqealarning kulminatsion nuqtasini, qahramon xarakteri hamda ruhiy holatidagi eng nozik jihatlarni ajratib chiqib, tahliliy, vizual materiallar tayyorlash mumkin. Bunda sun'iy intellekt yoki o'quvchilarning rassomlik qobiliyatiga suyanish o'rinlidir. Xususan, sun'iy intellekt yordamida 5–7-sinflarda Yanguli (N. Dumbadze, “Hellados”), “Santyago (E. Hemenguey, “Chol va dengiz”), “Yovvoyi echkilar va cho'pon” (Ezop) masalidagi cho'pon obrazlari yoki “Uch og'a-ini botirlar” ertagi qahramonlari tasvirini yaratish samaralidir.

Yuqoridagilar asosida o'quvchining badiiy asarlarni tahlil qilish layoqatini shakllantirishda sun'iy intellekt imkoniyatlaridan foydalanish muhim metodik omil hisoblanishi ayonlashadi. Ularga asoslangan didaktik vositalar o'quvchini faol tahlilchi va talqinchi bo'lishga undaydi. Bunday vositalar an'anaviy metodlarni inkor etmagan holda adabiyot darslarini yangi imkoniyatlar bilan boyitishga xizmat qiladi.

“Badiiy asarlarni tahlil qilish layoqatini shakllantirish texnologiyasi” deb nomlangan ikkinchi paragrafda “Men kimman?”, “Sim-sim ochil”, “Asar xaritasi”, “Uch xil sinov”, “Ha-yo‘q”, “Komiksli ssenariy yarat” topshiriqli o‘yinlaridan, “Men qobiliyatliman”, “Qahramon test savollari”, “...ga maktub”, “Alternativ hikoya tuz”, “Qiyosla”, “Sabab-oqibat” metodlari va tahlilga undovchi bir qancha topshiriqlardan foydalanilgan. An'anaviy “FSMU”, “Klaster”, “BBB” metodlaridan, “Blum taksonomiyasi”dan “Adabiyot” darsliklariga kiritilgan matnlar tahlilida qayta yangilangan va moslangan holda qo'llash tavsiya etilgan.

O'quvchilarda badiiy asarlarni tahlil qilish layoqatini shakllantirish texnologiyasi deganda bosqichma-bosqich tahlilga yo'naltiruvchi, interaktiv metodlar va zamonaviy vositalar asosida tashkil etilgan o'qitish tizimi tushuniladi. Bu texnologiya differensial yondashuv, vizual grafikalar, savol-javobli tahlillar, hamda multimodal materiallar va ijodiy topshiriqlar kabi vositalar orqali amalga oshiriladi.

O'quvchilar tahlil layoqatini shakllantirishda “Tahlil, anglash, tasavvur” (TAT) texnologik yondashuvi imkoniyatlariga tayanishning bir qator afzalliklari mavjud. Jumladan, 7-sinfda N.Norqobilovning “Oqbo‘yin” asari matni ustida ishlashda tahlil va talqin qilishga yo'naltiradigan samarali metodik tizim sifatida foydalanish mumkin. TAT – yosh va psixologik xususiyatlar inobatga olingan, bosqichma-bosqich tahlilga yetaklovchi savol-topshiriqlar, testlar yoki didaktik o'yinlardan iborat yondashuv. U quyidagi bosqichlarni o'z ichiga oladi:

1. Tahlil bosqichida badiiy asar qismlarga ajratilib, undagi elementlar tahlil qilinadi. Shu tariqa matnning tuzilmasi va mazmuni tushuniladi.

2. Anglash bosqichida tahlil jarayoni va undan so'ng badiiy asarning umumiy mazmun-mohiyati, muallif g'oyasi va obrazlar tizimi idrok etiladi.

3. Tasavvur bosqichida o'quvchining shaxsiy qarashi, ijodiy yondashuvi orqali badiiy asarga o'z munosabatini shakllantirish maqsadi ko'zlanadi. Obrazli fikrlash va badiiy asarni xayolda jonlantirish orqali fantaziya kengaytiriladi. Bu bosqichda adabiy matn asosida rasm chizish, sahnalashtirish, alternativ davom yozish kabi kreativ topshiriqlar bajariladi (1-jadval):

1-jadval

“Tahlil, anglash, tasavvur” texnologik yondashuviga asoslangan topshiriqlar va bosqichlar bo'yicha baholash mezonlari

TAT bosqichlariga oid topshiriqlar	Baholash mezonlari
Tahlil bosqichi	
Matndan asosiy va ikkinchi darajali g'oyalarni aniqlang.	O'quvchi matndagi asosiy g'oyani aniq ifodalashi va qo'shimcha fikrlarni to'g'ri ajrata olishi.

Asar qahramon va epizodlarining ro'yxatini tuzib, har biriga qisqagina baho bering va voqealar rivojida ularning ta'sirini ayting.	Qahramon va epizodlarning ruhiyatini aks ettira olishi hamda syujetdagi rolini tahlillashi zarur.
Voqealar ketma-ketligini jadval yoki sxemada aks ettiring.	Voqealar ketma-ketligi, mantiqiy bog'lanishini tahlil qila olishi.
Anglash bosqichi	
Asar mazmunini grafikli konspekt yoki sxemada qisqa ifodalang.	Mazmun to'liq va qisqa bayon etilgani.
Eng ta'sirli jummalarni topib, ularning mazmun va g'oyaga ta'sirini izohlang.	Chuqur ma'noga ega iqtibos tanlay olganligi va uni vazifasiga ko'ra izohlay bilishi.
Muallif g'oyasini, ushbu asari orqali nima demoqchi bo'lganini yozing	Muallif g'oyasini aniq va mantiqan izohlay olganligi.
Tasavvur bosqichi	
Asar qahramonlaridan biriga maktub yozing.	O'quvchi ijodkorligi, qahramonning xarakteri va harakatlarini baholay olishi, uning ruhiyatini tushunishi
O'qigan asaringizga rasm chizing, sahna ko'rinishi syujetini tayyorlang yoki she'r, hikoya yozing.	Obrazli fikrlay olishi, ijodiylik darajasi.
Agar hikoya davom etadigan bo'lsa, qanday tus olishini o'zingiz o'ylab yozing. Asar voqealarini boshqa davr yoki joyga moslab qayta yozing yoki alternativ (muqobil) yakun yarating.	O'quvchining tasavvur kengligi, fantaziya va mantiq uyg'unligi baholanadi.

Differensial topshiriqlar tizimini ishlab chiqish o'quvchilarning tahlil layoqatini shakllantirish muammosiga samarali yechim bo'la oladi. Bunda o'qituvchidan sinchkovlik va mas'uliyat talab etiladi. Chunki aynan u sinfdagi tirishqoq, tortinchoq, dangasa hamda loqayd o'rganuvchilarni fahmlab, ularning o'zlashtirishi, qiziqishi va tahlil qilish layoqatiga qarab bitta mavzu asosida turli darajadagi topshiriqlar beradi. Bu usul orqali adabiy matn tahlilida har bir o'quvchi ishtirok etadi, ular o'zlashtirish imkoniyatiga qarab ijod mahsuliga turlicha yondashishadi. Jumladan, buni 7-sinf "Adabiyot" darsligida berilgan "Chol va dengiz" asari asosida quyidagi ko'rib chiqish mumkin:

1. Yuqori darajada o'zlashtiruvchi o'quvchiga: "Santyagoning ichki kechinmalarini, uning o'y-xayollarini, fe'l-atvorini tahlil qiling"; 2. O'rta darajada qabul qiluvchi ta'lim oluvchi uchun: "Santyagoning kuchli va ojiz, ijobiy va salbiy tomonlariga baho bering"; 3. Past o'zlashtiruvchi o'quvchiga esa: "Santyago kim? Butun syujet davomida u qanday harakatlarni amalga oshirdi?" kabi.

"Komiksli ssenariy yarat" topshiriqli o'yini badiiy asar g'oyasini ochish hamda matndagi eng ta'sirli o'rinlarni topib, tahlil qilish imkonini beradi. U asar syujetini qisqa kadrlar asosida tasvirlash, o'quvchi tomonidan izoh qo'shish, ijodiy yondashuv asosida qayta qurish mashqidir. Ayniqsa, mazkur mashg'ulot guruhdagi ta'lim oluvchilarni birlashtirish, ularda ijodiy tafakkur va tasavvurni rivojlantirishda muhim hisoblanadi. Inson va tabiat o'rtasidagi kurash, ozodlikning qadri, sadoqat va muhabbatning kuchi haqidagi g'oyani shakllantiruvchi "Lobo" hikoyasi (7-sinf) misolida ushbu o'yinli topshiriqni tashkil etish o'rinlidir. Bunda hikoyaning bosh

g'oyasiga olib boruvchi asosiy qismlarni tasvirli kadrlarda berish, izoh kiritish, tasvirlarni chizish yoki uni sun'iy intellekt yordamida yaratish topshirig'i beriladi. Ushbu topshiriqli o'yin o'quvchi saviyasi, o'zlashtirish darajasi asosida quyidagicha bajarilishi nazarda tutiladi:

4-kadr. Manzara: Oppoq va chiroyli bo'rining qopqonga tushishi. Oyog'ida tuzoq. Blanka o'ta go'zal, oppoq bo'ri bo'lib, meksikaliklar uni Loboning jufti haloli deb o'ylashadi. Unga Blanka deb nom qo'yishgan. Matn: Tuzoqqa tushgan Blanka ovchilarga burilib, jangari qiyofada uvillayapti. Uning uvullashi cho'ziq, iltijoli nido bo'ldi. Olisdan Loboning javob nidosi eshitildi. Blanka so'nggi marta uvulladi.

5-kadr. *Manzara*: Loboning Blankani izidan kelib qopqonga tushish jarayoni. Matn: Loboning ovozi mungli bo'ldi, avvalgidek qahr bilan emas, g'am-anduh bilan uvulladi. U go'yo jufti halolini yo'qlab: "Blanka! Blanka!" deyayotganday, aftidan ovchi va podachilar izini olib, Blanka o'ldirilgan joyni topib keldi. Yurakni ezuvchi, hazin-hazin uvullab qo'yaverdi.

7-kadr. *Manzara*: Tushkun tabiat dasht tasviri. Ovchilar Loboni olib ketishmoqda. Matn: "Mahobatli qari yirtqich! Behisob talon-tarojliklar qahramoni! Sen yana bir necha daqiqadan so'ng jonsiz jasadga aylanasan". Lobo ozodlikda o'ldi, ammo afsonaga aylandi.¹⁵

Dissertatsiyaning uchinchi bobi "**Adabiyot darslarida badiiy asarlarni tahlil qilish layoqatini shakllantirish samaradorligi**"ga bag'ishlangan. Unda tajriba-sinov ishlarining mazmuni hamda samaradorlik darajasi bayon etilgan.

Tadqiqotning birinchi paragrafida "*Badiiy asarlarni tahlil qilish layoqatini shakllantirishga oid tajribaviy tadqiq*" yoritilgan bo'lib, 5–7-sinf o'quvchilari uchun ishlab chiqilgan sinov materiallari hamda darslarni o'tkazish parametrlari tavsiflangan. Ikkinchi paragrafda esa "*Tajriba-sinov ishlarining samaradorlik darajasi*" yoritilgan.

Tajriba-sinov ishlari pedagogik eksperimentning aniqlovchi, shakllantiruvchi hamda xulosalovchi bosqichlari asosida tashkil etildi. Tajriba-sinov maydonlari sifatida Toshkent shahri Mirzo Ulug'bek tumanidagi 148-, Yashnabod tumanidagi 204-, Farg'ona viloyati Qo'shtepa tumanidagi 17-, Navoiy viloyati Nurota tumanidagi 22-, Qashqadaryo viloyati Muborak tumanidagi 1-maktablar belgilandi. Mazkur ta'lim muassasalaridagi 5–7-sinflardan jami 902 nafar respondent tanlab olindi. Ulardan tajriba guruhida 458 nafar, nazorat guruhida esa 444 nafar o'quvchi ishtirok etdi. Tajriba-sinov ishlarini tashkil etish uch bosqichda amalga oshirildi:

2022–2023-o'quv yillarida belgilangan *aniqlovchi bosqich*da ishning asosiy yo'nalishlari aniqlandi. Muammoga doir adabiyotlar o'rganildi, tadqiqot mavzusi nazariy jihatdan asoslandi, maqsad va vazifalari belgilandi. O'quv eksperimenti uchun materiallar tanlandi, savol-topshiriqlar tizimi ishlab chiqildi va uni aprobat siya qilish ishlari olib borildi.

2023–2024-yillarda *shakllantiruvchi bosqich* ishlari o'tkazildi. Bu jarayonda o'qituvchilar hamda o'quvchilar faoliyati kuzatildi, ular bilan so'rovlar o'tkazildi.

¹⁵ Mirzayeva Z., Jalilov K. 7-sinf adabiyot darsligi. – Toshkent, 2022 – B. 38.

Har bir bobda yoritilgan nazariy yondashuvlar tajriba-sinov jarayonida amaliy jihatdan sinab ko‘rildi. Umumta’lim maktablarining adabiyot o‘quv dasturlari, yangi avlod darsliklari mazmuni tahlil qilinib, eksperiment materiallari yaratildi. Adabiy ta’limda o‘quvchilarda badiiy asarlarni tahlil qilish layoqatini shakllantirishga oid metodik vositalar ishlab chiqildi va dars jarayonlarida qo‘llanildi.

2024–2025-yillarda olib borilgan *xulosalovchi bosqich*da respondentlar o‘rtasida qayta so‘rovnomalar tashkil etilib, o‘quv eksperimenti davom ettirildi. Tahlil layoqatini tarkib toptirishga doir topshiriqlar sinovdan o‘tkazildi. Natijalari umumlashtirilib, ishlab chiqilgan metodika amalga tatbiq etildi. Tajriba-sinov natijalari tahliliga ko‘ra, tadqiqot jarayoniga jalb etilgan tajriba guruhining nazorat guruhiga nisbatan bilim, ko‘nikma va malakalari samarali o‘sganligi aniqlandi. Bu holatni obyektiv baholash uchun statistik tahlil amalga oshirildi. Xulosalar tajriba-sinov ishlarining ilmiy, pedagogik, texnologik va metodik jihatdan to‘g‘ri olib borilganligini tasdiqlaydi (2-, 3-jadvallar).

2-jadval

O‘quvchilarda tahlil layoqatining shakllanganlik darajasi samaradorligini aniqlash ko‘rsatkichlari

Mezonlar	Tajriba boshida						Tajriba yakunida					
	tajriba guruhi			nazorat guruhi			tajriba guruhi			nazorat guruhi		
	Yuqori	O‘rta	Past	Yuqori	O‘rta	Past	Yuqori	O‘rta	Past	Yuqori	O‘rta	Past
Asar syujeti va g‘oyasini anglay olishi	19	67	140	18	65	137	255	182	19	120	220	104
Badiiy asardagi obrazlarni tasvirlay olishi	21	58	147	20	60	144	249	194	18	118	224	102
Asardagi badiiy tasvir vositalarini ajrata olishi	13	52	161	15	50	159	235	202	19	110	232	102
Muallif nuqtayi nazarini anglay olishi	17	63	146	16	61	144	251	186	19	122	218	104
Asar matni asosida muammoga yechim bera olishi	14	61	151	13	60	148	248	192	18	116	226	102
Badiiy tafakkur asosida xulosa chiqara olishi	15	64	147	14	62	145	262	184	15	128	212	104
Jami:	99	365	892	91	358	883	1431	1140	108	714	1332	618
O‘rtachasi:	17	61	149	15	60	147	250	190	18	119	222	103

3-jadval

O‘quvchilarning badiiy asarlarni tahlil qilish layoqatini shakllantirish samaradorligini aniqlash ko‘rsatkichlari

Guruhlar	O‘quvchilar soni	O‘zlashtirish darajalari
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		yuqori	o'rta	past
Tajriba guruhi	458	250	190	18
Nazorat guruhi	444	119	222	103

Tajriba-sinov ishlari natijalarini hisoblash, tajriba va nazorat guruhlaridagi o'zlashtirish darajalarini taqqoslash uchun o'quvchilarning o'zlashtirish ko'rsatkichlari o'rtacha qiymati quyidagi formula asosida hisoblandi.

$$\bar{X} = \frac{1}{n} \sum_{i=1}^3 n_i X_i$$

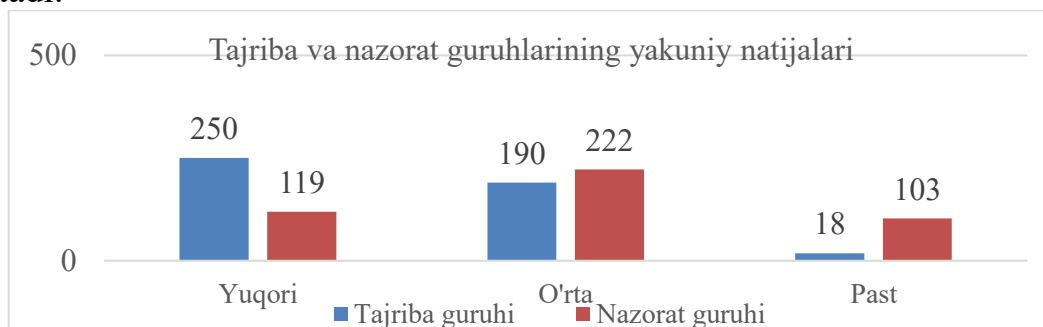
$$\bar{Y} = \frac{1}{n} \sum_{i=1}^3 m_i Y_i$$

Bunda:

X_i, Y_i – tajriba va nazorat natijasidagi o'zlashtirish ko'rsatkichi bo'lib, u 3, 4, 5 kabi qiymatlarni qabul qiladi; n_i, m_i – o'zlashtirish jarayonida olingan baholarning takrorlanishlar miqdori; n, m – tajriba-sinov ishlarida qatnashayotgan o'quvchilarning soni.

Yuqorida keltirilgan o'rtacha qiymatlarni chizma ko'rinishidagi grafikda ifodalasak, quyidagi holat vujudga keladi (1-rasm).

Grafikda qayd etilgan kesmalardan anglash mumkinki, bu tanlanmalar uchun mos o'rtacha qiymatlar ham $X > Y$ shartini qanoatlantirishini oldindan ko'rsatadi.



1-rasm. Tajriba va nazorat guruhlarining tahlil layoqati ko'rsatkichi (tajriba yakunida)

Yuqoridagi diagrammadan tajriba guruhining ko'rsatkichi nazorat guruhinikiga nisbatan 11,64 % ga oshganligini ko'rish mumkin.

Laplas funksiyasi jadvalidan statistika uchun kritik nuqta t_{kn} quyidagicha aniqlanadi (4-jadvalga qarang):

4-jadval

Laplas funksiyasi jadvali asosida statistika uchun kritik nuqta qiymatlari

t_{kn}	$F(t_{kn})$	t_{kn}	$F(t_{kn})$	t_{kn}	$F(t_{kn})$	t_{kn}	$F(t_{kn})$
0,00	0,000	0.33	0.25860	0.34	0.26614	0.35	0.27366
0.36	0.28115	0.37	0.28862	0.38	0.29605	0.39	0.30346
...	...	...	...	...	...	...	...
0.45	0.34729	0.46	0.35448	0.47	0.36164	0,48	0,36877

Tenglikdan $t_{kn}=03687$ ekanligini aniqlaymiz. Bundan baholashning ishonchli chetlanishlarini topsak. Ularning geometrik tasviri quyidagicha:



Demak, $\alpha=0,03$ qiymatdorlik darajasida aytish mumkinki, tajriba guruhida o'rtacha baho nazorat guruhidagi o'rtacha bahodan yuqori bo'lar ekan.

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

Ushbu o'zlashtirish ko'rsatkichlarini foizlarda hisoblaymiz:

$$\frac{\bar{X} - \bar{Y}}{\bar{Y}} \cdot 100\% = \frac{4,506 - 4,036}{4,036} \cdot 100\% = \frac{0,47}{4,036} \cdot 100\% = 11,64\%$$

Yuqoridagi hisoblashlardan tajriba guruhining ko'rsatkichi nazorat guruhinikiga nisbatan 11,64% ga oshganligini ko'rish mumkin.

Demak, o'tkazilgan statistik tahlillar Toshkent shahri, Farg'ona viloyati, Navoiy viloyati, Qashqadaryo viloyatida tashkil qilingan tajriba-sinov maydonchalarida olib borilgan metodik faoliyat ijobiy natijalar berganligini, tajriba guruhlarida qo'llanilgan metodikalar samarador ekani haqida xulosaga kelish hamda erishilgan natijalarni boshqa muassasalarda ham ommalashtirish mumkinligiga asos yaratadi. Shuningdek, ushbu statistik tahlil natijalari o'quvchilarda badiiy asarlarni tahlil qilish layoqatini shakllantirishda ijobiy siljishlarga erishilganini tasdiqlaydi.

XULOSA

1. Nazariy bilimlar va real hayot o'rtasidagi nomutanosiblik, o'qituvchilar faoliyatida an'anaviy yondashuvlar saqlanib qolgani, o'quvchilarning badiiy matnni mustaqil tahlil qila olmasligi, raqamli muhit va axborot oqimining fikrlashga ta'siri badiiy asar tahlili bilan bog'liq pedagogik muammodir. Shu nuqtayi nazardan o'quvchilarning mustaqil fikrlashi, asar mazmunini anglash va uni talqin qilish qobiliyatini rivojlantirishga oid innovatsion texnologiyalar bu borada muhim omil hisoblanadi.

2. Umumiy o'rta ta'lim maktablaridagi badiiy asarlar tahlili bilan bog'liq mavjud holat o'quv materiallarini maqsadga muvofiq holda qo'llash, adabiy matnlarning o'quvchi qiziqishlari va dars samaradorligiga ta'sirini ko'zlab qo'llashni taqozo etadi. O'quvchilarda tahlil layoqatini shakllantirish bilan bog'liq muammo va bu borada uchraydigan qiyinchiliklarni aniqlash yuzasidan o'qituvchilar bilan suhbatlar, so'rovnomalar o'tkazish, dars jarayonlarini kuzatish, tadqiq etish, kamchiliklarni aniqlash va ularni bartaraf etish masala bo'yicha tizimli ishlashni talab etadi.

3. O'quvchilarda badiiy asarlarni tahlil qilish layoqatini shakllantirishni zamonaviy texnologiyalar bilan uyg'unlashtirilgan holda amalga oshirish ularning

ehtiyojlari, moyilliklari, yosh va psixologik xususiyatlari, o'quv dasturlari hamda zamonaviy ta'lim muhitining o'ziga xosligini inobatga olgan holda ish ko'rishni nazarda tutadi. Xususan, sun'iy intellekt imkoniyatlaridan (ChatGPT, Quizizz, Gamma.ai) oqilona foydalanish o'quvchilarning badiiy asarlarni tahlil qilish layoqatini shakllantirishda samarali vositadir.

4. O'quvchilarda badiiy asarlarni tahlil qilish layoqatini shakllantirish bosqichma-bosqich yondashuvni joriy etishga chambarchas bog'liq. Bunda uch bosqichli "Tahlil, anglash va tasavvur qilish" texnologik yondashuvdan foydalanish o'quvchilarning matn tuzilmasi va mazmunini tushunish, badiiy asar mohiyatini, muallif g'oyasi va obrazlar tizimini idrok etish, matnga o'z munosabatini bildirishga zarur shart-sharoit yaratiladi.

5. Differensial topshiriqlardan foydalanish o'quvchilar bilan alohida ishlashni taqozo etadi. Bunday xarakterdagi topshiriqlar muayyan sinfdagi turli darajada o'zlashtiruvchi o'quvchilar uchun murakkabligi jihatidan tabaqalashtirilgan, ularning ehtiyojlariga moslangan tahliliy savol va topshiriqlarni ishlab chiqishning muhimligini ko'rsatadi.

6. Badiiy asarlar matni ustida ishlash jarayonida interaktiv platformalar, tahlilga yo'naltiruvchi dasturiy vositalar, sun'iy intellektli chatbotlar va boshqa raqamli texnologiyalarni qo'llash orqali o'quvchilarning mustaqil tafakkuri, muammo yechimiga ijodiy yondashuvi hamda atrofida gilar bilan sog'lom muloqot qilish malakalari rivojiga erishiladi.

7. Tahlil layoqatini shakllantirish orqali har bir o'quvchida mustaqil bilish faoliyati, ijtimoiy-fuqarolik, ijtimoiy-mehnat, maishiy, madaniy va dam olish kompetentligi kabi xususiyatlarni tarkib toptirish mumkin. Natijada ta'lim oluvchilar ijtimoiy va kasbiy hayotni uyg'un holda tashkil etishga mustahkam zamin yaratiladi.

Tadqiqot natijalari asosida quyidagi *tavsiyalar* ishlab chiqildi:

o'quvchilarda tahlil layoqatini shakllantirishda sun'iy intellekt imkoniyatlaridan foydalanishga doir metodik qo'llanmalar ishlab chiqish;

adabiyot o'qituvchilari uchun badiiy asar tahliliga oid amaliy-metodik tavsiyalar va dars ishlanmalar jamlangan platforma yaratish;

badiiy asar mohiyatiga chuqur kirib boruvchi, tahlilga yo'naltiruvchi savollar bazasini yaratish;

maktablar tarkibida bolalar adabiyoti va jurnalistikasini rivojlantiruvchi media adabiy klublar tashkil etish;

badiiy asarlar asosida o'quvchilarning animatsion loyihalar yaratish amaliyotini yo'lga qo'yish.

**ONE-TIME SCIENTIFIC COUNCIL BASED ON THE
SCIENTIFIC COUNCIL No. DSc.03/2025.27.12.Fil.41.01 FOR
AWARDING SCIENTIFIC DEGREES UNDER THE ALISHER NAVO'I
TASHKENT STATE UNIVERSITY OF UZBEK LANGUAGE AND
LITERATURE**

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

SHUKURBOYEVA OZODA NASRIDDIN QIZI

**DEVELOPING STUDENTS' ABILITY TO ANALYZE
LITERARY WORKS**

**13.00.02 – Theory and Methodology of Education and Training (Uzbek
Literature)**

**DOCTOR OF PHILOSOPHY (PhD) IN PEDAGOGICAL SCIENCES
DISSERTATION ABSTRACT**

Tashkent – 2026

The topic of the Doctor of Philosophy (PhD) dissertation was registered by the Higher Attestation Commission under the Academy of Sciences of the Republic of Uzbekistan under registration № B2023.2.PhD/Ped5260.

The dissertation was carried out at the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi.

The dissertation abstract has been published in three languages (Uzbek, Russian, English (summary)) on the Scientific Council's website (www.tsuull.uz) and on the "Ziyonet" Information-Education Portal (www.ziyonet.uz).

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The dissertation defense will take place at the one-time Scientific Council based on the Scientific Council No. DSc.03/2025.27.12.Fil.41.01 for awarding scientific degrees at the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi on "____", 2026, at _____ O'clock. (Address: 100100, Tashkent, Yusuf Xos Hojib Street, House 103. Tel: (+99871) 281-41-44, Fax: 281-427-44, Website: www.tsuull.uz).

The dissertation can be reviewed at the Information Resource Center of the Tashkent State University of Uzbek Language and Literature (registered under No. _____). (Address: 100100, Tashkent, Yusuf Xos Hojib Street, House 103. Tel: (+99871) 281-41-44, Fax: 281-427-44, Website: www.tsuull.uz, Email: monitoring@navoiy-uni.uz).

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INTRODUCTION (the abstract of the (PhD) dissertation)

Topicality and necessity of the thesis. Globally, several trends are emerging in education: the integration of artificial intelligence and digital technologies into the learning process; the development of students' critical and creative thinking through the analysis of literary works; the application of a cultural-contextual approach to working with texts; and the drive to increase motivation for independent reading. Research is underway to introduce modern methodologies for teaching literature and to refine methods for analyzing literary works. In this process, developed countries such as the United Kingdom, Canada, and Australia widely use dialogic reading and multimodal analysis; the USA, Singapore, and South Korea employ metacognitive strategies; and countries like Finland and the Netherlands utilize constructivist approaches. Underlying these efforts is the particular importance of shaping students into individuals who think logically, possess refined taste, and are capable of intercultural communication.

Leading higher education institutions and research centers worldwide are conducting scientific research on working with literary texts, exploring ways to engage effectively with works of art, and implementing new methods of conveying them to students. In the information age, a complex psychopathological condition is being observed, described in scientific literature as the "Modern Mowgli Syndrome", which arises from the internet addiction of students with weak willpower and insufficiently developed independent thought. This creates a need to cultivate a broad worldview through the reading and analysis of literary works. Furthermore, amid the rapid development of information technologies, the increasing flow of information, and the influence of media on education, it is crucial to foster students' interest in reading, to work with literary text samples, and to develop their capacity for perception, comprehension, and analysis.

In our republic, significant attention is being given to enhancing the reading culture among youth and introducing modern approaches to the study of literary works. Specifically, in higher education institutions, future teachers are taught the fundamentals of literary analysis and reading culture as academic subjects. The "National Curriculum" for continuous education approaches literature instruction based on contemporary demands, the content of textbooks is being aligned with international educational standards, and it is being enriched with learning tasks related to the study of literary texts. This indicates the urgent need to develop students' ability to comprehend and analyze. The tasks aimed at "radically improving the quality of teaching Uzbek language and literature at all levels of the education system and training highly qualified personnel in this field"¹⁶ are crucial. They are essential for nurturing individuals who can solve any problem, think independently, deeply understand the human spirit and heart, and actively participate in socio-psychological relationships. Furthermore, they are vital for

¹⁶ O'zbekiston Respublikasi Prezidentining "2022-2026-yillarda xalq ta'limini rivojlantirish bo'yicha milliy dasturni tasdiqlash to'g'risida"gi PF-134-sonli Farmoni. https://lex.uz/docs/6008663_2022.11.05.

advancing literary methodology and developing students' capacity to analyze works of art.

This dissertation research contributes, to a certain extent, to the implementation of tasks set forth in the following documents: Decrees of the President of the Republic of Uzbekistan No. PF-5313 "On Measures for the Radical Improvement of the System of General Secondary, Secondary Specialized, and Vocational Education" dated January 25, 2018; No. PF-5712 "On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030" dated April 29, 2019; No. PF-134 "On Approval of the National Program for the Development of Public Education for 2022–2026" dated May 11, 2022; and No. PF-51 "On Additional Measures to Increase the Efficiency of the Management System in Preschool and School Education" dated March 19, 2025; as well as the Resolutions No. 187 "On Approval of State Educational Standards for General Secondary and Secondary Specialized, Vocational Education" dated April 6, 2017; No. PQ-5234 "On Measures to Introduce a Special Regime for the Use of Artificial Intelligence Technologies" dated August 26, 2021; and other regulatory legal acts relevant to this field of activity.

Relevant research priority areas of science and developing technology of the Republic. The dissertation was completed in accordance with priority area I of the republic's science and technology development: "Formation of a system of innovative ideas and ways of their implementation in the social, legal, economic, cultural, spiritual, and educational development of an information society and a democratic state".

The extent of study of the problem. The scientific research of our republic's methodist scholars, including A.Zunnunov, M.Mirkosimova, Q.Yuldoshev, and G.Xolboyeva, is dedicated to the analysis of literary works. They have studied the theoretical and methodological foundations of analysis, the formation of students' skills in text comprehension and expression, and the challenges of aesthetic education and developing emotional perception¹⁷. In their own perspectives, scholars such as S.Dolimov, S.Matchonov, B.Tukhliyev, Q.Husanboyeva, R.Niyozmetova, V.Qodirov, S.Kambarova, K.Mavlonova, R.Tillayeva, M.Tursunova, and H.Jurayev¹⁸ have addressed the scientific-theoretical foundations

¹⁷ Зуннунов А. Бадиий асарни ўқишни ўрганиш. – Тошкент: Ўзбекистон, 1983. – 37 б.; Зуннунов А. Бадиий асар таҳлили методикаси. Қўлланма. – Тошкент: Ўқитувчи, 1989. – 120 б.; Мирқосимова М. Ўқувчиларда адабий таҳлил малакасини шакллантириш ва такомиллаштириш усуллари: Пед. фан. д-ри...дисс. – Тошкент, 1995. – 252 б.; Йўлдошев Қ. Янгиланган педагогик тафаккур ва умумтаълим мактабларида адабиёт ўқитишнинг илмий-методик асослари: Пед. фан. д-ри. ...дисс. – Тошкент, 1997. – 306 б.; Холбоева Г. Халқ оғзаки ижоди асарлари таҳлили орқали ўқувчиларда миллий кадриятларни шакллантириш тамойиллари: Пед. фан. номз. ... дисс. – Тошкент, 2009. – 123 б.

¹⁸ Долимов С. ва бошқ. Адабиёт ўқитиш методикаси. – Тошкент: Ўқитувчи, 1967. – 448 б.; Матчанов С. Умумтаълим тизимида адабиётдан мустақил ишларни ташкил этиш: Пед. фан. д-ри. ...дисс. – Тошкент, 1998. – 308 б.; Тўхлиев Б. Адабиёт ўқитиш методикаси. – Тошкент: Янги аср авлоди, 2010. – 157 б.; Хусанбоева Қ. Адабий таълим жараёнида ўқувчиларни мустақил фикрлашга ўргатишнинг илмий-методик асослари: Пед. фан. д-ри ... дисс. – Тошкент, 2006. – 262 б.; Ниёзметова Р. Узлуксиз таълим тизимида ўзбек адабиётини ўрганишнинг назарий ва методик асослари: Пед. фан. д-ри. ... дисс. – Тошкент: 2007. – 242 б.; Қодиров В. Умумтаълим мактабларида мумтоз адабиёти намуналарини ўқитишнинг илмий-методик асослари: Пед. фан. д-ри (DSc) ... дисс.. – Наманган, 2019. – 271 б.; Kambarova S. Adabiyotni o'quv fani va san'at turi sifatida o'qitish metodologiyasi: Ped. fan. d-ri (DSc) ... diss. – Toshkent, 2024. – 254 b.; Mavlonova K. Ona tili fanini

of teaching literature, the step-by-step organization of the analysis process, the application of interactive methods and innovative technologies, the reliance on a competency-based approach, and the development of the mechanism by which a student is personally influenced by a literary work. Furthermore, recent research also reflects modern approaches to the analysis of literary works¹⁹.

Scholars from CIS countries, including Z.Rez, P.Galperin, V.Golubkov, G.Belensky, V.Marantsman, M.Zaldiner, Y.Lotman, G.Taranosov, E.Beznosov, O.B.Marina, and others, have studied the theoretical-methodological and psychological-pedagogical foundations of analyzing literary works, methods for developing analytical skills in students, and the stages of text perception and interpretation²⁰.

Foreign scholars such as M.Smuck, P.Bloom, E.Janet, H.Gardner, J.Diaz, J.Adler, and C.Van Doren have conducted research to develop principles for the psychological, cognitive, aesthetic, and methodological analysis of literary works²¹. Specifically, Melissa Smuck focused on students' critical thinking and text comprehension skills in literary analysis; Paul Bloom explored empathy and cognitive processes in understanding a work of art; E.Janet examined the psychological approach within this process and the internal state of characters; Joanne Diaz concentrated on the analysis of poetic texts; and Howard Gardner, Mortimer John Adler, and Charles Van Doren investigated methods for the in-depth

adabiyot fani bilan badiiy matn orqali integratsiyalab o'qitish metodikasini takomillashtirish: Ped. fan. b. fals. dok. (PhD) ... diss. – Toshkent, 2019.; Tillayeva R. Adabiy ta'lim jarayonida badiiy matn ustida ishlash metodologiyasini takomillashtirish (umumiy o'rta ta'lim maktablari misolida): Ped. fan. d-ri (DSc) ... diss. – Namangan, 2025. – 230 b.; Турсунова М. Мадрасалар таълимида адабиёт ўқитиш усуллари. – Тошкент: Мумтоз сўз, 2017. – 97 б.; Жўраев Н. Кичик мактаб ёшидаги ўқувчиларда ўқиш мотивларини шакллантиришнинг психологик хусусиятлари: Пед. fan. b. fals. dok. (PhD) ... diss. – Тошкент, 2009. – 160 б.

¹⁹ Туракулова О. Адабий таълим жараёнида академик лицей ўқувчиларида мутолаа маданиятини ривожлантириш технологияси: Пед. fan. b. fals. dok. (PhD) ... diss. – Тошкент, 2020. – 159 б.; Юсуфжоновна Н. Туркий халқ эпосларини қиёсий-типологик ёндашув асосида ўқитиш технологияси: Пед. fan. b. fals. dok. (PhD) ... diss. – Тошкент, 2023. – 130 б.; Nurmuhhammadov J. Umumiy o'rta ta'lim tizimida adabiy laboratoriyalar yaratishning ilmiy-metodik asoslari: Ped. fan. b. fals. dok. (PhD) ... diss. – Toshkent, 2024. – 152 b.; Кадирова Н. Адабий таълимда ўқувчиларнинг танқидий тафаккурини ривожлантириш муаммоси: Пед. fan. b. fals. dok. (PhD) ... diss. – Тошкент, 2024. – 160 б.; Inomjonova S. O'quvchilarning ijodiy va tanqidiy tafakkurini rivojlantirishda fantastik asarlardan foydalanish metodikasi: Ped. fan. b. fals. dok. (PhD) ... diss. avtoref. – Toshkent, 2024. – 30 b.; Elboyeva M. Bolalar adabiyotini o'qitishda zamonaviy pedagogik texnologiyalardan foydalanish: Ped. fan. b. fals. dok. (PhD) ... diss. – Toshkent, 2024. – 160 b.

²⁰ Рез З.Б. Методика преподавания литературы. – М.: Просвещение, –1977.; Гальперин П.Я. Психолого-педагогические проблемы профессионального обучения. – М.: МГУ, 1979. – 208 с.; Тараносова Г. Анализ художественного текста в системе подготовки учителя русского языка и литературы в национальной школе: Дисс. ... док. пед. наук. – М., 1991; Безносков Э. и др. Большой справочник для школьников и поступающих в вузы. – М.: Дрофа, 2002. –162 с.; Марьяна О. Б. Методика внутритекстового сопоставительного анализа на уроках литературы в 9 классе: Автореф. дисс. ... канд. пед. наук. – М., 2003. – 172 с.; Tattimbetova Zh. O. at al. Comparative analysis of literary text as a tendency in modern school education // Journal of Pedagogical Sciences – 2020. Vol. 63. – № 2. – P. 130–136.

²¹ Bloom, P. How children learn the meanings of words. Cambridge, MA: MIT Press.2000.; Smuck M. Reading is thinking: Improving reading comprehension using reading strategies, ProQuest Dissertations Publishing, 2009; Gardner J.E., Diaz J. Reading and writing about literature. – Bedford/St. Martin's, 2016. – 228 p.; Adler J.M., Van Doren Ch. Kitoblar qanday o'qiladi? / J. Qodirov tarjimasi – Yangi asr avlodi, 2022. – 480 b.; Sinaga T., Kadaryanto B., Aulia N. Indonesian High School Students' Critical Thinking and Literary Text Comprehension // ELE Reviews: English Language Education Reviews. 2023. Vol. 3. – №. 2. – P. 155–171; Dera J. Students' Perceptions of the Benefits of Literary Reading in School and Leisure Contexts // Education Sciences. 2025. Vol. 15. – № 5. – P. 580.

study of works and for developing aesthetic and linguistic intelligence in the process.

International assessment studies such as PISA and PIRLS place great emphasis on students' text analysis skills. Despite this, the specific problem of developing literary analysis skills in 5th–7th grade students have been methodologically under-researched. Furthermore, the potential of using artificial intelligence to cultivate these analytical skills has not been sufficiently explored.

The connection of the research with the research work of the research institution where the dissertation was completed. The dissertation was conducted in accordance with the research plan of the Alisher Navoi Tashkent State University of Uzbek Language and Literature, as part of the project “Modern Methodology of Teaching Uzbek Language and Literature”.

The purpose of the research is to develop the theoretical and methodological foundations for fostering the ability to analyze literary works in students in grades 5–7.

The tasks of the research.

- Clarifying the theoretical and methodological foundations for developing the capacity to analyze literary works in students in grades 5–7;
- Improving the pedagogical and psychological possibilities for developing the capacity to analyze literary works in students in grades 5–7;
- Identifying ways to integrate artificial intelligence capabilities into the process of developing the capacity to analyze literary works in students in grades 5–7, and developing methodological support for enhancing its effectiveness;
- Improving the technology for developing the capacity to analyze literary works in students in grades 5–7.

The object of the research is the process of developing the ability of 5th–7th grade students to analyze literary works in literature classes; 902 students from schools in Tashkent city, as well as the Fergana, Kashkadarya, and Navoi regions, participated in the experimental work.

The subject of the research consists of the content, forms, methods, and tools for developing the ability of 5th–7th grade students to analyze literary works.

Research Methods. In the course of the research, such methods as interviews, questionnaires, classification, description, generalization, observation, pedagogical experiment, comparison and mathematical-statistical analysis were utilized.

The scientific novelty of the research consists from:

The conceptual and methodological foundations for developing the ability to analyze literary works in 5th–7th-grade students have been substantiated through a retrospective analysis of national and advanced foreign literary education practices and regulatory documents; the motivational, cognitive, and practical components, along with assessment indicators and developmental stages, have been defined as the psycho-pedagogical determinants of this ability;

The capacity of 5th–7th-grade students to perceive a literary text has been systematized in accordance with their age-specific characteristics and the principles

of cognitive development; in this context, the influence of adolescent psychology on the dynamics of artistic-aesthetic thinking and the facilitative function of the educational environment have been enhanced through experimental methods;

Based on the adaptive-methodological potential of integrating artificial intelligence technologies into the literary education process, methodological support has been developed to optimize students' independent analysis skills by utilizing generative tasks, visual-semantic materials, and gamification elements that facilitate individual learning trajectories;

The variable technology for developing analytical ability in 5th–7th-grade students has been enhanced through mechanisms for the comprehensive application of innovative approaches – such as “Dialogue with a Character”, visualization methods, the “Analysis, Understanding Comprehension, Imagination” cognitive algorithm, and “Create a Comic Strip” – into the system of curricular and extracurricular activities aimed at the interpretation of literary texts.

The practical results of the research are as follows:

Methodological guidelines were developed for forming students' ability to work with literary texts based on discourse analysis methodology in literature classes for grades 5–7;

A methodological manual titled “Methodology for Applying IT in Literature Lessons for Grades 5-6 of General Education Schools” (No. DGU 49975) was created (in co-authorship);

Interactive lesson plans were created to develop students' competency in analyzing literary works;

The research findings were used to improve the content of the academic curricula for the “Methods of Teaching Literature” and “Basics of Literary Analysis” courses within the higher education system.

The reliability of the research is demonstrated by the adherence to established approaches and methods, the use of theoretical data from official sources, and reliance on the ideas of national and international scholars and the experiences of practicing educators. Furthermore, its validity is supported by the mathematical-statistical analysis of experimental work, the practical implementation of the conclusions and recommendations, and the official approval of the findings by authorized bodies.

Scientific and practical significance of research results.

The scientific significance of the research is determined by several factors: the study of perspectives on the analysis of literary works in sources related to literary studies and literary teaching methodology, and the identification of their methodological foundations; the development of recommendations and innovative methods based on the knowledge, skills, and competencies for forming the ability to analyze literary works during the research process, and the exploration of possibilities for integrating artificial intelligence technologies into literary education; the conducting of experimental tests within the scope of the topic, which established the effectiveness of the educational content and methods for analyzing literary works, supported by mathematical and statistical analysis.

The practical significance of the research results lies in organizing the work on the text of a literary piece in general secondary schools based on creative approaches. The methodological recommendations developed from this research can be used in the creation of literature textbooks, methodological guides for teachers, and modern didactic materials. It also expands the potential for improving teaching technologies aimed at developing students' moral and aesthetic education. Furthermore, the research findings are characterized by the possibility of being applied as methodological recommendations in teacher retraining and professional development courses.

Implementation of research results. Based on the scientific results concerning the development of students' ability to analyze literary works in literary education:

The conceptual and methodological foundations for developing the capacity to analyze literary works in 5th–7th grade students have been substantiated through a retrospective analysis of national and advanced foreign literary education experience, as well as regulatory documents. Based on scientific conclusions for clarifying the motivational, cognitive, and practical components, assessment indicators, and developmental stages of this capacity, as its psycho-pedagogical determinants, were used in the creation of 5th–7th grade literature textbooks and methodological guides for teachers (Certificate No. 01/11-6-627, dated September 12, 2025, from the Republican Education Center under the Ministry of Preschool and School Education of the Republic of Uzbekistan). As a result, opportunities for the intensive use of scientific-methodological perspectives and didactic materials in the educational process to develop students' capacity for literary analysis have increased;

The capacity of 5th–7th grade students to perceive literary texts was systematized in accordance with age-related characteristics and the principles of cognitive development. Based on scientific conclusions for enhancing the influence of adolescent psychology on the dynamics of artistic-aesthetic thinking and the facilitative function of the educational environment, based on experimental methods, were utilized in the innovative project IL-402104474, "Creation of the "Bolalaradabiyoti.uz" electronic platform and its mobile application", implemented at the Alisher Navo'i Tashkent State University of Uzbek Language and Literature from 2021 to 2023 (Certificate No. 01/4-4194, dated September 13, 2025, from the Alisher Navo'i Tashkent State University of Uzbek Language and Literature). Consequently, theoretical and methodological views on developing students' aesthetic, cognitive, critical, structural, and historical-biographical thinking were enriched, leading to the systematic development of their capacity to analyze literary works;

The methodological support developed for optimizing students' independent analysis skills – through the use of generative tasks, visual-semantic materials, and gamification elements that ensure an individual educational trajectory based on the adaptive-methodological possibilities of integrating artificial intelligence technologies into the literary education process – was utilized within the framework

of the innovative project for women scholars, “Methodology for Applying IT Technologies in Literature Lessons for Grades 5–6 of General Education Schools” (No. IL-662205522), implemented from 2024 to 2025 at the Qori Niyoziy National Institute of Pedagogy (reference No. 01/09/355, dated September 9, 2025, from the Qori Niyoziy National Institute of Pedagogy). As a result, the effectiveness of analyzing literary works increased through the integration of artificial intelligence.

Conclusions regarding the mechanisms for the comprehensive application of innovative approaches – such as “Dialogue with a Character”, visualization methods, the “Analysis, Comprehension, Imagination” cognitive algorithm, and “Create a Comic Script”, which are aimed at literary text interpretation within the system of curricular and extracurricular activities – were utilized in the practical project “Creation of an Electronic Platform for Developing Oral and Written Speech Competencies in Primary School Students of General Secondary Education” (No. RZ-202004165), carried out at the Alisher Navo’i Tashkent State University of Uzbek Language and Literature from 2021 to 2023 (reference No. 01/4-4195, dated September 13, 2025, from the Alisher Navo’i Tashkent State University of Uzbek Language and Literature). As a result, the content of didactic materials, which serve to develop students’ creative and critical thinking as well as the unique aspects of their reading and analysis, was enhanced through innovative methods.

Approbation of the research results. The results of the research were discussed at five international and two republican scientific-practical conferences.

Publication of the research results. A total of 15 works were published on the topic of the dissertation, including 8 articles in scientific publications recommended by the Higher Attestation Commission of the Republic of Uzbekistan for publishing the main results of doctoral dissertations. Of these, 4 articles were published in national and 4 in foreign scientific journals.

The structure and scope of the dissertation. The dissertation, comprising 169 pages, consists of an introduction, three chapters, a conclusion, a list of references, and appendices.

MAIN CONTENT OF THE DISSERTATION

The introduction substantiates the relevance and necessity of the topic, shows its connection to the priority areas for the development of science and technology in the republic, and describes the extent to which the problem has been studied. The research’s purpose, objectives, object, and subject are defined; its scientific novelty and practical results are described; the reliability of the findings, as well as their scientific and practical significance, is justified. Information is also provided on the implementation and approbation of the research results, published works, and the structure of the dissertation.

The first chapter of the dissertation, titled “**Scientific and Theoretical Foundations for Developing Students’ Competence in Analyzing Literary Works**”, investigates the scientific and theoretical aspects of the topic. It examines the psychological, pedagogical, and methodological requirements for fostering

students' ability to comprehend, analyze, and interpret literary texts. Furthermore, it outlines the current state and pedagogical challenges of developing analytical competence and substantiates the need to improve this process.

The first section of the chapter, titled **“The Essence of Developing Students' Capacity for Literary Analysis”**, explains the concept of analyzing literary works, its role in the development of student cognition, and its importance in literature education. Perspectives from national and foreign methodologies are examined, and the meanings of the concepts “capacity” and “competence” are clarified.

In an era of advanced modern technologies and a developing digital environment, it is crucial to preserve the purity of the student's spirit, to cultivate in them qualities of humanity, aesthetic sensitivity, moral responsibility, and creativity, and to develop critical thinking. A work of art, a product of human thought and aesthetic worldview, expresses life's events through artistic imagery. The analysis of a literary work is the process of understanding and interpreting its content, poetic structure, and ideological and artistic features. The essence of this concept has been defined differently by scholars. In particular, A. Zunnunov, highlighting that it is a process of revealing meaning and creating an emotional experience, states: “The analysis of a literary work holds a significant place in literature lessons. Its main objective is to reveal the ideological content of the work and to evoke emotional feelings in students”²². According to Q. Yuldoshev, “Literary analysis is an intellectual-emotional activity aimed at understanding the artistic and real-world logic, as well as the aesthetic charm, of a literary work at the time it is written and being examined”²³. He thereby emphasizes that the process is connected to the human intellect and emotions, and is focused on comprehending the internal and real-world foundations of the work and its artistic beauty.

The American scholar Celena Kusch states: “A better analogy for the process of literary analysis is investigative work. In a fictional or real detective case, the investigator receives a text. The initial scene is merely the surface of the complete story, which has not yet been understood. The investigator, however, breaks the scene down into pieces, carefully examines every detail, gathers more context, and uncovers conclusions about motives, consequences, and even human behavior or the nature of justice within the case. For readers, the text is a mystery to be solved, and words are the primary source of evidence”²⁴. Indeed, the scholar makes a beautiful analogy here, in that the person in both processes “restores the truth”, but she overlooks the fact that one seeks the truth of a fictional work, while the other seeks the truth of a real event. This is because, in the analysis of a work of art, there can be several correct interpretations, whereas an investigation requires only one definitive version. Therefore, when working with a text, one must not turn it into a soulless phenomenon by waiting for evidence and proof.

In our view, the analysis of a literary work is the art of discovering the hidden layers of a text. It is a process of experimenting like the author, of hearing not only

²² Зуннунов А., Эсонов Ж. Мактабда адабиёт ўқитиш методикаси. – Тошкент: Ўқитувчи, 1985. – Б. 39.

²³ Йўлдош Қ., Йўлдош М. Бадий таҳлил асослари. – Тошкент: Камалак, 2016. – Б. 42.

²⁴ Kusch, C. Literary Analysis: The Basics. – Milton Park; New York: Routledge, 2016. – P. 28.

what is said but also what is left unsaid. It also involves each reader seeing their own perspective through the work, understanding, comprehending, and interpreting it based on their unique views and knowledge. This also entails the ability to penetrate the layers of ideas and meaning within the text, to create new logic and literary beauty, to perceive life and one's own identity, and, in the course of understanding the inner world of the characters, to feel the pain and soul of the people around them, and to recognize how a literary example connects with the present day. The formation of this competence depends on the organic connection between the conceptual elements of analysis, such as content, ideas, characters, and artistic devices; the psychological states of the reader's personality, such as age, level of perception, and motivation; and the didactic structure, which includes methods, tasks, and assessment systems.

The analysis of a literary work serves the reader's emotional and intellectual development and helps to form moral values. By connecting with the characters, understanding their inner experiences and motivations, comprehending their emotions, and deeply feeling the progression of events, an individual strives for not only physical but also spiritual growth. From this, it can be said that analyzing a literary work is an important pedagogical process that educates the student not only academically but also aesthetically and morally. It can be interpreted not just as an analytical activity but also as a psychological process of personal development, as it is intrinsically linked to perception.

The second section, titled “*Developing Students' Ability to Analyze Literary Works as a Pedagogical Problem*”, examines the process of literary education and its methodological foundations. It identifies and classifies factors such as the persistence of traditional approaches in literature teachers' methodologies, students' inability to independently analyze a literary text, the impact of the digital environment and information flow on critical thinking, and the ineffective application of modern pedagogical technologies in the classroom.

A pedagogical problem is a situation that must be resolved in the didactic process, which prevents the development of established requirements in the student. This is manifested in world literary education as a problem of “pleasant reading” (“reading for pleasure”)²⁵, aimed at stimulating independent reading and the development of one's own thinking, without limiting the student to the textbook text. At the same time, to implement effective educational analysis, the strengthening of critical thinking and high cognitive skills, the integration of technology and artificial intelligence, students' motivation to read a work of art, and opportunities for self-expression are seen as important trends.

In the history of methodology, “For many years, the reading and analysis of literary works has been based on a traditional aesthetic principle. The analyses of literary works or their excerpts, as presented in literature textbooks, were offered to the students' attention in a ready-made form”²⁶. As a result, the learner primarily

²⁵ Dera J. Students' perceptions of the benefits of literary reading in school and leisure contexts // Education Sciences. 2025. Vol.15. – № 5. – P. 580.

²⁶ Йўлдошев Қ. Адабиёт ўқитишнинг илмий-назарий асослари. – Тошкент: Ўқитувчи, 1996. – Б. 68.

manifested as a passive subject who simply accepted existing interpretations. This hindered the adequate development of students' skills in independent thinking, analytical reasoning, and expressing personal opinions. Due to these shortcomings, the issue of developing the capacity for a deep and conscious analysis of literary works is becoming prominent today.

Scholars emphasize that in the formation of students' literary-analytical skills, "methods of working on a literary text are among the perennial problems of literary methodology"²⁷. In particular, the focus on developing students' ability to analyze literary works within the "National Curriculum" for literature, along with the inclusion of information on educational analysis in the updated "Literature" textbooks, indicates that working with literary texts has been elevated to an important pedagogical issue.

Although existing regulatory documents and textbooks are being updated and special attention is being paid to the analysis of literary works, students' skills in responding to them, distinguishing literary devices, analyzing characters, and expressing a personal attitude toward the work are not sufficiently developed. Experience shows that the majority of 5th-7th grade students cannot analyze literary texts independently; they are primarily inclined to rely on memorization and the analyses of their teachers and classmates. Students in this age group struggle to articulate the means of artistic thought, which is why analysis in literature classes tends to be uniform rather than varied, based on the teacher's conclusions about the work. It is worth focusing on the following factors that have given rise to this issue:

1. Modern education requires students to read, understand, and analyze a work of art, as well as to comprehend its aesthetic and socio-spiritual content. However, many learners perceive a work merely as a sequence of events and are unable to analyze it in depth. This is becoming a problem that affects the quality of education.

2. Due to the insufficient development of cognitive activity and the lack of established logical, critical, and analytical thinking, a certain portion of students have become accustomed to passively receiving ready-made information. Consequently, this presents a problem in the formation of independent analytical skills.

3. Pedagogical methods have yet to be perfected. The traditional approach still dominates in lessons, where the analysis of a work concludes with the teacher's explanation and the student's retelling of the events. As a result, the student's aesthetic taste and independent worldview are underdeveloped, manifesting as indifference to the suffering of others and psychological instability.

4. In this case, the influence of the digital environment is also palpable. For a reader accustomed to low-quality, short, and fast-paced information, it is becoming difficult to read comprehensive literary works in their entirety and to analyze them. Unfortunately, this situation is observed not only with excerpts from novels

²⁷ Matchonov S. Adabiyot darslarida tahlil va talqin uyg'unligi // Til va adabiyot ta'limi. – Toshkent, 2020. – № 7. – B. 8.

provided in textbooks but even when reading short stories. Therefore, the process of literary analysis is emerging as a pedagogical problem in literature education.

5. The educational and upbringing-focused significance of literary works is high. If a student's ability to understand and analyze them falters, it also diminishes the educational impact of their learning. This factor also highlights the formation of the ability to analyze literary works as a critical issue.

The active participation of students in the analysis of literary works often fails to materialize due to several factors, including limited class hours, an excessive number of students in the classroom, a lack of consideration for age and psychological characteristics, and questions and assignments that do not lead to analysis. As a result, students face difficulties in comprehending the content and essence of the text. Notably, the results of a preliminary survey confirm the existence of this problem in classroom practice. This raises the need to eliminate the aforementioned shortcomings, as well as to develop the student's independent, analytical, and creative thinking, and to devise a methodological system oriented towards the "active student – active individual" principle.

From a pedagogical perspective, when working on a literary piece, the teacher must create specific conditions to organize the student's analytical activity. This includes motivationally preparing the environment, using questions that prompt analysis, and considering the student's emotional and psychological state in perceiving the text.

Developing students' capacity to analyze literary works should be seen as a complex pedagogical problem, intrinsically linked not only to the educational process but also to historical, cultural, and methodological processes. In this endeavor, key factors include fostering students' ability to think independently, comprehend the work's content, and interpret it, as well as the teacher's pedagogical approach and methodological preparedness.

The second chapter of this work, "Methodology for Developing Students' Aptitude for Analyzing Literary Works", is illuminated. It examines methods for cultivating analytical skills through modern pedagogical technologies, artificial intelligence tools, and innovative techniques. A step-by-step methodology aimed at forming students' aptitude for analyzing literary works is described, along with the tasks and approaches based upon it. The history of this methodology and various perspectives on the analysis of literary works in global literary education are studied, and it is recommended that methods found to be effective can be applied in a manner adapted to the student's level and our national mindset.

The first section of the chapter, titled "Methods of Using Artificial Intelligence in Developing the Aptitude for Analyzing Literary Works", outlines ways to develop students' analytical aptitude through the use of AI and its integration into literary education. It substantiates the methodology for automatically generating text analysis questions, creating conversational exercises based on characters, and developing interactive tests. In this process, artificial intelligence is approached as a tool, and ways to apply individualized and differentiated tasks within its capabilities are recommended.

“Artificial intelligence is a field of science and technology aimed at creating machines that can imitate the human mind. This field is usually associated with systems of thinking and learning that resemble human thought. Within the framework of artificial intelligence, software and technical tools are created for recognizing symbols, understanding natural language and speech, teaching according to student abilities, making diagnoses, and proving theorems”²⁸.

Based on the above, it can be understood as artificial intelligence and artificial intellect existing outside of humans. “There is no precise definition of this concept. As new scientific ideas emerge, its definition will change again”²⁹. A program developed by inventors and specialists that can perform tasks previously thought to be exclusive to humans and can imitate their consciousness is called artificial intelligence.

We recommend studying digital thinking with two different approaches to develop students’ literary analysis skills:

1. Forming the ability to analyze literary works using the capabilities of artificial intelligence.
2. Teaching the student the methods of studying and analyzing works that feature artificial consciousness.

The use of artificial intelligence in the analysis of literary works. Digital thinking can be utilized as a tool for developing a student’s literary analysis skills. It engages in a dialogue with the student about the literary text provided. It answers the learner’s questions regarding the academic subject and the study of the work, and corrects their mistakes. It develops problem-based and interactive questions and assignments, role-playing games, and lesson and event scenarios that guide deep analysis, thereby encouraging independent thinking. It conveys complex literary concepts to the student more clearly with the help of multimedia content. It also makes the learning process more engaging by creating portraits of characters, as well as depictions of events and nature described in the literary work. Specifically, intelligent system applications such as ChatGPT, Claude, Gemini, and Perplexity AI directly participate as methodological tools in forming analysis, interpretation, and critical evaluation skills. Technologies such as Grammarly, QuillBot, NotebookLM, and Quizziz serve as tools that indirectly support this process.

Using artificial intelligence as a tool in the process of developing students’ ability to analyze literary works yields certain results. It should not think like a teacher, nor should it complete the assignment or analyze the literary work in the student’s place. Our goal is to teach how to use its capabilities correctly and productively, to make literature lessons more engaging, and to re-engage the indifferent, desensitized student in the world of literature, even if it is through the capabilities of artificial intelligence.

Studying works that feature artificial intelligence and teaching students methods for their analysis. It is important to foster students’ interest in reading

²⁸ BMTTDning O‘zbekistondagi vakolatxonasi. Axborot kommunikatsiyalari texnologiyalari izohli lug‘ati. – Toshkent, 2010. – B. 219.

²⁹ Bekmuratov Q. Sun’iy intellekt. – Toshkent: Aloqachi. 2019. – B. 12.

science fiction, adventure, and works reflecting artificial intelligence, and to cultivate their ability to analyze them. This is because, regardless of the profession a student pursues in the future, these types of works will provide them with new ideas and enrich them with knowledge and imagination. As a result, the necessary conditions are created for the emergence of inventors and programmers who can create real-life prototypes of things that were once artistic fabrications and imaginary constructs.

During experimental trials, it was found that students struggled to comprehend and analyze the content of R. Bradbury's "All Summer in a Day", a work planned for the 6th-grade curriculum. Specifically, there were practical difficulties related to understanding the complex inner world of the children on the constantly rainy planet Venus. This issue was also reflected in surveys and interviews conducted with teachers. To address this gap, an analytical material focusing on character traits and psychology was prepared using the ChatGPT artificial intelligence application. This session, conducted as part of the experiment, enabled students to vividly perceive the system of characters, receive answers to their questions in the voice of the story's protagonist, imagine the character as a real person during the interaction, and master the lesson in a new, non-traditional way. Therefore, the "Conversation with the Story's Character" method, which guides students toward literary analysis, is organized based on the following algorithm:

Step 1. The teacher enters the characteristics and traits of Margot, as described in the textbook, into the ChatGPT application (<https://chat.openai.com>) and requests it to create a character persona based on them. It is important to provide the command correctly, otherwise, the task may be executed improperly.

Step 2. The following prompt is given to ChatGPT: "Create a QR code for this text. You are Margot from Ray Bradbury's "All Summer in a Day". You live on Venus, you miss the sun, and your classmates don't understand you. Now, talk to a student. Tell them what's in your heart and answer their questions".

Step 3. A QR code is attached to the created character persona, either directly from the application itself or via Canva. Using these tools, a specific task can be prepared in various formats. One of these didactic materials is selected as desired.

Step 4. The assignments with QR codes are distributed equally among the students. If the didactic materials are printed on a color printer and glued to both sides of a hard-cover paper, they will serve educational activities for a long time.

Step 5. When the student scans the QR code, they will be taken directly to the ChatGPT application. A pre-loaded task (embedded in the QR code) for the artificial intelligence to perform will appear in the application. Once the "send" arrow is pressed, ChatGPT accepts the command, and a conversation begins between the student and the story's character. It should be noted that the artificial intelligence may not be familiar with some works of Uzbek or world literature, in which case a sample of the text is sent to it.

"Visual Thinking Strategies" (VTS) is a method aimed at developing students' critical thinking, visual literacy, and communication skills through visual images. With this method, it is possible to prepare analytical and visual materials

by isolating the most subtle aspects of a character's personality and mental state, the depiction of nature in a literary text, or the culmination of events. In this process, it is appropriate to rely on artificial intelligence or the students' own artistic abilities. In particular, it is effective to use artificial intelligence to create images for 5th-7th grade students, such as of Yanguli (N.Dumbadze, "Hellados"), Santiago (E. Hemingway, "The Old Man and the Sea"), the shepherd from the fable "The Wild Goats and the Shepherd" (Aesop), or the heroes of the fairy tale "The Three Brave Brothers". "Hellados"), "Santyago" (E. Hemingway).

Based on the above, it becomes clear that using the capabilities of artificial intelligence is an important methodological factor in shaping a student's ability to analyze literary works. Didactic tools based on these capabilities encourage the student to become an active analyst and interpreter. Such tools serve to enrich literature lessons with new opportunities without rejecting traditional methods.

The second section, titled "Technology for Developing Literary Analysis Skills", utilizes task-based games such as "Who Am I?", "Open Sesame", "Story Map", "Three Different Tests", "Yes/No", and "Create a Comic Script", along with the "I Am Talented", "Hero's Test Questions", "Letter to", "Create an Alternative Story", "Compare", and "Cause-and-Effect" methods, as well as several other tasks that encourage analysis. It is also recommended that the traditional "FSMU", "Cluster", and "KWL" methods, along with "Bloom's Taxonomy", be applied in an updated and adapted form to the analysis of texts included in "Literature" textbooks.

The technology for developing students' literary analysis skills is understood as a teaching system organized around step-by-step analysis, interactive methods, and modern tools. This technology is implemented through a differentiated approach, visual graphics, question-and-answer analyses, multimodal materials, and creative assignments.

Relying on the capabilities of the "Analysis, Understanding, Imagination" (TAT) technological approach offers a number of advantages in developing students' analytical skills. In particular, it can be used as an effective methodological system for analysis and interpretation when working with the text of N. Norqobilov's work "Oqbo'yin" ("White-Neck") in the 7th grade. TAT is an approach consisting of questions, tasks, tests, or didactic games that lead to step-by-step analysis, taking into account the age and psychological characteristics of the students. It includes the following stages:

1. In the Analysis stage, the literary work is broken down into parts, and its elements are analyzed. This way, the structure and content of the text are understood.

2. In the Understanding stage, following the analysis, the overall meaning and essence of the literary work, the author's main idea, and the system of characters are perceived.

3. In the Imagination stage, the goal is to help students form their own attitude toward the literary work through their personal perspective and creative approach. Imagination is expanded through figurative thinking and by visualizing the literary work. At this stage, creative tasks such as drawing pictures based on the literary

text, staging a performance, and writing an alternative continuation are performed. (Table 1).

Table 1

Assessment Criteria for Tasks and Stages Based on the “Analysis, Comprehension, Imagination” Technological Approach

Tasks related to the TAT stages	Evaluation criteria
Analysis stage	
Identify the main and secondary ideas from the text.	The student should be able to clearly articulate the main idea of the text and correctly distinguish additional ideas.
Make a list of the characters and episodes of the work, briefly evaluate each one, and describe their influence on the development of events.	It is necessary to be able to reflect on the inner world of the characters and episodes and analyze their role in the plot.
Represent the sequence of events in a table or diagram.	Ability to analyze the sequence and logical connection of events.
Comprehension stage	
Briefly express the content of the work in a graphical outline or diagram.	The content is complete and concise.
Find the most effective sentences and explain their impact on the content and idea.	Being able to choose a quote with deep meaning and interpret it according to the task.
Write down the author’s idea, what he or she is trying to say through this work.	The author was able to explain his idea clearly and logically.
Imagination stage	
Write a letter to one of the characters in the work.	The student’s creativity, their ability to evaluate the character and actions of the protagonist, and their understanding of the protagonist’s psyche.
Draw a picture, prepare a stage play, or write a poem or story based on the work you read.	Ability to think figuratively, level of creativity.
Imagine how the story would unfold if it were to continue, and write your own version. Adapt the events of the work to a different time period or setting, or create an alternative ending.	The student’s imagination, fantasy, and logic are assessed.

Developing a system of differentiated tasks can be an effective solution to the challenge of forming students’ analytical skills. This requires diligence and responsibility from the teacher, as it is they who must identify the hardworking, timid, lazy, and indifferent learners in the classroom. Based on this understanding, the teacher assigns tasks of varying difficulty on a single topic, tailored to each student’s level of comprehension, interest, and analytical ability. Through this method, every student participates in the analysis of a literary text, approaching the creative work differently according to their capacity for mastery. This can be illustrated using the work “The Old Man and the Sea” from the 7th-grade “Literature” textbook, as follows:

1. For a high-achieving student: “Analyze Santiago's inner experiences, his thoughts and reflections, and his character”.

2. For an average-achieving student: “Assess Santiago’s strengths and weaknesses, as well as his positive and negative qualities”.

3. For a low-achieving student: “Who is Santiago? What actions did he perform throughout the plot?”

The “Create a Comic Script” game provides an opportunity to uncover the main idea of a literary work and to find and analyze its most impactful passages. It is an exercise in depicting the plot of a work through short frames, adding commentary by the reader, and creatively reconstructing it. This game is especially important for uniting students in a group and developing their creative thinking and imagination. It is fitting to organize this game-based task using the example of the story “Lobo” (7th grade), which explores themes of the struggle between man and nature, the value of freedom, and the power of loyalty and love. In this activity, the assignment is to present the key moments leading to the story’s main idea in illustrated frames, add commentary, draw the illustrations, or create them using artificial intelligence. This game-based task is intended to be carried out as follows, based on the student’s level and degree of comprehension:

...Frame 4. Scene: A beautiful white wolf is caught in a trap. A snare is on her leg. Blanca is an exceptionally beautiful, white wolf, whom the Mexicans believe to be Lobo’s faithful mate. They named her Blanca. Text: Trapped, Blanca turns to the hunters and howls in a defiant posture. Her howl was a long, pleading cry. From a distance, Lobo’s answering cry was heard. Blanca howled one last time.

Frame 5. Scene: Lobo follows Blanca’s trail and falls into a trap. Text: Lobo’s voice became mournful; he howled not with his former rage, but with sorrow and grief. As if calling for his mate, “Blanca! Blanca!”, he had apparently followed the tracks of the hunters and shepherds to find the place where Blanca was killed. He let out a heart-wrenching, mournful howl.

...Frame 7. Scene: A desolate steppe landscape. The hunters are taking Lobo away. Text: “Majestic old predator! Hero of countless plunderings! In just a few more minutes, you will be a lifeless body”. Lobo died in freedom, but he became a legend.³⁰

The third chapter of the dissertation is dedicated to “**The Effectiveness of Developing the Competence to Analyze Literary Works in Literature Lessons**”. It describes the content of the experimental work and its level of effectiveness.

The first paragraph of the study, titled “**Experimental Research on Developing the Competence to Analyze Literary Works**”, describes the test materials and lesson parameters developed for students in grades 5–7. The second paragraph is titled “The Level of Effectiveness of the Experimental Work”.

The experimental work was organized based on the diagnostic, formative, and summative stages of the pedagogical experiment. The experimental sites were designated as School No. 148 in the Mirzo Ulugbek district of Tashkent city, School No. 204 in the Yashnabad district, School No. 17 in the Kushtepa district of the

³⁰ Mirzayeva Z., Jalilov K. 7-sinf adabiyot darsligi. – Toshkent, 2022 – B. 38.

Fergana region, School No. 22 in the Nurata district of the Navoi region, and School No. 1 in the Mubarek district of the Kashkadarya region. A total of 902 respondents from grades 5–7 were selected from these educational institutions. Of these, 458 students participated in the experimental group, and 444 students in the control group. The experimental work was organized and implemented in three stages:

During the diagnostic stage, which took place in the 2022–2023 academic year, the main directions of the work were identified. Literature on the problem was studied, the research topic was theoretically substantiated, and its goals and objectives were defined. Materials for the educational experiment were selected, a system of questions and tasks was developed, and its approbation was conducted.

The formative stage of the work was conducted from 2023 to 2024. During this process, the activities of teachers and students were observed, and surveys were conducted with them. The theoretical approaches highlighted in each chapter were practically tested during the experimental trial. The content of general education school literature curricula and new-generation textbooks was analyzed, and experimental materials were created. Methodological tools for developing students' ability to analyze literary works in literary education were developed and applied during lessons.

During the concluding stage, carried out from 2024 to 2025, follow-up surveys were organized among respondents, and the educational experiment was continued. Tasks designed to develop analytical skills were tested. The results were summarized, and the developed methodology was implemented. According to the analysis of the experimental trial results, it was determined that the knowledge, skills, and competencies of the experimental group involved in the research process increased more effectively compared to the control group. A statistical analysis was performed to objectively evaluate this situation. The conclusions confirm that the experimental trial was conducted correctly from scientific, pedagogical, technological, and methodological standpoints (Tables 2, 3).

Table 2

Indicators for determining the effectiveness of the level of formation of analytical skills in students

Criteria	At the beginning of the experiment						At the end of the experiment					
	experimental group			control group			experimental group			control group		
	High	middle	Low	High	middle	Low	High	Middle	Low	High	Middle	Low
Ability to understand the plot and idea of the work	19	67	140	18	65	137	255	182	19	120	220	104
Ability to describe images in a work of art	21	58	147	20	60	144	249	194	18	118	224	102
Ability to distinguish artistic means in a work	13	52	161	15	50	159	235	202	19	110	232	102

Being able to understand the author's point of view	17	63	146	16	61	144	251	186	19	122	218	104
Ability to solve problems based on the text of the work	14	61	151	13	60	148	248	192	18	116	226	102
Ability to draw conclusions based on artistic thinking	15	64	147	14	62	145	262	184	15	128	212	104
Total:	99	365	892	91	358	883	1431	1140	108	714	1332	618
Middle:	17	61	149	15	60	147	250	190	18	119	222	103

Table 3

Indicators for determining the effectiveness of students' ability to analyze works of art

Groups	The number of students	Mastery levels		
		High	Middle	Low
Experiment group	458	250	190	18
Control group	444	119	222	103

To analyze the results of the pilot study and compare the academic achievement levels in the experimental and control groups, the average value of student performance indicators was calculated using the following formula.

$$\bar{X} = \frac{1}{n} \sum_{i=1}^3 n_i X_i$$

$$\bar{Y} = \frac{1}{n} \sum_{i=1}^3 m_i Y_i$$

In this: X_i, Y_i are the academic performance indicators from the experimental and control groups, respectively, which can take values such as 3, 4, and 5; n_i, m_i are the frequencies of the grades received during the learning process; n and m are the total number of students participating in the experimental and control tests.

If we express the average values mentioned above in a graphical format, the following situation emerges (Figure 1).

From the segments shown in the graph, it can be seen that the corresponding mean values for these samples also predetermine that the condition $X > Y$ will be satisfied.

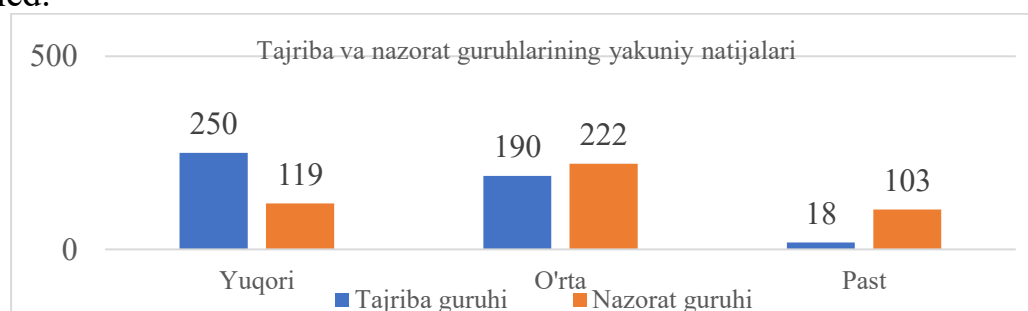


Figure 1. Analytical Competence Indicator of the Experimental and Control Groups (at the end of the experiment)

The diagram above shows that the indicator for the experimental group increased by 11.64% compared to that of the control group.

From the Laplace function table, the critical point t_{kn} for the statistic is determined as follows (see Table 4):

Table 4

Critical point values for the statistic based on the Laplace function table
critical point values

t_{kn}	$F(t_{kn})$	t_{kn}	$F(t_{kn})$	t_{kn}	$F(t_{kn})$	t_{kn}	$F(t_{kn})$
0,00	0,000	0.33	0.25860	0.34	0.26614	0.35	0.27366
0.36	0.28115	0.37	0.28862	0.38	0.29605	0.39	0.30346
...	...	...	...	...	...	...	...
0.45	0.34729	0.46	0.35448	0.47	0.36164	0,48	0,36877

From the equality, we determine that $t_{kn}=03687$. From this, we can find the confidence deviations of the estimate. Their geometric representation is as follows:



Therefore, at a significance level of $\alpha=0.03$, we can conclude that the average score in the experimental group is higher than the average score in the control group. Based on the results above, we will calculate the quality indicators of the experimental test work.

We will calculate these learning achievement indicators in percentages:

$$\frac{\bar{X} - \bar{Y}}{\bar{Y}} \cdot 100\% = \frac{4,506 - 4,036}{4,036} \cdot 100\% = \frac{0,47}{4,036} \cdot 100\% = 11,64\%$$

From the calculations above, it can be seen that the experimental group's performance increased by 11.64% compared to that of the control group.

Therefore, the statistical analysis confirms that the methodological activities conducted at the pilot sites in Tashkent city, Fergana region, Navoi region, and Kashkadarya region yielded positive results. This provides a basis for concluding that the methodologies applied in the experimental groups were effective and for disseminating the achieved results to other institutions. Furthermore, the results of this statistical analysis affirm that positive shifts have been achieved in developing students' capacity to analyze literary works.

CONCLUSION

1. Pedagogical challenges in analyzing literary works include the disconnect between theoretical knowledge and real life, the persistence of traditional teaching approaches, students' inability to independently analyze literary texts, and the impact of the digital environment and information overload on critical thinking. In this context, innovative technologies that foster students' independent thought and their ability to comprehend and interpret a work are crucial factors.

2. The current state of literary analysis in general secondary schools necessitates the purposeful application of educational materials, considering the impact of literary texts on student engagement and lesson effectiveness. Addressing the challenges in developing students' analytical skills requires systematic work, including conducting interviews and surveys with teachers, observing and researching classroom processes, and identifying and rectifying shortcomings.

3. Developing students' ability to analyze literary works in conjunction with modern technologies requires consideration of their needs, inclinations, age, psychological characteristics, academic curricula, and the unique aspects of the modern educational environment. Specifically, the rational use of artificial intelligence tools (e.g., ChatGPT, Quizizz, Gamma.ai) is an effective means of cultivating students' literary analysis skills.

4. The development of students' ability to analyze works of art is intrinsically linked to the implementation of a step-by-step approach. Using a three-stage technological model – “Analysis, Comprehension, and Imagination” – creates the necessary conditions for students to understand the text's structure and content, perceive the essence of the literary work, the author's message, and the system of characters, and express their own response to the text.

5. The use of differentiated tasks requires individualized work with students. Such assignments highlight the importance of designing analytical questions and tasks that are stratified by complexity and tailored to the needs of students with varying levels of academic achievement within a given classroom.

6. Utilizing interactive platforms, analytical software, AI chatbots, and other digital technologies while working with literary texts helps students develop independent thinking, a creative approach to problem-solving, and healthy communication skills.

7. By fostering analytical skills, it is possible to cultivate in each student characteristics such as independent cognitive activity and competence in social-civic, professional, domestic, cultural, and recreational spheres. Consequently, a solid foundation is created for learners to harmoniously organize their social and professional lives.

Based on the research findings, the following recommendations have been developed:

Develop methodological guides on using artificial intelligence capabilities to form analytical skills in students;

Create a platform for literature teachers that compiles practical and methodological recommendations and lesson plans for literary analysis;

Create a database of questions that delve deeply into the essence of a literary work and guide analysis;

Establish media and literary clubs within schools to promote children's literature and journalism;

Implement the practice of students creating animated projects based on literary works.

**РАЗОВЫЙ НАУЧНЫЙ СОВЕТ DSc.03/2025.27.12.Fil.41.01. ПО
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ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ УЗБЕКСКОГО ЯЗЫКА
И ЛИТЕРАТУРЫ ИМЕНИ АЛИШЕРА НАВОИ**

**ТАШКЕНТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ**

ШУКУРБОЕВА ОЗОДА НАСРИДДИН ҚИЗИ

**ФОРМИРОВАНИЕ У УЧАЩИХСЯ НАВЫКОВ АНАЛИЗА
ХУДОЖЕСТВЕННЫХ ПРОИЗВЕДЕНИЙ**

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ПО ПЕДАГОГИЧЕСКИМ НАУКАМ**

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ВВЕДЕНИЕ (аннотация докторской диссертации (PhD))

Актуальность и востребованность темы диссертации. В мире наблюдаются тенденции к интеграции искусственного интеллекта и цифровых технологий в образовательный процесс, развитию у учащихся критического и творческого мышления посредством анализа художественных произведений, применению культурно-контекстуального подхода в работе с текстом и повышению мотивации к самостоятельному чтению. Ведутся исследования по внедрению современных методик преподавания литературы и совершенствованию методов анализа художественных произведений. В рамках этого процесса в таких развитых странах, как Великобритания, Канада, Австралия, широко используются диалогическое чтение и мультимодальный анализ; в США, Сингапуре, Южной Корее – метакогнитивные стратегии; а в таких странах, как Финляндия и Нидерланды, – конструктивистские подходы. В основе этих усилий особое значение приобретает формирование учащегося как логически мыслящей личности с высоким вкусом, способной к межкультурному диалогу.

В ведущих мировых высших учебных заведениях и научных центрах проводятся исследования, посвященные работе с литературным текстом, поиску путей эффективного взаимодействия с художественными произведениями и внедрению новых методов их донесения до учащихся. В эпоху информатизации у учащихся со слабой волей и недостаточно сформированным самостоятельным мышлением, вследствие интернет-зависимости, наблюдается сложное психопатологическое состояние, описываемое в научной литературе как “синдром современного Маугли”. Это порождает необходимость в расширении кругозора посредством чтения и анализа художественных произведений. Кроме того, в условиях стремительного развития информационных технологий, усиления потока информации и влияния медиа на образование, важную роль играют пробуждение у учащихся интереса к чтению, работа с образцами художественных текстов, а также формирование у них способности к восприятию, пониманию и анализу.

В нашей республике уделяется серьезное внимание повышению читательской культуры молодежи и внедрению современных подходов к изучению художественных произведений. В частности, в высших учебных заведениях будущим учителям преподаются основы художественного анализа и культура чтения как отдельные дисциплины. То, что в “Национальной учебной программе” непрерывного образования подход к преподаванию литературы соответствует требованиям времени, содержание учебников адаптируется к мировым образовательным стандартам, а также обогащается учебными заданиями по изучению литературного текста, свидетельствует об актуальности задачи по формированию у учащихся способности к осмыслению и анализу. Задачи, направленные на “коренное повышение качества преподавания узбекского языка и литературы во всех

звеньях системы образования и воспитания, а также подготовки высококвалифицированных кадров в этой области”³¹, являются актуальными с точки зрения воспитания личности, способной находить решение любой проблемы, мыслить самостоятельно, глубоко понимать духовный мир и душу человека, а также активно участвовать в социально-психологических отношениях; развития методики преподавания литературы; и формирования у учащихся способности анализировать художественные произведения.

Цель исследования заключается в разработке теоретических и методических основ формирования у учащихся 5–7-х классов компетенций по анализу художественных произведений.

Объектом исследования определён процесс формирования у учащихся 5–7-х классов на уроках литературы способности к анализу художественных произведений; в опытно-экспериментальной работе приняли участие 902 учащихся из школ города Ташкента, Ферганской, Кашкадарьинской и Навоийской областей.

Предметом исследования являются содержание, формы, методы и средства формирования у учащихся 5–7-х классов способности к анализу художественных произведений.

Научная новизна исследования заключается в следующем:

Научно-методические основы формирования у учащихся 5–7-х классов способности к анализу художественных произведений обоснованы на основе ретроспективного анализа национального и передового зарубежного опыта в области литературного образования, а также нормативных документов; в качестве психолого-педагогических детерминант данной способности конкретизированы её мотивационные, когнитивные и практические компоненты, а также индикаторы оценки и этапы развития;

Возможности восприятия художественного текста учащимися 5–7-х классов систематизированы в соответствии с их возрастными особенностями и закономерностями когнитивного развития; при этом на основе экспериментальных методов усовершенствовано влияние психологии подросткового возраста на динамику художественно-эстетического мышления, а также фасилитаторская функция образовательной среды;

На основе адаптивно-методических возможностей интеграции технологий искусственного интеллекта в процесс литературного образования разработано методическое обеспечение для оптимизации у учащихся навыков самостоятельного анализа посредством использования генеративных заданий, визуально-семантических материалов и элементов геймификации, обеспечивающих индивидуальную образовательную траекторию;

Вариативная технология формирования у учащихся 5–7-х классов способности к анализу усовершенствована на основе механизмов комплексного применения в системе урочной и внеурочной деятельности

³¹ O‘zbekiston Respublikasi Prezidentining “2022-2026-yillarda xalq ta’limini rivojlantirish bo‘yicha milliy dasturni tasdiqlash to‘g‘risida”gi PF-134-sonli Farmoni. https://lex.uz/docs/6008663_2022.11.05.

таких инновационных подходов, направленных на интерпретацию художественного текста, как “Диалог с героем”, методы визуализации, когнитивный алгоритм “Анализ, осмысление, воображение” и “Создай сценарий для комикса”.

Внедрение результатов исследования. На основе научных результатов, направленных на формирование у учащихся навыков анализа художественных произведений в литературном образовании:

Концептуально-методические основы формирования у учащихся 5–7-х классов способности к анализу художественных произведений были обоснованы на базе ретроспективного анализа национального и передового зарубежного опыта в области литературного образования, а также нормативных документов; из научных выводов по уточнению мотивационных, когнитивных и практических компонентов как психолого-педагогических детерминант данной способности, а также ее индикаторов оценки и этапов развития были использованы при создании учебников литературы для 5–7-х классов и методических пособий для учителей (справка Республиканского центра образования при Министерстве дошкольного и школьного образования Республики Узбекистан No 01/11-6-627 от 12 сентября 2025 года). В результате возросли возможности для интенсивного использования в учебном процессе научно-методических подходов и дидактических материалов, касающихся формирования у учащихся способности к анализу художественных произведений;

Возможности восприятия художественного текста учащимися 5–7-х классов систематизированы в соответствии с их возрастными особенностями и закономерностями когнитивного развития; предложения по совершенствованию фасилитаторской функции образовательной среды на основе экспериментальных методов, а также по изучению влияния психологии подросткового периода на динамику художественно-эстетического мышления были использованы в инновационном проекте IL-402104474 на тему “Создание электронной платформы “Bolalaradabiyoti.uz” и ее мобильного приложения”, реализованном в 2021–2023 годах в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои (справка Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои No 01/4-4194 от 13 сентября 2025 года). В результате были обогащены теоретические и методические взгляды на развитие у учащихся эстетического, когнитивного, критического, структурного и историко-биографического мышления, а также достигнуто системное формирование способности к анализу художественных произведений;

Разработанное методическое обеспечение по оптимизации навыков самостоятельного анализа учащихся было использовано в рамках инновационного проекта женщин-ученых No IL-662205522 на тему “Методика применения IT-технологий на уроках литературы в 5–6-х классах общеобразовательных школ”, реализованного в 2024–2025 годах в

Национальном институте педагогики и воспитания имени Кари Ниязи. Данное обеспечение предусматривает использование генеративных заданий, визуально-семантических материалов и элементов геймификации, обеспечивающих индивидуальную образовательную траекторию на основе адаптивно-методических возможностей интеграции технологий искусственного интеллекта в процесс литературного образования (справка Национального института педагогики и воспитания имени Кари Ниязи от 9 сентября 2025 года № 01/09/355). В результате интеграции искусственного интеллекта повысилась эффективность анализа художественных произведений;

Выводы о механизмах комплексного применения в системе урочных и внеурочных занятий вариативной технологии формирования аналитических способностей у учащихся 5–7-х классов, а также инновационных подходов, направленных на интерпретацию художественного текста, таких как “Диалог с героем”, методы визуализации, когнитивный алгоритм “Анализ, осмысление, воображение” и “Создай сценарий комикса”, были использованы в прикладном проекте РЗ-202004165 на тему “Создание электронной платформы, развивающей устную и письменную речевые компетенции у учащихся начальных классов общего среднего образования”, выполненном в 2021–2023 годах в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои (справка Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои от 13 сентября 2025 года № 01/4-4195). В результате на основе инновационных методов было усовершенствовано содержание дидактических материалов, способствующих формированию у учащихся творческого и критического мышления, а также их индивидуальных особенностей в чтении и анализе книг.

Структура и объём диссертации. Диссертация состоит из введения, трех глав, заключения, списка использованной литературы и приложений, ее объём составляет 169 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
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