

## RECOMMENDATIONS FOR TEACHING PROSE WORKS IN SECONDARY SCHOOLS

(On the example of Abdullah Qodiriy's «Bygone Days»)

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**Abstract.** This article explores the teaching of prose works in general education schools, with a particular focus on the use of Abdulla Qadirī's novel "Bygone Days" in the classroom. The author emphasizes the importance of conveying the writer's personal qualities and creative characteristics clearly to students, fostering an understanding of his literary thinking, and the teacher's ability to create an atmosphere of collaboration and empathy in the classroom as key pedagogical factors. Through literary analysis and interpretation, the article outlines ways to teach the author's unique style, creative abilities, and his attitude towards moral and aesthetic values. It also examines how teaching tools such as the "Let's Read Together" technique, the Blist game, diagrams, and interactive lesson methods can help develop students' thinking, analytical, and independent reasoning skills. The article concludes that these approaches contribute significantly to students' moral education and their development as individuals.

**Keywords:** teaching methods, incentive cards, question sheets, tables, diagrams, interactive, "Let's Read Together" technique, Blist game.

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## ORTA MƏKTƏBLƏRDƏ NƏSR ƏSƏRLƏRİNİN TƏDRİSİ ÜZRƏ TÖVSIYƏLƏR

(Ə.Qədirinin “Ötən günlər” əsərinin timsalında)

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**Annotasiya.** Bu məqalədə ümumtəhsil məktəblərində nəsr əsərlərinin tədrisi, xüsusilə Abdulla Qədirinin “Ötən günlər” romanının dərs prosesində istifadəsi məsələləri araşdırılır. Məqalədə müəllif yazıcının şəxsi keyfiyyətləri və yaradıcılıq xüsusiyyətlərinin şagirdlərə aydın şəkildə çatdırılması, onun bədii düşüncə tərzinin mənimsədilməsi və müəllimin sinifdə əməkdaşlıq və empatiya mühiti yaratmaq bacarığı kimi mühüm pedaqoji amillərin əhəmiyyətini vurğulayır. Ədəbi təhlil və interpretasiya vasitəsilə müəllifin özünəməxsus üslubunun, yaradıcılıq qabiliyyətlərinin və mənəvi-estetik dəyərlərə münasibətinin öyrədilməsinin yolları göstərilir. Məqalədə “Gəlin birlikdə oxuyaq” texnikası, blist oyunu, diaqramlar və interaktiv dərs metodları kimi tədris vasitələrinin tətbiqi ilə şagirdlərin düşünmə, analiz və müstəqil fikir yürütmə bacarıqlarının inkişafına necə nail olmağın yolları nəzərdən keçirilir. Sonda bu yanaşmaların şagirdlərin mənəvi tərbiyəsinə və şəxsiyyət kimi formalaşmasına xidmət etdiyi nəticəsi çıxarılır. **Açar sözlər:** Tədris üsulları, həvəsləndirici kart, sual vərəqi, cədvəllər, diaqram, interaktiv, “Gəlin birlikdə oxuyaq” texnikası, blist oyunu.

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CC BY 4.0. Müəlliflər açıq şəkildə öz əsərlərinin müəlliflik hüquqlarını təsdiq edir və jurnala Creative Commons Attribution 4.0 International (CC BY 4.0) lisenziyası çərçivəsində ilk nəşr hüququnu verirlər. Bu lisenziya, əsərin bu jurnalda yayımlandığı və orijinal müəlliflərə istinad edildiyi halda, onun sərbəst şəkildə digər şəxslər tərəfindən yayılmasına icazə verir.

## **Introduction / Giriş**

In general education schools, there is a tendency to teach the works of a large number of writers and poets, rather than studying a few in depth. In our view, it would be more effective to reduce the number of authors covered and instead focus more deeply on the masterpieces of those who have made significant contributions to the development of Uzbek literature. The life and works of Abdulla Qodiriy are currently taught in grades 5, 7, and 9 in general education schools. However, we believe his work should also be introduced at the primary school level. For example, in first grade, students could be introduced to wise sayings and short excerpts from the writer's works. If age-appropriate and worldview-relevant texts are introduced in subsequent grades, students will not only become familiar with Abdulla Qodiriy, but also develop a deeper and more meaningful understanding of his literary legacy.

## **Main part / Əsas hissa**

In the literary education of secondary schools, the study of prose works has its own goals and objectives. In this regard, it is worth recalling that A. Zunnunov's manual "Methodology of literary work analysis" [Zunnunova, 1989] highlights the different aspects of analysis in grades 5-9 of secondary schools, the fact that expressive reading is an active method of mastering a literary work, and the use of visuality in analyzing works. In this regard, the goals and objectives of literary analysis in different grades differ. However, in addition to specific situations, there are also general situations in the study of a literary work. The author of the textbook emphasizes that when engaging in literary analysis, the following are required of the teacher:

- a) organize the lesson;
- b) identify methods for developing students' emotional awareness and developing their reading skills [Zunnunova, 1967].

After all, educational links are of particular importance in improving the capabilities and abilities of the younger generation. Education is also a necessary aspect in finding a place for the younger generation in society. After all, spiritual youth are the wealth of society.

During the period of independence, the science of literature teaching methodology proved that only through an approach based on new principles to the problem of teaching the life and work of a writer can the image of a creative person be revived in the eyes of the reader. After all, interpreting the image of

a creative person in a wide range with its complex, contradictory, and hidden aspects related to his psyche is an extremely difficult process. When a creator creates his works, it is natural for him to express harmonious features, feelings, and experiences in the image of the human figure at the center of his work, in the image of the spiritual world of the image. The skill of a creator is also determined by the extent to which he can truthfully portray the human soul. A creative person is unique in his or her ability to discover the landscapes of the human psyche in a unique, unique way. Each person with a talent has his or her own spiritual world, beliefs, personal qualities and qualities, way of thinking, and the uniqueness of the way of being influenced are the characteristics that determine his or her image as a creative person. It is precisely in accordance with these aspects that creative people create examples of creativity in literature as owners of their own style [Yuldoshev, 1995].

Literary education has always focused on the upbringing of a role model by reviving the personal qualities and image of a creative person in the eyes of the reader through the teaching of the writer's life and work. Little attention has been paid to the processes related to the study of the artistic thinking style characteristic of a particular creator, the teacher's skill in creating a state of empathy and sympathy with the writer's experiences. This process is studied in all its complexities. The ways of using literary analysis and interpretation in teaching the unique characteristics of a creator as a creative person, his talent, skill, and unique style are highlighted. By identifying ways to enhance the aesthetic taste of the reader, to understand the essence of the events that occurred in the writer's psyche while creating the work, and to revive his feelings in the reader's heart, it is possible to create a specific feeling and thought, point of view, observation, discussion, and attitude in the reader. These characteristics serve to form the spirituality of young people with their own independent thoughts and points of view.

Style is the essence that shows uniqueness, identity, the image of the artist, his point of view, and his skill. Therefore, in today's literary education, the central link in teaching the life and work of a creative person should be the analysis and interpretation of his unique style. The unique style of a writer is the «key» to studying his unique artistic world. By teaching the life and work of a writer based on effective educational methods, it is possible to encourage and inspire the student to conquer the level of a creative personality by revealing the unique characteristics of the talents who created the artistic world; because, to make the student understand that the artists of the word have earned the honor of this country by being sympathetic to the problems of the country and truthfully depicting the dreams and hopes of the people; By making sure that the artist's

image, unique spirit, and colorful experiences in his heart are naturally reflected in works of art created with the warmth of talent, it is possible to form a sense of empathy for the creator in the student. In a word, it is possible to educate young people who aspire to creativity, goodness, and beauty, to awaken in them a sense of admiration for mature people, and to raise individuals with a bright soul like the artists of the word who have earned the respect of the people, and these are the issues that constitute the goals of our research work and determine its relevance. Literary analysis and interpretation are the most effective methods that the teacher relies on in this process.

In the 9th grade, it is advisable to organize an introductory lesson before studying the novel “Bygone Days” based on these goals. In such an introductory lesson, the tasks set out in the curriculum will be partially solved:

- Abdulla Qodiriy is the founder of Uzbek novelism;
- Abdulla Qodiriy’s services in establishing the realistic method in Uzbek prose;
- The role of the novel “Bygone Days” in the spiritual life of the nation in the 20th century;

So, when covering issues such as the creative history and fate of the novel, the teacher will read some excerpts from the treatises and articles about “Bygone Days” by literary scholars O. Sharafiddinov, U. Normatov, N. Karimov, the lesson will be more meaningful. It is also useful to cite interesting information from the historical documentary works of Abdulla Qodiriy’s son Habibullo Qodiriy «About My Father» and the poet Shukrullon «Those Buried Without a Shroud».

So, as teaching materials, a literary album dedicated to the life and work of the writer, press materials, and works of literary scholars are selected. They are neatly displayed in the classroom and presented to students.

The novel contains images of representatives of various social groups. It is no secret that creating an image is a complex process. Each image is the embodiment of historical, life events and artistically woven facts. Otabek, Yusufbek Haji, Mirzakarim Kutidor, Ziyoy Shahichi, Homidlar - representatives of the state and merchant environment; Azizbek, Musulmonqul, Khudoyorkhan, Otabboy Kushbegilar - representatives of the ruling class, and while creating these images, the writer relied on real prototypes and historical chronicle material; Usta Olim, Hasanali - from the class of citizens, while the images of women of diverse character: Kumush, Aftob Ayim, Khushroy, Uzbek Ayim required a lot of skill from the writer to illuminate the image, and it must be admitted that the writer managed to do it.

Now, we will give an unconventional lesson plan directly related to the topic of “Bygone Days”:

Lesson Objective: To explain the essence of the work to students by analyz-

ing the images and plot elements of A. Qodiriy's novel "Bygone Days".

Lesson Objective: To test and consolidate the students' knowledge of the work "Bygone Days".

Expected Result: To draw students' attention to Uzbek national traditions, to instill the qualities of courage, loyalty, and kindness, to form respect for parents - to raise a child in a healthy and well-rounded way.

Lesson Method: Non-traditional, discussion.

Lesson Equipment: Portrait of Abdulla Qodiriy, novel "Bygone Days" and other books, computer, projector, explanatory pictures, prompt cards, handout of questions, tables, diagrams.

Teaching methods: Interactive, "Let's study together" technique, flashcard game.

Requirements for the lesson: Mutual respect; expressing opinions freely and fluently; listening to and respecting the opinions of others;

Form of work with students: Working in groups.

#### **"LET'S READ TOGETHER" TECHNIQUE**

Studying together: the study group is divided into small groups. Each small group is an expert in one area of the subject being studied and teaches the others.

Structure of the process of organizing work in groups when using the "We study together" technique:

1. Groups of 5–6 students are formed, they are given names based on the suggestions of the students.
2. Each group is given one task - a part of the general topic, on which the entire study group will work, and they are presented with expert sheets.
3. A general task is distributed within each group.
4. Everyone completes the task individually.
5. Mini-reports of all group members are listened to. They form the general result and prepare it for presentation.
6. The leader presents the results of the group's work.

#### **Rules for working in groups**

Listen carefully to the questions.

Take an active part in the group work, approach the assigned tasks responsibly.

If you need help, of course, ask.

If you need help, of course, help.

Everyone must participate in evaluating the results of group activities.

We need to know for sure:

A. We learn by teaching others.

B. We are in the same boat: we either sail together or sink together.

Students will understand that Abdulla Qodiriy's writing talent and artistic potential are manifested in the novel «Bygone Days» during the process of analysis and interpretation. At the same time, students should pay attention to the fact that the writer achieved his goal in the novel «Bygone Days» by transferring traditional literature and folk artistic thinking to a new style - a realistic narrative method [Tokhliev, 2001]. It would be appropriate to reveal with vivid examples that Abdulla Qodiriy's unique writing edge wisely understood the need to create a new one that was in line with the times instead of an outdated means of expression and turned to a new form - the novel genre. In short, it is necessary to instill in students' minds that the novel «Bygone Days» is an epic of its time that has entered a new form. Teaching this in various interactive methods, in particular, using the «Let's Read Together» technique, the blister game, and the zig-zag method, teaches students to work and think for themselves. Therefore, we will first analyze the writer's novel «Bygone Days» using the «Let's Read Together» technique below.

#### **Assignment No. 1**

What is the history of the complex events that took place in the novel «Days Past»?

#### **Task No. 2**

Compare the writer's skill in creating images using the images of Kumush and Aunt Jannat as an example.

#### **Learning task No. 3**

Read the plate depicting the silver portrait and find the means of artistic depiction.

#### **Assignment No. 4**

What colors did Kadiri use to depict the hero's face and clothes when creating the portrait?

#### **Assignment No. 5**

Was Otabek right to bow down to his parents' approval? What would you have done in his place?

## BLIST GAME

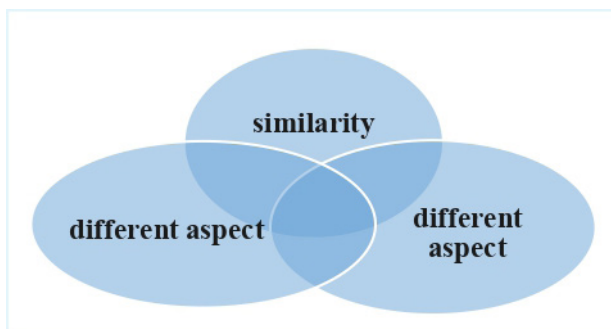
A blister game designed for students is distributed to each student individually.

Rules of the game: The questions are placed in the boxes under number 1. The student's answers are given in the boxes under number 2. In this case, the student puts "+" signs for each correct answer and "-" signs for each incorrect answer. In the boxes under number 3, the correct answers given by the teacher are marked. In this case, the "+" and "-" signs are also used. In the boxes under number 4, a grade is given for each correct and incorrect answer, and these grades are placed in the grade column allocated for the answer.

Do you know Abdulla Qodiriy's novel "Bygone Days"?:

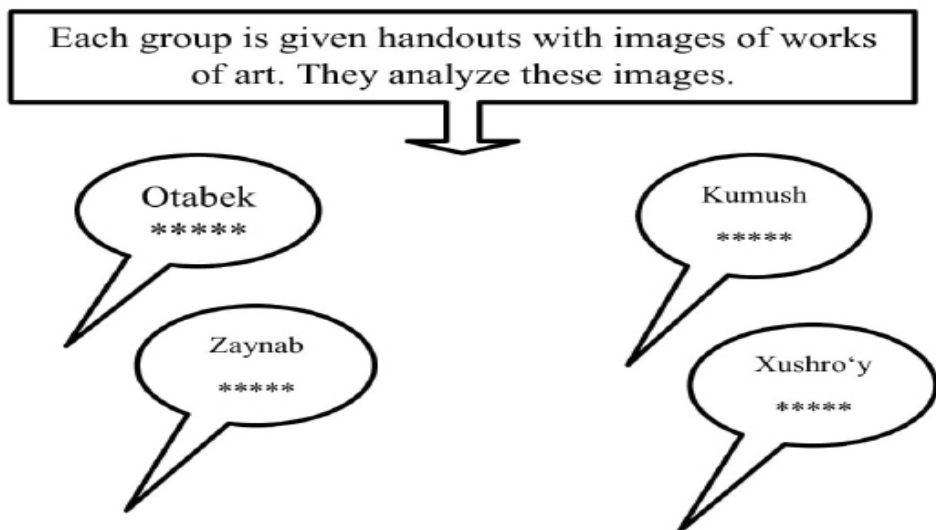
1	2	3	4
Questions	Student's answer	Correct answer	Mark allocated for answer
Genre of the work			
Style			
Construction of the work			
Components of the work			
Images			
Language of the work			
Nature image			
National mentality			
Character			
A matter of skill			

**Students will focus on the similarities and differences between Kumush and Zaynab.**





### Questions to activate students:



The groups work in unison. Then the group leaders come out and present the assignment.

It is appropriate to study the expression of the national spirit in the novel “Bygone Days” by Abdulla Qodiriy. “Bygone Days” is an epic of its time that has entered a new form. It is said that in the development of the literary aesthetic thinking of mankind, myths, epics, and novels emerged from the foundation of myths. We see the same situation in the novel “Bygone Days”. Although the events of the novels “Bygone Days” and “Scorpion from the Altar” superficially resemble love stories, at their core lies the fate of the Motherland, the sorrow of the Motherland.

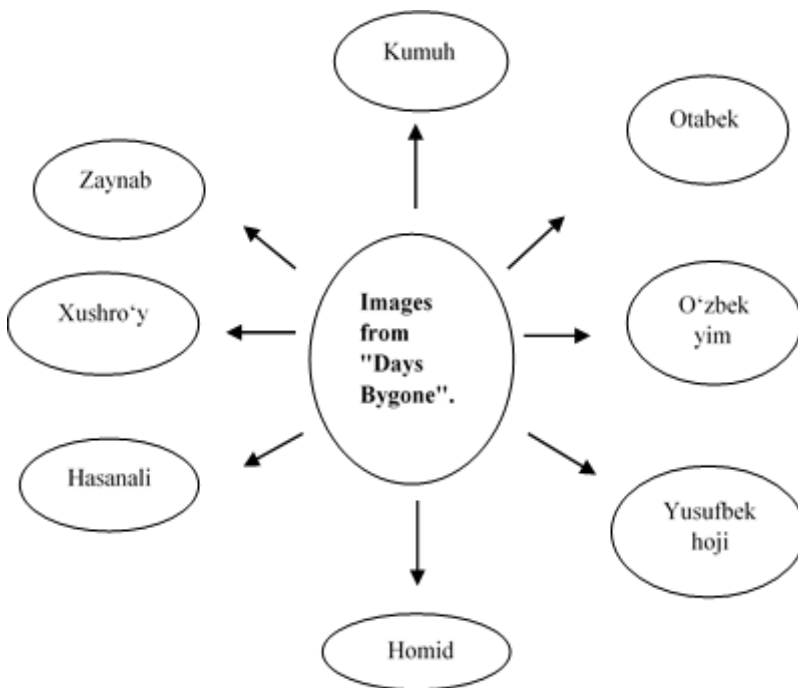
The scope of meaning and content of “Bygone Days” is wide, it reflects various social and spiritual problems. The novel «Bygone Days» clearly and vividly depicts the life, state of mind, spiritual world, wealth, and image of our people in a specific historical context, and shows the worldview of the people. Uzbek customs and traditions, family formation, household management, hospitality, husband-wife, father-child relationships, weddings and funerals, various gatherings, joyful and enjoyable moments, dramatic and tragic events, experiences, great socio-historical events of life and death significance, from the life of the horde to the lives of ordinary poor people, people of various classes, their worries and joys are embodied.

A. Kadiriy’s novel “Days Past” glorifies pure love. In the novel, the writer

finds and describes the intelligence and generosity in the hearts of good people, the feelings of love and respect between them, love for each other, sincerity, love - loyalty, and selflessness. The names of great scholars and poets of the past are mentioned with respect in the novel. Yusufbek Hoji's "Boburnoma" and Otabek and Kumush's love for Fuzuli's ghazals are especially emphasized.

Speaking about the heroes of the work, we will witness that the names given to them also have a unique symbolism. If we look at the Mirzakarim family of kutidor, the images of Oftoboyim and Kumushbibi also have a unique character. It is appropriate to start the lesson by using the "Networking" method. Through this, students will form their understanding of the novel "Days Past".

Using the "networking" method, the characters of the novel "Days Past" are described. While describing each character in the novel using the "networking" method, students not only learn to think freely, but also, based on their characteristics, reveal that nationality is not an external sign, but also an internal state based on analysis.



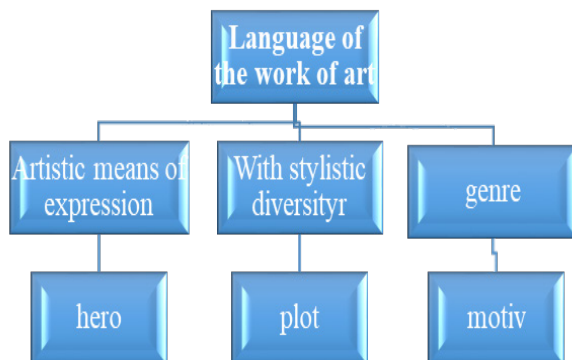
The novel "Bygone Days" is distinguished by its very vivid reflection of the national spirit. This is especially true in the places where the relationship between Otabek's parents and the godfathers and sons-in-law of Kutidor and Aftob is

described, where the way of thinking and feeling that is unique to the Uzbeks is beautifully shown.

The students are shown clips from the film “Bygone Days” on the monitor. The students are shown clips depicting the conversation between Yusufbek Khoji and Otabek, and clips depicting Kumushbibi’s respect for her parents-in-law. After that, the students’ comments on these clips are listened to and filled in. Since the system of images is studied from the perspective of nationality, it is necessary to pay attention to revealing the issues of conflict between images, collision between society and the individual [Keldiyorov, 2001].

Through this, the national character of the novel “Days Past”, in particular, the subtle, inconspicuous aspects of people, are clearly manifested. The issue of nationality in literature has always been the focus of attention and research of literary critics. It is not for nothing that “Days Past” is recognized as the first Uzbek national novel. The fact that the national characters and national spirit are reflected, skillfully using the possibilities of the Uzbek literary language; the fact that he managed to describe the scenes of national life, customs, and aspects of morality from the perspective of national culture is a great creative achievement of the writer [Mirqasimova, 1995]. It is clear from the very beginning of the work that the writer set as his main goal the introduction of the national spirit inherent in Uzbek folk oral creativity and classical literature into the novel genre. In his work, the writer embodied the national way of life, everyday life problems by reflecting the national spirit and national thinking, and managed to revive such characters as Otabek, Kumush, Mirzakarim Kutidor, Yusufbek Haji at the level of national characters.

It should not be forgotten that another factor that ensures the national character of the novel is the language of the work. Therefore, when analyzing the novel, along with studying the characters of the work, attention should be paid to the language of the literary character.



So, through this novel of the writer, based on the “image of the author” in it, one can understand his attitude to his time, his views on the problems of the time. Through his novel, the writer artistically explored not only the historical period and everyday issues related to the life of that time, but also national problems based on his own attitude to human love and family building. He managed to show the influence of traditions, customs, national morality, etiquette, and culture that grew up on national soil on the spiritual world of people and that this nationality provided their spiritual beauty in the form of heroes who correspond to his views. We vividly feel that each nation differs from other nations with its national values, unique national thinking, and way of life in the form of Otabek, Kumush, Qutidor, Yusufbek Hoji, Uzbek mother, and Aftob mother.

We turn to the novel as proof of our opinion: “– My son, have you heard yet, tell me, we have done something to you...”

Otabek, as is known, certainly knew about their “doings or plans.” Even so, he pretended not to know:

“The actions of wise men towards their sons are certainly not unacceptable,” he said.

Through this answer given by Otabek to his father, we can clearly see his respect for his parents and the unique Uzbek mentality.

Or let us pay attention to the following situation when Kumush was lying sick before his death, when his father-in-law Yusufbek Khoji entered: “He opened his eyes and looked at him, recognized him... and wanted to move.” The modesty and modesty typical of Uzbek girls are reflected in this passage.

“...Serve your father-in-law and mother-in-law, do not withhold good, especially do not miss your daily companion...”

These advices given by Otaboyim’s daughter to Kumush are relevant not only for that time, but also for the present day. These words of advice from Mother Aftab reflect the beautiful oriental upbringing that Uzbek mothers give to their daughters.

The Uzbek people are hospitable, hospitable people. In his work “Bygone Days”, Abdulla Qodiriy skillfully described the sense of hospitality inherent in our people:

“...The Uzbek mother, having called several of the neighboring wives to the house, and having everyone in their places, made her yard as bare as if it had rained. But she had her house cleared, the carpets were spread, everything was prepared for the feast of the gods, and she tied a goat to the pole of the aul to keep them fed until they arrived” [ Matchanov, 1998].

It is necessary to increase their activity by distributing handouts to students. The following questions can be asked:

1– Task

Abdulla Qodiriy attaches special importance to the speech of some characters in order to show their uniqueness. Show this with specific examples.

2– Task

The depiction of the mental state of the characters in the work takes precedence. Identify the most characteristic of them, those reflected using portraiture, and explain them.

Task 3

How can we explain the comments about Kumush, Otabek, and Yusufbek haji that they are “painted” and “heavenly beauties”? Do you think that this assessment can still be maintained today?

Task 4

Why did the author choose the names Yusufbek haji, Uzbek mother, Otabek, Mirzakarim kutidor, Oftoboyim, and Kumush for the main characters of the work?

Task 5

“One of these two people was a young man of about twenty-five years old, short in stature, with a full face, a little beard and mustache, and was the son of Rahmat Otlıq, a wealthy man from Margilan called Zıyo Shahıchi. The other was tall, dark-skinned, with a dark beard and a thin beard, and was thirty-five years old. This young man was a good statesman, but for some reason his fame was not due to his wealth, but rather to the title “Homid the womanizer.”

What can you say about the style and skill of the writer Abdulla Qodiriy based on the portrait taken from the text of the work in your hand?

Task 6

“A young man with a serious nature, a magnificent figure, a handsome and fair face, handsome black eyes, well-proportioned black eyebrows and a recently shaved head. So, this room was enough to attract attention both in terms of its building and furnishings, and in terms of its owner. In some kind of fantasy, this young man who sat down was the son of the famous Tashkent nobleman Yusufbek Haji - Otabek.”

Why did Kadiri strive to create portraits of diverse characters from the very first page of the novel?

7th task

Can you explain why dark (darker) colors dominate in describing the appearance and psyche of the characters (Homid, Sodıq, Jannat)?

8th task

What colors did Kadiri use to depict the character’s face and clothes when creating the portrait?

Task 9

What do you think the author used the image of nature in the novel for?

Task 10

What aspects of the character of Otabek and Kumush did you learn from the letters written by the two lovers?

In conclusion, the main goal of the handouts is to develop creativity, independent thinking, and the ability to correctly and fluently express creative ideas in oral form in accordance with the circumstances of the speech, therefore, it is necessary to appropriately use advanced educational methods and tools that serve to develop students' thinking skills and logical thinking. The effectiveness of this process depends on how the teacher-student-teaching materials and tools are organized in each lesson.

### Conclusion / Nəticə

Since one of the leading goals of literary education during the independence period was to raise the morale of students, this article is an example of our attempt to develop creativity and creative qualities in young people through teaching information about the life of a creative person, and to cultivate students' love for science, art and literature under the influence of exemplary qualities inherent in the creative person.

**Relevance of the article.** In grades Y-IX of secondary schools, we tried to study the life and work of Abdulla Qodiriy, that is, to teach his biography and the story «Uloqda», the novels «Mehrobdan shayon», «O'tkan kunlar» as much as possible in a style characteristic of the methodology of teaching literature. In this sense, literature teachers need to master the skills of interpreters. Through literary analysis, the essence of the literary text is explored, and as a result of developing analytical skills in students, they develop the ability to study the unique artistic world of the creator.

**Scientific novelty of the article.** By studying the works of Abdulla Qodiriy, we observe that he embodied certain aspects of life in his works of art, that the writer's views, knowledge, consciousness, feelings, character are reflected in the heroes of the work, their actions, struggles and aspirations. At the same time, by looking at them as a spiritual factor, it is possible to make education interesting and increase its effectiveness, and to raise the spirituality of students by teaching them to feel the warmth of the writer's heart, feelings and spirit.

**Practical significance of the article.** A work of art is presented as a whole through literary interpretation, and the reader is helped to understand the essence of the images. It is important for the interpreter-teacher to guide the reader to reason, logically, and consistently about the work of art. The more passionate, attractive, and warm the interpretation is, the more effective it will be. Interpretation is not only a means of guiding the reader to read, master, and analyze the

work of art, but also helps the reader to vividly imagine the image of the creator, to perceive and understand the essence of the creator's beliefs, his point of view, and the unique aspects of his artistic thinking. At the same time, the introduction of advanced pedagogical technologies into literary education, the use of designed lesson plans, interactive, «brainstorming», «cluster», «discussion», «let's read together» techniques, blitz games, and problem-based learning methods such as the zigzag method are highly effective in teaching the life and work of writers.

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