

How to Teach Readers to Analyze and Interpret a Work of Art

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In literary education, the study of methods of analysis and interpretation of a work of fiction is important. Improving the aesthetic taste of the reader; By identifying how to "recreate feelings in the reader's heart," you can create a certain feeling and thinking, accurate consideration, discussion and attitude. Based on the image of a writer who "assimilates the text through literary interpretation, expresses his feelings in the eyes of the reader," we can reflect on what the work of art is and how it works.

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1. Introduction

Style is uniqueness, originality, artistic appearance, accurate look, skill. Therefore, in modern literary education, the central link in the study of the life and work of the artist should be the study of his unique style. Literary analysis and interpretation are the most effective methods on which the teacher relies.

The study of the artist's unique style is one of the main problems not only of literary criticism, but also of literary criticism. The study of the role of analytical methods and methods of interpretation in literary education based on works created by the artist also plays an important role in understanding the essence of literary criticism, literature as a vocabulary. Because creative individuality is the main criterion for the artistry of the artist. In addition, the leading principles of development in the literary process are manifested in individual creativity.

In literary education, an important educational necessity is the coverage of such features of artistic creativity. In the process of studying the works created by the artist, literary analysis and interpretation are effective in order to embody his creative image in the eyes of the reader. If with the help of literary analysis you can penetrate the essence of the text, explore the semantic layers and determine the artistic tasks assigned to words and melodies, then with the help of literary interpretation you can revive the content of the work. Interpretation is a logically based, consistent reflection on a work of art. In the process of interpreting the work, special attention is paid to its features. The more passionate, attractive and warmer the interpretation, the more surprising it becomes. The mastery of the literature teacher plays an important role in improving the content of education.

2. Literature analysis and methodology

A number of scientists in their research, scientific treatises and methodological works emphasized that when studying the life and work of a writer, it is necessary to rely on the methods of literary analysis.

G.A.Gukovsky "Study of a literary work at school" In the book *What Does the Bible Teach?* The scientist also expressed his opinion that modern methodology is developing, relying on the experience of the history of literature, the theory of literature and literary criticism. Any literary analysis proved that the synthesis of this triad should be aimed at revealing the secrets of art.

In his book "Study of a literary work at school" G.A. Gukovsky proved by a number of examples that the formation of literary analysis skills among students depends on the level of modern literary knowledge and creativity of a literature teacher. The scientist also expressed his opinion that modern methodology is developing, relying on the experience of the history of literature, the theory of literature and literary criticism. Any literary analysis proved that the synthesis of this triad should be aimed at revealing the secrets of art.

As you know, literary criticism differs in different classes. However, when studying a literary work, in addition to personal ones, there are general cases. When entering into artistic analysis, the authors of the textbook emphasized that the teacher is required to:

- a) organization of classes;
- b) to develop the emotional activity of students, to develop the skills of reading works;

This tutorial recommends that you study analysis in two forms:

1. Directional, figurative analysis on selected parts;

Detailed analysis of the work.

In high school, we recommend using two more types of literary analysis: analysis conducted against the background of problems of public life and the literary process (for example, analytical analysis reflecting in Uzbek poetry a sense of struggle for national independence and identity), and creative analysis conducted within a specific topic (such analysis often happens "based on works received by students on their own")

"Methodology of teaching literature" the content of school literary analysis in literary criticism, the use of analysis methods in it, the following considerations are justified:... " When teaching literature, the teacher pays attention to correctly interpreting the artistic phenomena of literary criticism and the work of the writer. To do this, in the process of teaching, he analyzes the literary text, relying on the methods used in literary criticism, relies on the methods of literary criticism in practical experience, uses the following acceptable methods to determine the main goals, ideas and intentions of the writer:

Historical, social, literary comments.

Study of the composition of a work of art.

With the help of methodological observations carried out on the work, the ability to recognize the pictorial means used by the author, the folk proverbs used, phrases and their essence and features in the work.

Comparing the characters of the work with people like him will help to understand the essence of the work.

Comparing two works of art that differ from each other allows a wider representation of the writer's creative style in working on words.

Comparing one work with another will help achieve different goals. This method allows you to better understand the style and worldview of the writer.

In grades 5-9, comparing the works of several writers or components of a work (landscape, portrait) with parts of another work allows you to identify in them morally, spiritually and spiritually different from each other or similar features.

3. Results

Literary interpretation includes three stages: "at the first stage, the teacher sends the reader to read the text of the literary work, to understand its content."

In the second stage, with his warm performance, he helps the reader to feel his artistic attractiveness even deeper, even bringing the work to the level of a spectacle performed on the stage of the heart. Thus, the teacher manages to recreate the feelings of the writer in his heart. Voluntary sincere sympathy for his student is carried out through literary interpretations.

The text reflects the temperature of creative feelings. Therefore, it is very important that the reader understands what is written on the heart in the text. As a result, the reader has certain feelings, thoughts, and feelings. Therefore, it can be said that the "literary interpretation" is to reflect on what is "expressed in the eyes of the reader."

It's all about the ability to interpret the teacher with such attention. When a work of art is absorbed perfectly, the writer's feelings are consonant with his feelings. Only then can we proceed to the third stage of interpreting the work. Interpretation is carried out through targeted and large-scale analysis. At this stage, the students "feelings terms and rely on their judgment. When conducting a targeted analysis from the point of view of a specific problem in a work of art, the attention of readers will be drawn to its significance. There is a work of art that is a

product of the artist's work. The Creator has always been "a unique person, a force capable of creating his own universe. The work of art reflects the spirit of the artist, his condition, the contradictions between the environment and himself. A beautiful, mature work of art is a reflection of the writer's unique world: it can be studied superficially and absorbed deeply. Only deep artistic analysis will allow us to study the aesthetic features of a work of art. This unique work will be covered in a literary interpretation.

Cher is rhythmic speech created as an expression of feelings. Rhythmic means of regulating poetic speech are rhythm (consistent and uniform repetition of contacts) and rhyme (consonants at the end of verses). But speech is also subject to the language of conversion and the laws of conversion. The speech also contains additional laws that should be observed based on their nature. The expressions characteristic of poetry are imbued with a deep and exciting meaning, and only when they fully realize that they "bring joy to the student," strengthen his memory, give him a wealth of speech, and make it possible to understand the imagery of a work of art. A lack of understanding of the meaning of a verse makes reading or memorizing it a boring experience. Because students cannot pose in character, they will not memorize poetry. While preschool teaches children to memorize poetry, many who graduate from high schools can't even recite it by heart. This is not only the fault of the students, but also of the teachers. Students cannot help but understand all the verses that are recommended for study in the classroom.

Therefore, literature teachers should seriously think about methods and ways to familiarize children with literature, including poetry. First of all, the theoretical knowledge associated with the analysis of lyrical works should be absorbed by the teachers themselves, and then they should think about how to convey them to students. When solving this problem, it is necessary to be guided by:

I. Teach the student "expressive reading" of the work.

During reading, the reader gets acquainted with the content of the work. It is very important that the teacher, expressing it exemplarily, can feel it. Because when analyzing it, it turns to its artistry. When reading enriches emotions and lowers the mind, analysis helps to understand the meaning of the text more deeply. When organizing literary lessons, the teacher aims not only to study a specific work, but also relies on the laws of literary criticism, logic, linguistics, spirituality, didactics, art and philosophy related to artistic creativity. The solution of the following issues is provided:

Preparing students for the analysis of the work, clearly defining the purpose and content of the analysis.

Scientific and methodological correct organization of work. (Development of a system of distribution of lessons and tasks taking into account age, psyche, level of knowledge, student sensitivity and based on the requirements of educational analysis).

Selection of analytical methods by means of preliminary accurate design of knowledge and skills acquired by students.

Cher is not just an expression of well-known events in everyday life, but the result of emergencies, vivid emotions and exciting thoughts. It can be compared to music as it "values thought." Lyrical poetry is an amazing, rich in artistic colors, personifying the spiritual world

generated by human experiences and unity. We can penetrate this world only through reading a poem: through the projection of artistic colors, the perception of artistic taste, through the perception of feelings and emotions imbued in images, we can penetrate the poet's heart, feel excitement, and so on. "

The smiling full moon,
The cloud is as light as a dream,
The moon is a slave's wedding,
The cherry tree rustles.
Like a hard mirror,
It spreads across the pool
If I bend over, it's full
I came out myself.

"Full moon" in the sky, light clouds, cherry fruit, a solid playful revolution of the moon. When the lyrical heroine, following this amazing beauty, goes down to the pool, she says: "I got out myself." Now try to understand what is happening on this earth. The oil-covered lawns glisten like "a thousand stars" at night. The poetess says: "I swim on the ground, splashing branches and flowers. The leaves resemble floral embroidery and the leaves resemble floral embroidery. In a figurative metaphor, he describes the lake, in which "rainwater accumulates," as "forgotten by the flood of the lake, the fracture of the moon." "Every shadow is full of mystery." The hero's heart is filled with bright desires and good feelings. Figuratively saying: "Who is in my arms? A face attached to the sky."

II. Therefore, in the process of literary analysis, it is also necessary to give students the necessary theoretical knowledge.

III. In textual analysis, the teacher needs to explain the importance of artistic means, such as "copy, exaggeration, metaphor," in addition to the proper and figurative meaning of words. We compare artistic works, analyze the work by its structural elements; integrated analysis method; analyzing the work based on the image and image of epic or poetic thinking; From our own experience, we have seen that methods such as analyzing the artistic features of a work based on text are the most effective.

Moving - standing (revitalization)

Full moon, (comparison)

Cloud is a light semblance, (comparison)

A foal on the moon's irrigation canal (figurative transfer).

On the cherry rustles (creating synecdoche through repetition of words)

Like a whole mirror.

It spread out in a pool (revitalization),

Full of curves (forming figurative thinking)

I came out on my own. (using the art of animation and conformity)

4. Discussion

In the scene depicted by the poet, the lyrical hero is focused on the moon, illuminating all night. Both the moon in the pool and the stars. When he leaned into the pool, the poetess artistically used the inner order and tonality of the words depicting the reflection of the hero in the water. The meaning and image are artistically harmoniously combined: "shig'il-shig'il," "build-build," "min-min," "fragment-fragment." The teacher can connect the type text to self-analysis of readers on the following lines of the poem. To do this, students need to ask a number of questions and assignments:

Explain the figurative expressions in the line "Broken moon like overflowing lakes."

The third paragraph provides illustrations used in the verses.

Have you followed a clear night? Did you witness what was in the poems?

Upon completion of the independent practical work of the readers, the analyzed work of Zulfiya provides a final conclusion about the features of lyric poetry:

In the course of studying poetry, it was found that lyrical works affect the feelings of readers. The author, who embodied the lyrical image of the hero, transferred his experiences to the spirituality of the poet. Thus, lyrical works teach us to "feel others, to understand their heart and suffering." As a result, we become sympathetic, like-minded people. This is evidence that fiction is science. And samples of artistic creativity are a powerful means of enriching spirituality, worldview and human spirit. Therefore, students with a high level of reading skills will have a high aesthetic taste, and they will have the opportunity to think independently. After all, a person of creative thought, regardless of what profession he has, always lives by the desire to create and discover for himself, is one of the most active, creative personalities of our society.

In the process of studying Zulfiya's work in a school textbook, these educational and educational goals can be carried out in other ways, students can be provided with additional information using the literary and art album "On the Life and Work of a Poetess." Before analyzing poetic works in a textbook, it is appropriate to analyze the uniqueness of the creative style.

What is Sharia? While some poets believe that poetry is born of tremendous feelings, some artists believe that poetry is an artistic depiction of suffering and suffering, harmony and joy. How would you describe that expression? How do you understand that human thoughts, feelings and attitudes towards the world are revived through artistic words?

Reading the poems of the poetess Zulfiya, we feel different experiences, because thoughts and feelings are alive in them. Therefore, we can "see mental images" that correspond to tender music. Fine paints are dominated by white and wet pink nature lines. Before our eyes, the lyrical hero manifests himself in experiences related to the image of nature, and we feel that his heart is filled with warm feelings and beauty.

The poet's poems, dedicated to the memory of Hamid Olimjon, are especially touching. Tender melodies imbued with an image of nature are depicted in white colors; "the howls of human pain, pain and suffering" gradually turn yellow or dark. In the hands of the lyrical hero, blooming flowers, a black cloud illuminating light, a young sky and white clouds that cannot withstand female suffering carry symbolic meanings.

We cried over you on this day

Did you come?

lyrical experiences.

Thus, Zulfiya's poems describe the image of a person going through difficult life trials, his experiences, feelings, sufferings, which prompt the reader to understand what the general feelings of a woman, mother and heart are.

The teacher can read in the textbook information about the life and work of Zulfiya, remind the poet of the thoughts of Mirtemir and Abdulla Qahhor, as well as fully bring his image to life.

Is it possible to determine the characteristic features of the poetess by her portrait on the board? What does the horg that looks at the poetess say? Hearing the answers of students to questions, you can find out how "spring came." Cher's analysis addresses problematic issues. The spring image recorded in the first paragraph of the verse indicates that the world has become beautiful. The spring appearance of velvet valleys and hills will come to life before our eyes. But where's the spring teapot, the poet's favorite song? They looked for him even in a quiet wind, but, not finding him, he hit his head on the mountains and threw stones into the streams.

Then he walked into my bed

on behalf of Hulkar and Omon.

On my caked cheek

He slowly informed me.

Please note: wind entered the room, buried in multi-colored vests. However, when he saw the young men who had pain from the hijra on their cheeks, the red turned yellow. These are not simple tears, but tears of bitterness, which have become tears of bitter fate, which symbolize the suffering of the female heart.

The poet, holding on to the foothills of the wind and flying to the grave, does not believe that he died. The state of the poetess, who conquered the tombstone and bowed before the bitter truth, is comparable to the unstable wind of Shabbat. While the lyrical hero wept with tears in his eyes, the wind bowed in all directions and "did a lot of flowers." As a result, the poetess and her suffering are transferred to a spring state.

The teacher, together with the students, will analyze the similarities in the verses, the method of conversion, the resurrection ("Grabbed you by the collar of winter..."), images and situations in artistic colors and complete practical work on questions and tasks in the textbook. Zulfiya's leading features emphasize her individuality and creative qualities.

Reflecting on the questions leading to the analysis, the teacher pointed out that the poetess

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explored the human person and that spring made changes in her psyche, awakened feelings, looked for breadth, looked for spring breathing day, night, day, and good wishes. This is appropriate. " After all, when natural beauty penetrates into the spirituality of a person, "miracles are performed," and the heart, desires and feelings of a person become pure. Artistic colors characteristic of Zulfiya testify to her view of life, attitude towards people.

We know that in all areas of continuing literary education, it is required to prepare students to work on the text, taking into account their age characteristics, level of knowledge and interests. After all, the main task of literary education is not just to read samples of literature, but to penetrate their spirituality, the world of magic, to feel and understand.

5. Conclusion

In ensuring the effectiveness of literary education, along with modern interactive methods, the role and importance of advanced and effective, designed lessons is increasing. Studying the content of the text using literary analysis; If you learn the art imposed by words and melodies, then through the literary interpretation "student" will be able to revive, feel and present all this. The student interpreter directs the student to think about the work of art. It helps the reader understand the essence of the work and draws the reader's attention to its features. The more passionate, attractive and warmer the interpretation, the more surprising it acquires. Interpretation is a means for the reader to read, assimilate and analyze works of art. For a literature teacher, acquiring talent is essential in improving the content of education.

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