

**METHODS OF COMPARATIVE ANALYSIS IN THE STUDY OF
SAMPLES OF UZBEK AND WORLD LITERATURE**

Abduvalitov Nurzhan Buranovich

*Doctor of Philosophy (PhD) of Pedagogical Sciences
Tashkent State Pedagogical University named after Nizami*

Abstract: This article examined the question of scientific and theoretical justification of the method of comparative analysis of the study of Uzbek literature in combination with world literature. The issues of studying world and Uzbek literature in harmony are also widely covered, on the one hand, students' mastering in organic relations the most striking examples of world literature, on the other hand, the insufficient methodological development of the problem of comparative study of Uzbek and foreign literature.

Key words: fiction, comparative training, functional analysis, psychology of creativity, organic relations, universality, functionality, generalizability, compactness, unity of artistic consciousness, analytical skills.

Introduction

In recent years, the integration method of comparative study of national and world literature has been developing, since the identification of multilateral dialectical ties between literature, other types of artistic creativity and social activities can enrich teaching with new pedagogical solutions. Fiction develops in connection with the laws of the development of social consciousness. Therefore, the main methodological provisions characterizing the interaction of literature - one of the main phenomena of verbal art, are included in the categories of philosophy, literary criticism, psychology, pedagogy. The category of interaction of literature is based on the general philosophical category.

Literature analysis and methodology

When studying the interaction of literature, it is important to clarify the features and essence of artistic reflection, since in this process the essence of the interaction between the reader and the work of art is revealed. The problem of students' perception of a work of art requires solving two problems. This is an objective analysis of the text of a work of art and an objective analysis of human feelings. In addition, these problems provide for the consideration of all literature in a broader framework. There are two such approaches here: an objective analysis of the texts to be compared and an analysis of the feelings resulting from such a comparison in the reader.

The psychological study of literature is carried out in one of these two directions. At the same time, firstly, the psychology of the creator is analyzed in connection with

how it is expressed in a particular work, and secondly, the experience of the reader accepting this work is provided. In our opinion, the use of both methods that separate each other is ineffective. Based on this, the general direction of this method can be expressed as a process from the form of a work of art to the training of aesthetic reaction and its general laws through the functional analysis of its elements and structure. As it turned out, an important feature of any element in a work of art is associated with the emotional attitude that arises from the reader.

In our opinion, the content of aesthetic activity is always a process of getting out of meaning. When contacting a work of art, a task should be created that contributes to the emergence of an emotional reaction, and a response - generalization, an answer - disclosure of personal meaning.

The period of secondary education is important in the formation of analytical skills of students, since the level of knowledge of children of this age is insufficient, as in high school. Adolescents are characterized by their own characteristics: activity, insufficient understanding of the specific and historical conditions in which the described events took place, lack of life experience. So, there is always an objective psychological impossibility of a direct interpretation of realities, stability in aesthetic assessment, solidarity with some types of human experience.

Comparative study of literary connections and literary influence is a common didactic method and mental operation by which similarity and differences between things and phenomena can be determined, resulting in a positive effect at all stages of education.

The study of Uzbek literature in combination with world literature is closely related to the scientific and theoretical justification of the method of comparative analysis. This problem creates the basis for special surveys due to the lack of methodological materials at the reference level. In most theoretical and methodological surveys, opinions are still contradictory that the problem of studying the literature of Uzbek and other peoples in connectivity has been solved.

Comparative analysis is considered as a criterion for the formation of skills and qualifications of students:

- 1) determination of psychological and pedagogical conditions for using the comparison method in literary analysis, as well as the psychological and pedagogical impact of comparison as a stimulating factor for independent educational activities of students;
- 2) identification of authors of Uzbek and world literature and their works of fiction, the use of which is effective;
- 3) implementation of the concept of comparative study of the literature in terms of duality, taking into account development factors;
- 4) determination of methods within the framework of the comparison method and

their application in the study of the relationship between national and world literature in the educational process;

5) coverage of the content in students of the technique of forming ideas about the unity of the literary process, artistry, writer's style;

6) development of a system of creative tasks for comparison, analysis and perception of samples of Uzbek and world literature;

Comparative study of literature of different peoples will make it possible to understand the unity of both national and universal human values, to understand the general criteria of moral, aesthetic, spiritual education and a whole literary phenomenon¹.

The question of comparative analysis in the field of teaching methods of Uzbek literature has been studied in the direction of research topics of such scientists, as M.Mirkosimova, K.Yuldosheva, K.Husanbaeva, E.Abduvalitov. In particular, in the research work of M.Mirkosimova on the formation and improvement of the qualifications of literary analysis of students is noted, that as part of a comparative study of works created by different creators or individual writers, the stages of their creativity growth will be identified, color methods will be studied, the opportunity to get acquainted with the creative process will be created. The requirements of this method of comparative analysis are:

1. First check that the work to be compared has been read by students;

2. Drawing up a plan for organizing a lesson with the study of the available opinions of students;

3. The teacher's ability to directly and targeted choose important and acceptable episodes, dialogues, images from works on the basis of which comparative analysis is supposed, preparation of lecture development, sending students for analysis;

4. How to use the comparative analysis method during the lesson, the teacher clearly defines from the very beginning².

It can be concluded that questions on various topics that are widely found in the literature of the peoples of the East and the West are of educational importance at all times in terms of reflecting the national color of a particular people. We see that joint plots develop under the influence of the needs, values and traditions of each people.

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