

# MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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<http://mentaljournal-jspu.uz/index.php/mesmj/index>



### METHODOLOGY FOR DEVELOPING ANALYTICAL SKILLS OF HIGHER-GRADE STUDENTS

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#### ABOUT ARTICLE

**Key words:** Analysis, method, methodology, qualification, skill, reading, research, program, enlightenment, childhood, adolescence, family, individual, integration.

**Received:** 20.09.25

**Accepted:** 21.09.25

**Published:** 22.09.25

**Abstract:** This article discusses the methodology for developing analytical skills in senior high school students. The specific possibilities and features of using various effective methodologies in the process of forming the skill of analyzing works in fiction are studied, ideas and considerations are made about working on a work of fiction in senior high school literature classes, providing students with knowledge, forming skills and qualifications through the formation of reading comprehension, analysis of the work.

**Introduction.** Currently, special attention is paid to the widespread popularization and development of analysis in teaching literature in our country. A number of scientific works are being carried out to develop theoretical and methodological foundations for the formation and development of analytical skills in senior high school students studying in secondary education. Currently, the development of scientific and methodological foundations for increasing and developing students' interest in reading is extremely relevant. Indeed, in the educational process, the main attention should be paid to the formation of students' analysis, increasing vocabulary, developing the skills of feeling and understanding the subtleties of meaning, differences and similarities of words, correct pronunciation and writing, correct linking of words, correct expression of thoughts in sentences and texts. It is also necessary to work on the formation of skills and competencies in students, such as finding and correcting logical errors in the text, restoring the continuity of people's thoughts, correctly assessing the speech

situation, and appropriately using the possibilities of literature. Formation of students' skills in analyzing literary works, organizing independent work in the process of literary education E.Abduvalitov, A.Baltayeva, Q.Yuldoshev, S.Matchanov, M. Mirkasimova. More information can be found in the scientific research works of O. Usmanova[1;6]. The problems of teaching literature and literary analysis in secondary schools are reflected in the works of CIS scientists A.L. Artamonov, N.N. Khiridina, Y.O. Boganova, S.A. Zinin, S.A. Leonov[2].

1) To lay the foundation for scientific research in schools: within the framework of the processes of developing the needs, interests and abilities of senior students, motivating their scientific and creative activities, working with research methods, scientific terms and sources of information, educational aspects of the subject, familiarization with theory, designing and presenting research results, etc. [3]. Education for senior students is a process that helps them understand important aspects of culture, history and social life through literature, and form thinking and emotions. Teaching students books, introducing them to them, expanding their horizons with the help of words and concepts, and teaching moral values are among the main goals of literary education. Books play a major role in developing students' thinking, analysis and critical thinking skills.

2) Through fiction, a person works on himself, directs his activity in a certain direction, forms certain feelings, beliefs and worldviews in his mind, teaches him to think, how to live in life, thinks, learns from the writer's humanitarian, moral, aesthetic, artistic point of view, follows his spiritual teachings and, based on them, determines his own life program, enters into a discussion with the writer, finds something new in each book he reads, and enriches his spiritual world. The theme of each work of fiction is the life events chosen by the author. It is a generalization of the main problems he covers [4;38]. Indeed, if reading literature leads a person to perfection, then not reading it leads to ignorance, lack of enlightenment, and as a result, spiritual poverty occurs in the child. An important task at school and in the family is to make reading a necessity in human life. A person has the opportunity to read many books throughout his life. A book that a child reads in his youth can leave a mark on him for life. A child who goes through adolescence must first have experienced the childhood stage. Every book that a child reads should have content and be read with pleasure. In an ordinary book, we should admire the artistic skill of the writer, be touched by the emotional coloring of the word, and try to perceive it. All educational qualities in people are initially formed in the family, which means that reading also arises and develops under the influence of the support, help, and recommendations of family members. The attitude of other family members to reading books has a great influence on the good and poor development of book reading. In the process of

learning, the child's reading is activated by reading books from his personal library together and discussing them. It is important for parents to ask their child for their personal understanding and opinion about each answer, to learn how the child thinks about the book in order to express this opinion. After all, "... we have no right to forget that attention to literature and art, culture, as our great poet Cholpon said, if literature and culture live, the nation can live"[5]. By enriching the life that the reader of the works given in books has learned in the family with life events in the book, his understanding of life, human qualities, goodness, values, pride in the life of his descendants, love for the homeland, loyalty to friends, respect, hard work, and patience will increase. The greatest helper in this regard is the art of speech. In fiction, any event is expressed in an impressive form using artistic images, in which a teenage reader can learn many qualities and become a spiritually rich person.

3) The conversation method, which has always occupied one of the leading places in the practice of literary education, is also one of the methods that can be used to ensure the independence of the student's thinking and direct it to free creative activity. In particular, the manual "Conversation in Literature Lessons" by A. Tojiyev discusses the role and importance of the conversation method in ensuring the effectiveness of literary education[6]. The existence of methodological problems in the formation of reading skills in students is highlighted.

4) Methodological problems in motivating students to read books and engaging them in regular reading. Students are often not interested in reading books, which negatively affects their development of book reading.

5) Students have difficulties in developing the skills of analyzing the text and understanding the ideas in it. Sometimes students do not fully understand the meaning of a work of art after simply reading it and have difficulties in analyzing it.

6) There are problems in using technologies in teaching the skills of being close to the book. Nowadays, modern technologies such as the Internet, e-books, and audio books are becoming an important factor in the development of book reading.

7) Problems in the individual approach. Any student has his own learning style, therefore, it is important to ensure an individual approach to the formation of book reading skills. However, teachers face some methodological difficulties in ensuring this.

To overcome the above problems, first of all, taking into account the individual needs of students, using various teaching methods, and encouraging personal activity in group work will give good results. It is also important to implement interactive methods, selecting books that match the interests of students, organizing book clubs, and involving students in discussions about books. We can say that integrating technologies into the learning process to make them

more interesting and interactive for students, and encouraging reading using electronic libraries, online learning platforms, and multimedia materials are effective measures. The widespread introduction of interactive reading methods, namely book discussions, role-playing games, group analysis, the inclusion of contemporary literature in the curriculum, the selection of fiction and popular science literature that is of interest to current students, the integration of technology into the educational process, the formation of a reading culture in students in cooperation with parents, and increasing interest in reading at home are one of the most important conditions for the formation of analytical skills in students. If the main emphasis in literature is on visibility, it will be interesting for children and adolescents. It is very important to talk to the reader in any situation and study his interests and psychology. To interest senior school students in reading, it is necessary to recommend reading books that are imbued with the ideas of nature, homeland, patriotism, hard work, etiquette, respect for parents and teachers, and love for reading. It is important to recommend shorter stories and short stories to senior students rather than larger works, as some children get bored with reading larger works. Senior students are more likely to choose books independently. Choosing the right book for this category of book lovers is also very important. It is appropriate to recommend literature that addresses ethical issues.

From the point of view of literature, analysis is always one of the effective methods. Each student should have an understanding of what he has read and learned, be able to independently express his thoughts and opinions. He can compare the idea he got from a work of art and what he has learned by applying it to life, and such events can also occur among people. The most commonly used principle in the process of analyzing literature is the importance of developing students' emotional thinking. Reading helps students understand and express their inner feelings. That is, it is of great importance for students to be able to feel the text they are reading. In literature, they have the opportunity to connect with people and characters, and to analyze the authors' thoughts in their own way. In conclusion, it is important to form the skill of analysis in the educational process. It would be advisable to widely use interactive methods in developing analytical skills in high school students. It is clear that this way it is possible to improve the quality of education.

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