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METHODOLOGICAL JOURNALMENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>EDUCATING STUDENTS IN THE SPIRIT OF NATIONAL AND
UNIVERSAL VALUES THROUGH THE COMPARATIVE ANALYSIS OF WORLD
AND UZBEK LITERATURE**Umidakhon Jumanazarova***Master's Degree Student**Specialization: Uzbek Language and Literature**Chirchik State Pedagogical University*umidaxonjumanazarova02@gmail.com*Chirchik, Uzbekistan*

ABOUT ARTICLE

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Abstract: This article examines methods for fostering national and universal values in students through the comparative analysis of world and Uzbek literature. Pedagogical approaches, methods, and technologies are considered from a competency-based perspective. Using the epics Alpomish and The Odyssey, the study analyzes moral and ethical value development through characters, events, and symbolism. Methods such as comparative tables, character analysis, critical thinking cards, and symbolism exploration are presented. These approaches enhance students' independent thinking, creativity, and communication skills. Additionally, scholarly articles and films can support classroom learning. Consequently, literature lessons promote not only knowledge acquisition but also students' moral and cultural development.

Introduction. The comparative analysis of world and Uzbek literary works not only fosters the development of artistic thinking but also serves to educate students in the spirit of national and universal human values. This, in turn, requires the purposeful application of

pedagogical methods and technologies based on a competency-based approach in the process of teaching literature.

The primary educational function of literature as a discipline is to cultivate such qualities in individuals as aesthetic taste, the ability to make ethical decisions, respect for others, devotion to the homeland, integrity, and empathy. These qualities are implicitly instilled in learners through literary characters, plot structures, conflicts, and historical events.

Therefore, the methods presented below are grounded specifically in the potential of comparative analysis to inculcate national and universal values.

In the analysis of literary works, their type and genre characteristics are of particular significance. The type and genre of a work form the basis for determining appropriate methods and techniques of analysis. As the well-known methodologist M. A. Ribnikova aptly noted, “Methodological approaches are determined by the nature of the literary work itself.” [4, 172]

Materials and methods. Literature lessons do not have a rigid, strictly defined structure in methodological terms. In earlier periods, a fixed structure for literature classes was clearly prescribed. However, over time, the inefficiency of such rigid structuring was demonstrated. Given that literature, as an art of the word, is intrinsically connected with the human psyche, this aspect has come to be regarded as central in the teaching of the subject. Consequently, it has become evident that literature lessons cannot be confined within a strictly regulated system. Much like a writer’s creative laboratory, literature classes also presuppose the teacher’s personal creative laboratory.

Based on the considerations outlined above, the following section examines methods derived from the comparative analysis of two epics, along with their theoretical foundations and practical recommendations for application.

When preparing questions that encourage students to think and to engage in independent reasoning, the teacher must take into account the varying levels of intellectual development and creativity among all students in the classroom. In the teaching and learning process, students may not always be able to provide logically well-grounded responses. In such cases, the teacher’s guiding or supplementary questions play a crucial role in ensuring the completeness of students’ answers. Under these circumstances, several clarifying questions may be posed to specify a single idea, or a series of additional questions may be used to further develop that idea. Naturally, a student’s viewpoint may not be as refined or comprehensive as that of the teacher. Nevertheless, in literature classes, a student’s independent perspective — however simplistic, rudimentary, or fragmented it may appear—is considered more valuable than the teacher’s own. This is because the fundamental objective of literature instruction is to

cultivate independence of thought, creativity, logical reasoning, and coherence in students' intellectual development. [3, 37-38]

One of the key forms of supplementary material, beyond the core text, that ensures the effective assimilation of didactic content in the lesson consists of questions and tasks designed around the essence and meaning of the literary work. Professor A. Zunnunov classifies these didactic materials included in textbooks into three groups:

- those that serve to reinforce acquired knowledge;
- those that enable the development and acquisition of logical thinking skills;
- those that provide opportunities to apply acquired knowledge in practice. [1,13]

During lesson preparation, the teacher should work separately and carefully with the questions and tasks designed on the basis of the text, clearly identifying the key points to which students' attention should be directed. This ensures that, during in-class textual analysis, a situation of active and meaningful interaction emerges. At the same time, students' time should not be spent on trivial matters that do not require thoughtful engagement or intellectual effort. [3, 91]

1. The "Comparative Analysis Table" Method – This method develops students' skills in critical thinking, generalization, and value-based evaluation by analyzing similarities and differences between two literary works. It is recommended to implement the method in three stages.

Introductory stage – The teacher introduces two literary works (for example, Alpomish and The Odyssey).

Analytical stage – Students complete a comparative table based on the following criteria:

- Plot development
- Central idea
- Character traits of the protagonist
- Attitude toward the homeland
- Family values
- Self-sacrifice

Alpomish (Uzbek folk epic) and The Odyssey by Homer

Table 1

Criteria for Analysis	Alpomish (Uzbek Literature)	The Odyssey (Greek Literature)
Criterion of Analysis	Alpomish (Uzbek Literature)	The Odyssey (Greek Literature)
Main Hero	Alpomish — brave, loyal, and patriotic	Odysseus — intelligent, patient, cunning, and loyal
Central Theme	Protecting the homeland, honor, and relatives; striving for freedom	Returning to the homeland and overcoming hardships
Female Character	Barchinoy — embodiment of loyalty	Penelope — embodiment of patience and fidelity
Loyalty	Despite seven years of imprisonment, he does not abandon his loyalty	Despite twenty years of separation, Penelope remains faithful to her husband and homeland
Nature and Trials	Wrestling with Alpomish, the trap of Toychaxon, imprisonment — epic trials	Seas, divine obstacles — mythological trials

Conclusion Stage – Each group analyzes and summarizes based on their table. To facilitate summarization, it is appropriate to provide students with questions such as the following and consolidate their answers.

What common values unite the heroes of these two epics?

Suggested answer: Both epics promote common values such as loyalty to the homeland, love for family and companions, selflessness, and courage. In Alpomish, these values are artistically expressed through the epic form of oral folk tradition, whereas in the Odyssey, they are manifested through ancient Greek mythology. In Uzbek literature, values are primarily expressed within a national context, while in world literature, they are conveyed through individual freedom. These two approaches complement each other.

Through this method, students develop competencies in comparative analysis, value assessment, cultural reflection, and literary interpretation.

2. “Comparative Analysis of Character” Method – This method aims to develop students’ empathy and skills in moral evaluation by comparing the main characters’ decision-making in difficult situations, their ethical positions, and their attitudes toward values. It is advisable to implement this method through the following steps:

- Gather evidence from the characters’ actions;
- Identify the positive and negative traits for each character;
- Express personal assessment and response.

Professor Safo Matchon provides the following insights on literary analysis:

"The analysis must always be directed toward a specific purpose, which determines its form and content. Analysis involves breaking a work into parts and then re-integrating them to perceive the whole anew. The approach to analysis depends on the genre, theme, and even the length of the

work. The primary goal of analysis is to comprehend the artistic world represented in the work and to fully and accurately grasp its essential meaning."

Characters: Alpomish and Odysseus

Table 2

Criteria	Alpomish	The Odyssey
Primary motive and action	Protection of the homeland and preservation of one's beloved	Return to the homeland and reunion with one's family
Trials and challenges in the narrative	Imprisonment and combat with heroic warriors	Trials imposed by the gods, maritime dangers, and mythical creatures
Character traits	Physically strong, loyal, courageous	Intelligent, patient, cunning, and strategically minded
Attitude toward values	National pride and struggle for freedom	Devotion to family and state; perseverance and endurance

In this task, to facilitate summarization, students may be asked the following question: "If you were in the place of Odysseus or Alpomish, what course of action would you have taken?"

Suggested student response: "If I were in Odysseus' place, I would have maintained loyalty to my family and homeland while avoiding conflicts with the gods. Alpomish, however, chose selflessness. Both approaches are valid; their historical contexts differ, but their underlying values are the same."

Through this method, students learn to evaluate the behavior of real-life individuals, justify their personal positions, and independently reflect on social and moral values.

Professor S. Matchon emphasizes: "Some teachers oversimplify the analysis of epic works by placing the writer and the reader side by side. In fact, students need to be introduced to the writer's artistic and creative world. To achieve this, instead of posing creative questions that do not encourage deep thinking—such as 'Is the hero's action correct?' or 'What would you do in his place?'—it is more effective to ask: 'Could the hero have acted differently in this situation? How do you imagine it?' or 'Why does the writer depict him precisely in this way?' Such questions allow students to engage more deeply with the writer's creative laboratory." [2, 22-23]

As evidence supporting this view, the following method is presented.

3. "Critical Thinking Card" Method – This method encourages students to engage in analysis, reasoning, and evaluation through in-depth questions after reading a literary work. It enhances critical thinking and fosters an understanding of universal human values.

Implementation Steps:

1. Each group receives cards containing 3–4 questions;
2. The groups prepare and present argumentative responses;

3. The teacher and the groups analyze the answers.

Sample Questions:

- If you were Odysseus, what decision would you have made?
- If you were in Alpomish's place, what course of action would you have taken?
- How would the situation depicted in this work manifest in today's society?

This method develops students' critical thinking, ability to define ethical positions, evaluative approaches, and communicative competencies.

4. "Venn Diagram" – This is one of the most frequently used methods in comparative literary studies. It helps to reveal the similarities and differences between two works. However, rather than presenting it in its traditional form, it is provided in a slightly modified version that preserves the purpose of the task while enhancing engagement.



5. Outline of the work

"Alpomish"



- ☐ *The Birth of Alpomish and Barchinoy*
- ☐ *Alpomish's Journey and Hardships*
- ☐ *His Escape from Imprisonment and Attainment of Freedom*

"Odysseus"



- ☐ *The Adventures and Trials of Odysseus (Polyphemus, the Sirens, Circe, and others)*
- ☐ *Odysseus's Return to Ithaca and His Faithful Wife Penelope*
- ☐ *The Struggle Against the Suitors*

6. Retelling Based on Pictures – After the outline has been prepared, students retell the work using the displayed pictures in accordance with the outline.



If students experience difficulty in retelling the literary work, the following questions may be asked:

To identify students' impressions of the work, the teacher may pose specially prepared questions. The questions may be approximately as follows:

What impression did the work leave on you?

Which parts of the work did you read with particular interest, and why?

Which character of the work did you like most, and why?

What feelings did the main character evoke in you?

(pity, admiration, joy, pleasure)

What is the author's attitude toward the events and characters depicted in the work?

Which episodes of the work would you illustrate with drawings, and why?

What lessons did this work teach you?

The formulated questions should correspond to the sequence of events in the work. During the process of answering, students retell the work in a coherent and structured manner.

7. Discovering Symbolism – Students analyze the symbols (symbolism) found in both works and understand their role in conveying the overall meaning of the texts. A list of significant symbols appearing in the works is provided to the students. Each group selects one symbol and analyzes its function within the work as well as the meanings it represents. Each group then presents its findings to the class. This activity helps students comprehend the deeper meanings of the works and understand how symbols contribute to the literary text as a whole.

Table 3

Symbol / Image	Meaning in <i>The Odyssey</i>	Meaning in <i>Alpomish</i>	Comparative Commentary
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The Hero's Journey / Voyage	Odysseus's ten-year wandering across the seas represents the path of life trials	Alpomish's journey to the Kalmyk land represents a test of bravery and love for the homeland	In both works, the journey symbolizes maturation, испытание, and self-discovery
Home / Homeland	Ithaca symbolizes peace, stability, and the ultimate goal of life	Boysun represents the ancestral homeland, honor, and the spirit of lineage	In both epics, the homeland is depicted as a spiritual center
Female Image	Penelope is a symbol of loyalty and patient waiting	Barchinoy symbolizes loyalty, beauty, and faithfulness	Both women are portrayed as embodiments of fidelity
Son Image	Telemachus represents loyalty to the father and continuity of lineage	Qaldirg'och symbolizes the future of the people and family unity	Children signify the continuity of family and nation
Enemy Forces	Poseidon, the Sirens, and Scylla symbolize internal and external dangers faced by humans	The Kalmyks and hostile forces opposing Alpinbiy symbolize evil, oppression, and external pressure	Enemies function as forces that provoke trials and awaken heroism
Test of Marital Loyalty	Penelope patiently endures the pressure of the suitors	Barchinoy unites the people and waits faithfully for Alpomish	Female loyalty preserves the home and spiritual core
Sea / Desert / Road	The sea represents instability of the human soul and waves of anxiety	Deserts and vast spaces symbolize courage and independent decision-making	Natural spaces express the characters' inner states
Return (Awakening)	Odysseus's return to Ithaca symbolizes spiritual renewal	Alpomish's return to Boysun signifies the restoration of justice	The return represents victory combined with moral elevation

After the new topic has been thoroughly reinforced, the process of assessing students inevitably follows.

Result and discussion. TPFASSTT is one of the most widely used assessment methods in the education systems of developed countries. This method allows teachers to evaluate students' independent thinking and speaking skills based on specific and well-defined criteria. The assessment process is carried out as follows:

Title – the title

Paraphrase – retelling. Students retell the given literary work not verbatim, but by using synonyms of the words presented in the text.

Figurative Language – the ability to identify and correctly use figurative language devices.

Attitude of the Speaker – the speaker's attitude toward the subject.

Shift – writing. Students' level of engagement and activity in writing tasks.

Theme – theme. Understanding the overall meaning and central idea of the work.




Title (revisited) – reinterpreting the title after analysis.

According to English literature teacher Marypat [5], if students are assessed through this system, it is possible to teach them how to understand poetry effectively in literature classes. She also emphasizes that during the lesson, a student's reflection expressed through the idea "What I noticed" must обязательно be included in the assessment process.

Achieving changes in students' cognitive activity requires a sufficiently long period of time as well as a series of specially designed pedagogical interventions and appropriate conditions aimed at transforming these characteristics. A positive attitude toward the learning process enhances intellectual activity and ensures the consolidation of such positive attitudes. [3, 123]

The pedagogical methods discussed above demonstrate that comparative literary analysis is one of the effective ways of educating students in the spirit of national and universal values. Each method not only enlivens the learning process but also develops students' thinking, aesthetic taste, critical abilities, and communication skills. In addition to the methods presented, it is advisable to recommend that students familiarize themselves with scholarly articles related to both works, as well as films (including documentary films) based on these literary texts.

For example,

	<i>Rustam Ibragimov "Helplessness Before Fate" (Using Homer's "Iliad" as an Example)</i>
	<i>Qozoqboy Yo'ldoshev "Interpretations of Alpomish"</i>
	<i>"Alpomish" (film)</i>



"Odyssey" film

Conclusion. Indeed, unlike other school subjects, literature lessons are not primarily intended to provide students with factual knowledge; rather, they serve to nurture their hearts and cultivate their moral and spiritual well-being. This is also the main purpose of literary education. However, literature does contain certain knowledge that, to some extent, relates to this primary goal of literary education. [3, 98]

Comparative literary analysis, in particular, can be regarded as a convenient tool for developing modern social competencies such as intercultural communication, empathy, and tolerance.

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