



 Research Article

AN ARTISTIC DIRECTION USING THE METHOD OF LINGUISTIC AND POETIC ANALYSIS IN THE PROCESS OF TEACHING LITERATURE TO STUDENTS

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ABSTRACT

The article discusses the scientific and theoretical foundations of the application of the method of linguistic analysis, which helps students of art education in higher educational institutions to delve into the content of a work of art, understand the meaning of a word, comprehend the art of poetry.

KEYWORDS

Literary education, literature, poetry, word, meaning, comprehension, understanding, explanation, literary and theoretical concepts, rhyme, mastery.

INTRODUCTION

Educating a person through art goes back to ancient history. The arts of singing, cinema, and theater certainly rely on words, and are expressed and performed through the medium of artistic words. However, in recent years, there are cases of students not paying attention to the

words, not fully understanding the content of the artistic work, not understanding the true meaning of the words expressed in the work, song, script. This is especially evident in the performance of Uzbek classical works. Future artists' lack of knowledge of the magic of words

and their interpretations has a negative effect on their performance, as well as undermines the authenticity of our national heritage. In this sense, it is becoming necessary to provide special training courses on the analysis of artistic works to students of art and culture.

In Uzbek literary studies, literature teaching methodology, a number of scientific researches have been carried out on the analysis of the work, and in them, the content of the work, the service of the analysis in understanding the author's intention, and the subtle artistry of the work have been revealed. Before answering questions such as what does the concept of "artistic work analysis" mean, how is artistic analysis carried out, and in what forms should artistic analysis be materialized, it is appropriate to come to a certain conclusion about the basic concept that gave rise to all these questions - the term "artistic work" [1]. The great writer and thinker Fitrat, in his manual "Rules of Literature" created in 1926, wrote about the need to distinguish the concept of "art" from "fine art" in order to fully understand this concept: it is necessary. Art in the dictionary means craft: it consists in producing something well. ... There are various arts that are different from "art" in this sense" [1], he writes.

The scientist spoke about the main characteristics of "different arts": "...to revive the waves of the heart, thoughts, feelings with the help of goods (materials) such as words, sounds, colors, shapes, letters, movements, and to create these waves in others. it is called beautiful arts", comes to a stop in the style [2].

METHODOLOGY

At the moment, the question of what is the essence of literature, why and how it is taught, requires a separate approach as a mutually demanding unit. To date, many opinions have been put forward about these concepts, and there are experts in the field who have given certain recommendations as part of their observations. Literature "A type of art that creates artistic images through words and language"[3]

S. Dolimov notes that the main aspect in this is the historical development of the nation, the feature of expressing its identity in artistic images: "First of all, literature describes people and their life, and this image is inextricably linked with historical truth and historical events" [4]. Therefore, through the process of formation of literary knowledge in students, a wide way is opened for them to study the human being, his

complex inner world and psyche, and to know the surrounding world.

It is not just a coincidence that there is a question of self-awareness, which is the basis of education, in the teaching of literature. Methodist S. Matchonov emphasizes the place of literary education in this regard, as he sees spiritual maturity, which our ancestors have been striving for for centuries, alongside the process of self-realization. He notes that self-awareness opens the way to understanding others, thereby understanding the world and its mysteries[5]. Professor Q. Yoldoshev's views are consistent with the above ideas. The scientist draws attention to the fact that literature is a means of self-knowledge for any person, and self-knowledge begins with understanding the other, and the exercise of understanding the other begins with feeling the characters in the works of art [6].

"A person knows his identity from a young age," says Professor A. Choriev, - first of all, he uses his power and, moreover, he prepares to protect himself from external malicious influences. But today, this interaction between human sciences and art, including literature, is not enough.

Literary criticism prevails over the direction of humanism in fiction and literary studies. After all, the point of commonality in pedagogy and fiction is humanities" [7]. As a matter of fact, in the image object of fiction literature, the complex inner experiences characteristic of a person are in the leading position, so it has a great opportunity to affect emotions. In this regard, it is no coincidence that the issue of personality development is mainly expressed in the content of fiction and the sciences related to its teaching.

There is a need to use new analytical methods in teaching literature so that students of art and culture do not make mistakes in using words and poetry. Today, the attitude of the artists to the artistic work is not satisfactory in most cases due to the fact that some of them do not understand the meaning of the words in their performances. We found it necessary to present the problems in this regard in a systematic form in the following table:



Table 1.1.1

T/r	Disadvantages in the performance of works of art:	Causes of the problem:
1.	Poor understanding of the poem's content	Not using modern analytical methods in literature classes
2.	Perform without knowing the meaning of some words in the poem	Not working on verse and words
3.	Mispronouncing the words in the poem	Lack of necessary knowledge about the phonetics of poetry
4.	Incorrect pronunciation of syllables in poetry	
5.	Incorrect pronunciation of some vowels in the poem	
6.	Mispronunciation of consonants in poetry	
7.	Incorrect pronunciation of the accent of words in the poem	
8.	Ignoring intonation	
9.	Playing classic works without understanding the idea well	Not analyzing both the poem and the language and artistic features together
10.	Ignorance of literary and theoretical concepts	The lack of literary-theoretical concepts such as rhythm, rhyme, tact, and intonation

The methodology of teaching science as a science is a rich methodological legacy from the teacher , today's modern programs , educational and methodological acquaintance with literature ; requires knowledge of and appropriate use of academic research and best practices in literary education . The specific features of the

organization of the literary education process in the conditions of modern and specialized schools are the effective solution of educational, educational and developmental tasks ; It also considers the issue of the formation of independent working skills with educational

literature, creative attitude to reading in students

If they ask what is a good word, say that it is a word that benefits people. If they ask what is a bad word, answer that it is a word that harms someone" [8] . From these opinions, it is known that our forefathers dealt with every issue, first of all, considering its educational importance. After all, every good deed is thought first, and then its realization appears in the world through words.

Russian philologist L.A. As Novikov noted in his book "The Art of the Word", " The word is a unity of abstract and concrete, general and individual, neutral and emotional colorful meanings, which cannot be replaced by anything!" The world of words is diverse, interesting, fascinating and still not fully resolved: it is as endless as space and the

Universe. For example, let's take literature: what a deep abyss of thoughts, ideas, images and feelings! All these are expressions of those simple and inconspicuous words arranged alphabetically in the dictionary. The writer expects to be able to find them and give them life, to shine semantically and emotionally like all the colors of the rainbow in his works" [9] .

Peculiarities of the method of linguopoetic analysis. That's it in place lingopoetic analysis sample too to bring appropriate it will be , we think . Lingopoetics - in the text of the author the meaning to understand take coming pictorial the words separate show (pic words the chain create , they name with how dependence). Text linguopoetic analysis to do method the following own into takes :

Linguistic analysis



- slow, repeated reading of the text;
- identifying the most important words in terms of meaning;
- rereading the text,

method



- to determine what means of expression the poet was able to express his inner feelings;
- explain the relationship between these words ;
 - choosing the most vivid,
- characteristic 5-7 techniques for the poet and the work.

C. Kambarova: " Language has several functions. The most important of them is the communication function or communicative function, but this is not its only feature . The word should be both expressive and figurative, of course, when necessary. The imagery of a word is fully and deeply manifested when it enters into a relationship with other words and fulfills its aesthetic function. Literature is qualitatively different from painting, sculpture, music and other forms of art, because its material is an inner image associated with words, an artistic image created creatively by the writer and rediscovered by the reader. According to him , intellectual phenomenon is the most flexible and mobile material of art " [10] .

It is natural that literature as a subject of study reflects the latest achievements of literary studies. "Since the main goal of studying fiction is to have a positive effect on human education, it is impossible to take a step forward without knowing at least the general laws of some pedagogical and psychological laws. This count can be continued again" [11]. It seems that research in methodology in recent decades is related to similar processes taking place in general pedagogy and psychology of artistic

perception, sociology and aesthetics, art history and educational theory. There is an inextricable connection between the methodology of teaching literature and literary studies, didactics and pedagogical psychology.

There is a relationship between form and content. Regarding which of them is the main and leadership, Professor Q. Yoldoshev thinks like this: "Usually, changes in the form are understood as due to the content and after it. A closer look reveals that the relationship between form and content in art, especially fiction, is different from the relationship between form and content in philosophy. Artistic content consists of a person, event, behavior, feeling and mood reflected in a certain artistic work.

And the artistic content is the way of expressing the essence of a certain artistic work through the means of artistic representation in an aesthetic way " [12].

Literary scholar D. Kuronov emphasizes that form does not exist without content, and content does not exist without form, and emphasizes that they require, influence and pass each other in a dialectical relationship: " The content takes the lead in the relationship between artistic form and

artistic content, and it is very active in creating the form. Based on the creative intention of the artist, the content of the future work determines its form, more precisely, the content of the future work determines its form" [13]. Therefore, it is necessary to distinguish two sides that are integrally connected with each other in the content of the work. A work of art reflects life, therefore, when talking about the content, one always thinks about certain features of the reality shown by the writer.

Professor M. Mirkosimova defines literary analysis in her scientific research as follows: "Literary analysis begins with reading and studying any literary work, understanding its content. Literary analysis relies on these emotional awareness and perceptive abilities of the students. Literary analysis is a method of revealing the aesthetic features of the work by "sparkling" before the eyes of the reader. This method is used in the study of literary works. Analytical skills are formed in students during the study of examples of artistic creation[14]".

In the study "Linguopoetics of a literary text" by M. Yoldoshev, the problems of the linguopoetic approach to the analysis of the text, the phonetic-

phonological, lexical-semantic and grammatical features of the artistic text were highlighted [15].

N. Mahmudov notes that such an organic, two-way and regular connection between language and thinking, language and culture, language and the speaking person, the harmonious relationship of grammar and thinking is recognized even today, especially in anthropocentric interpretations. emphasizes, quotes GAZolotova's opinion that "The science of grammar is a part of philology, this science is not a collection of different paradigms, rules and prohibitions, but is the key to enter the construction of language, the construction of texts, the construction of human thinking" [16].

Professor L.A. Novikov emphasizes that the perception of reality in a person usually exists in a hidden (latent) state. According to him, "When necessary, they come to life, they are introduced into the "center" of consciousness under the influence of some signals, external stimulus or word - ideas and impressions about the world" [17]. In our opinion, such a set of knowledge, ideas and impressions about the world serves as the basis for linguistic communication of people, development of speech, creation and perception of text.



Professor Q. In his speech on "Leading principles of modern philological education", Yoldoshev shows the root of the problems in teaching and comes to the following conclusions: should be formed as a person who can have a healthy relationship... It is not the status or popularity of the writer or the work, but the level of serving to create a noble moral quality that should be formed in the spirituality of the student" [18].

V. G. Belinsky: "Poetry does not aim at any goal outside of itself. He said that it is the goal itself, like truth in knowledge and goodness in action[19].

The great Spanish philosopher and esthete Ortega-y-Gasset wrote in 1925 "The Dehumanization of Art": "The saying that literature saves a person can only be used in the sense that it awakens childhood in a person and saves him from the seriousness of life." is of great importance in terms of reflecting its characteristics.

Q. According to Yoldosh, "although there is no consensus on the mechanism of analysis, there have been attempts for a long time to determine the essence of the concept of analysis of a work of art and to assign its characteristics in Achun

literary studies. One of the most healthy views in this regard is the famous Russian literary critic V. According to Belinsky: "...in my opinion, the first and main issue that a critic should solve is to determine whether this work is really elegant, whether the author of this work is really a poet" [12].

"The main goal of the philological analysis of the literary text is to fully understand the image of the author and achieve it. This situation should be the basis of the analysis of the artistic text" [23].

Psychologist L. S. Vygotsky's opinion: "Art can be said to be more of a delayed relationship, because there is always a more or less time gap between its birth and its impact"[24].

CONCLUSION

In conclusion, it can be said that there are different ways of understanding a word, a poem, any artistic work. The methodology of teaching literature mainly analyzes the work of art from an artistic point of view, and the language of the work of art is partially discussed. This may be sufficient for the teaching of literature in general secondary education, but may be insufficient for

the future specialist involved in verbal influence. In particular, art and culture students need to be able to analyze artistic text and language from an artistic point of view. In this sense, it is effective to include the method of linguopoetic analysis in the methodology of teaching literature, to teach a complete analysis of a poem or drama text to a student studying in this direction.

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