

METHODOLOGY OF TEACHING LITERARY CRITICAL AND RESEARCH WORKS

Karimova Arujan

2nd – year student Nizami Uzbekistan national

State Pedagogical University

Annotation: This article examines effective methodological approaches to teaching literary criticism and research works in secondary and higher education institutions. It explores the nature of critical and research writings in Kazakh literature and their role in developing students' cognitive, analytical, and aesthetic abilities. The importance of systematic instruction, analytical thinking, and the culture of expressing opinions in the study of literary criticism is discussed.

Keywords: literary criticism, research work, analysis, methodology, creative learning, critical thinking.

The development and progress of Kazakh literature are closely linked with literary criticism and research works. Literary criticism is a significant branch of literary studies that analyzes the ideological and artistic quality of literary works and presents them for public evaluation. Therefore, teaching literary critical and research works is not only about providing theoretical knowledge but also an effective means of developing students' analytical thinking skills. Literary critical and research works are among the main branches of literary studies. They analyze and evaluate literary texts, revealing their artistic, ideological, and aesthetic aspects, thereby contributing to the development of literature and the cultivation of readers' literary taste. The role of literary criticism in expanding students' worldview and shaping their culture of thinking is particularly important. Thus, in teaching literary criticism and research works, the teacher's main task is not merely to convey information, but to encourage students to think critically, compare, reason, and express their viewpoints coherently. In this regard, the contributions of methodologists such as K. Bitibayeva and B. Zhumakayev to the development of Kazakh literary studies are of great importance. Literary criticism evaluates artistic works and determines their social and aesthetic significance. Research works, which evolve from critical opinions, are based on scientific analysis. Such studies help students not only perceive literary texts but also understand them from a scholarly perspective. K. Bitibayeva noted: «Teaching literature is the most effective way to understand life, human nature, and the spiritual world. Mastering literary critical works forms the

scientific basis of this understanding.»¹ Hence, studying literary critical and research works should aim not only at gaining knowledge but also at enhancing students' skills in reasoning, analysis, expression, and argumentation.

Teaching Methods for Literary Critical and Research Works

1. Analytical and Comparative Method

Students are given a model of a critical analysis of a literary work and are encouraged to perform their own analysis. Example: When studying M. Auezov's works, excerpts from critics' analyses are presented, and students are asked to provide additional arguments or counterpoints.

2. Debate Method

B. Zhumakayev emphasized: «Literary criticism nurtures freedom of thought. Encouraging debates in class helps develop students' literary perspectives and aesthetic taste.»² This method enhances students' ability to express personal opinions and fosters independent thinking.

3. Textual Analysis and Review Method

Students analyze a specific critic's research, identify its main ideas and arguments, and prepare a written review.

4. Creative Tasks

Based on a critic's viewpoint, students write an essay titled «My Perspective.»

5. Analytical and Comparative Approach

Example: Compare the evaluations of Abai's works by M. Auezov and S. Mukanov.

6. Problem-Based Questioning

Pose questions such as: «What are the differences between a critic's work and a researcher's work?» to stimulate discussion.

7. Project and Essay Method

Students are assigned to study a specific critic's work and write a brief analytical essay based on their findings.

Additional method

1. Interpretative Method

Have students read a critical article, explain its scientific conclusions, and identify the author's standpoint.

¹ Бітібаева Қ. Әдебиетті оқыту әдістемесі.- Алматы, «Рауан», 1997.– 288 бет

² Жұмақаева Б. Қазақ әдебиетін оқыту әдістемесі. Алматы, «Қыздар университеті», 2015. – 242 бет

2. Analytical and Comparative Method

Example: Compare how M. Auezov and S. Mukanov evaluated Abai's creative works.

3. Interpretative (Explanatory) Method

Have students read a literary critical article, explain its scientific conclusions, and identify the author's position and perspective.

5. Textual Analysis and Review Writing

Assign students to analyze the main ideas, arguments, and stylistic features of a critic's research, then write a brief review summarizing their findings.

6. Discussion and Debate Method

Organize classroom debates around contrasting opinions from different literary critics. This method develops students' independent thinking, argumentation skills, and ability to express personal viewpoints.

7. Creative Assignment Method

Ask students to write essays, reflections, or reviews based on the opinions of well-known critics, such as «My opinion about critic's viewpoint» or «The role of literary criticism in understanding art.»

8. Comparative Reading Method

Encourage students to compare literary critical works written about the same author or literary text to identify similarities and differences in analysis and interpretation.

9. Independent Research Method

Assign students to conduct mini-research projects based on critical and scholarly sources, helping them develop research and analytical competencies.

10. Reflection Method

After studying a literary critical work, ask students to express their personal impressions, insights, and evaluations of the critic's conclusions in written or oral form.

These methods ensure a comprehensive approach to teaching literary critical and research works. They not only enhance students' theoretical understanding of literary studies but also develop their creative, analytical, and interpretative abilities — fostering independent thought and a deeper appreciation of literature. K. Bitibayeva, in her methodology of teaching literature, emphasized creativity and exploratory learning as fundamental principles. She stated: «Teaching literary critical and research works should aim to make students think, reason, and express their opinions — this is the main goal of modern literature lessons.»

The scholar proposed a three-level approach to teaching literary criticism:

- Cognitive Level: Understanding the critic's viewpoint;
- Analytical Level: Identifying the arguments and evidence behind the critique;
- Creative Level: Expressing and justifying one's own opinion.

Meanwhile, B. Zhumakayev suggested integrating literary critical and research works with interactive teaching methods. She emphasized the effectiveness of techniques such as debates, critical thinking strategies, and project presentations. «Literary criticism is one of the most powerful tools for developing students' culture of thinking. It yields true results only when the teacher approaches it creatively,» Example: In the 11th grade, during a lesson on M. Auezov's creative works, the following methods can be applied: Conduct a brainstorming activity around the question «What do critics say about M. Auezov?» Analyze excerpts from K. Bitibayeva's work «The World of Auezov.» Have students compare different critics' opinions and draw their own conclusions. Views of Methodological Scholars. Several prominent scholars have provided valuable insights regarding the methodology of teaching literary criticism and research works: K. Bitibayeva: «The main goal in teaching literary criticism and research works is to help students deeply understand the text and develop literary thinking.»³ S. Kiraibayev: «A critic is the conscience of literature. Through criticism, students understand the relationship between literature and society.»⁴ Z. Ahmetov: «Literary criticism is the mirror of literature. Teaching it reveals the true essence of literary science.»⁵

Teaching literary critical and research works is not merely a tool for providing literary knowledge — it is an effective way to develop scientific reasoning, aesthetic appreciation, and critical thinking culture among students. The methodological concepts of K. Bitibayeva and B. Zhumakayev enable modern literature lessons to be organized innovatively. In such lessons, the student is not a passive listener but an active learner, analyst, and researcher.

Consequently, literature becomes a discipline that nurtures both intellectual and spiritual development, fostering a lifelong culture of thought. The systematic teaching of literary criticism and research works contributes to shaping knowledgeable literary scholars and thoughtful readers.

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⁴ Қирабаев С. Әдеби сын тағылымы. – Алматы, 2000.

⁵ Ахметов З. Өлең сөздің теориясы. – Алматы: Ғылым, 1973.

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