

UNTRADITIONAL METHODS IN ANALYSIS OF PROSE WORKS: COMPARATIVE ANALYSIS OF FOREIGN EXPERIENCE AND LESSONS FOR UZBEKISTAN SCHOOLS

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Abstract

This article provides a comparative analysis of non-traditional methods used in teaching prose works in schools in the USA, Singapore, Japan, China and Finland. The methodological approaches, advantages and limitations of the five countries are considered, and methodological lessons that can be applied to grades 5–7 of general education schools in Uzbekistan are substantiated.

Keywords: Prose analysis, non-traditional methods, foreign experience, comparative pedagogy, literature teaching methodology, reading literacy.

Introduction

**NASRIY ASARLARNI TAHLIL QILISHDA NOAN'ANAVIY
METODLAR: XORIJ TAJRIBASINING QIYOSIY TAHLILI VA
O'ZBEKISTON MAKTABLARI UCHUN SABOQLAR**

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Annotatsiya:

Ushbu maqola AQSh, Singapur, Yaponiya, Xitoy va Finlandiya maktablarida nasriy asarlarni o'qitishda qo'llaniladigan noan'anaviy metodlarni qiyosiy jihatdan tahlil qiladi. Besh mamlakatning metodologik yondashuvlari, ustunliklari va cheklovlari ko'rib chiqilib, O'zbekiston umumta'lim maktablarining 5–7-sinflari uchun tatbiq etilishi mumkin bo'lgan metodik saboqlar asoslab beriladi.

Kalit so'zlar: nasriy asar tahlili, noan'anaviy metodlar, xorij tajribasi, qiyosiy pedagogika, adabiyot o'qitish metodikasi, o'qish savodxonligi.

Introduction

The results of the 2022 PISA study showed that the reading literacy indicators of Uzbek students remain the lowest among the participating countries. This situation puts on the agenda the need to fundamentally revise the methodology for analyzing prose works in school practice. In school practice, prose works are often taught at the level of retelling the content; students do not develop enough in the skills of providing evidence from the text, analyzing the character, and creative interpretation.

The purpose of this article is to comparatively analyze the methodological approaches to teaching prose works in the USA, Singapore, Japan, China, and Finland, and to substantiate specific methodological lessons that can be applied to grades 5–7 of general education schools in Uzbekistan.

2. Research methodology

The study is based on the method of comparative pedagogical analysis. OECD and UNESCO reports, national curricula, as well as international scientific works of pedagogical researchers were used as sources. The comparison criteria were: (1) methodology of text analysis; (2) level of ensuring student activity; (3) development of skills of reasoning based on evidence from the text; (4) possibility of implementation in the Uzbek education system.

3. Comparative analysis of foreign experience

3.1. USA: evidence-based reading and Socrates seminar

Based on the Common Core State Standards (2010), prose works are taught in US schools based on the principle of finding and justifying evidence from the

text. The "close reading" and Socrates seminar methods teach students to justify their opinions with textual quotations. Studies have shown that this approach significantly improves students' argumentative writing skills. However, the excessive pressure of standardization creates situations that limit the personal artistic experience of the student.

3.2. Singapore: dialogic inquiry and dialogue-based analysis

The Singapore Literature in English curriculum aims to move from the traditional IRE structure to a dialogic inquiry model. Wilhelm's research has shown that dialogic inquiry creates deep discursive activity in the classroom environment and develops the ability to analyze character motivation. When the method is used systematically, the ability to justify the actions of the character increases significantly.

3.3. Japan: Collective Reading and Team Interpretation

The Japanese national literature curriculum—Kokugo—focuses on the study of prose through group discussion. Each student presents his or her own interpretation to the class and listens to the interpretations of others, building a shared meaning together. This model of collective interpretation develops students' cooperation and listening skills. However, the lack of emphasis on individual creative expression is a major limitation of this method.

3.4. China: Ideological Analysis and Study of Text Structure

In China's Yuwen program, prose works are analyzed based on an in-depth study of the author's idea and text structure. Students complete written assignments that identify the main idea of the work and describe the author's style. This approach strengthens the skills of navigating within the text. However, creative expression is not given sufficient attention within the program.

3.5. Finland: Multiliteracy and Reflective Reading

The Finnish general secondary education program (Perusopetus) is based on the concept of multiliteracy: students analyze a prose work not only as a written text, but also in a multimodal context. Reflective writing is organically integrated into

the curriculum. According to OECD data, the reading literacy of Finnish students ranks high in Europe.

4. Results of comparative analysis (Table 1)

Table 1. Methodology for analyzing prose works of foreign countries: a comparative view

Country	Core Approach	Priority	Limitation	Lesson for Uzbekistan
USA	Common Core: Evidence-Based Reading; Socratic Seminar	Critical thinking, discussion skills	Excessive pressure of standardization	Introducing the method of finding evidence from the text into the lesson
Singapore	Lit in English: Moving from IRE to dialogic inquiry	Deep discursive activity within the classroom	High dependence on the teacher	Combining dialogic questioning and character mapping
Japan	Kokugo: Collective Reading and Group Interpretation	Culture of collaborative understanding	Limited individual creative interpretation	Using group discussion in the "trial" method
China	Yuwen: Ideological Analysis and Memorization	Deep study of text structure	Low emphasis on creative expression	Strengthening the method of separating the idea and the author's position
Finland	Multiliteracies: Multimodal Text Analysis	Student independence and reflection	High infrastructure requirements	Combining reflective writing and clustering

5. Methodological lessons for Uzbek schools

The above comparative analysis has shown that the experience of foreign countries can serve as a scientific basis for strengthening certain methods in the practice of teaching Uzbek literature. The following are three main lessons.

The first lesson is the transition from text to evidence. The experience of the USA and Singapore has shown that the level of a student's artistic analysis begins with finding evidence in the text and substantiating an idea. According to Vygotsky's theory of the zone of proximal development, a student develops by performing tasks at a level slightly higher than his current independent capabilities. This

principle can be applied to practice in grades 5–7 through the cluster and cause-and-effect chain methods.

The second lesson is deepening character analysis. According to Rosenblatt's theory of transactional reading, the meaning of a work of art is recreated in the dialogue between the student and the text. The hero map method in Uzbek schools serves to fill this gap: when dialogical discussion is added in the 6th grade, the student's interpretation of the image rises from the reproductive level to the analytical level.

The third lesson is to develop the student's artistic expression. Based on the experience accumulated in the Uzbek literature teaching methodology and the concept of literary education, the "trial" method is designed to fulfill this task in the 7th grade: the student, in the role of a participant in the trial, defends or accuses the hero, finds evidence from the text, and justifies it orally and in writing.

6. Conclusion

A comparative analysis of the experience of teaching prose works in schools in the USA, Singapore, Japan, China and Finland showed that in countries that have achieved high reading literacy results, there is one common trend: raising student activity from the reproductive level to the analytical-creative level. The methodological lessons proposed in this article can be put into practice in literature lessons in grades 5–7 in Uzbekistan using cluster, hero map, cause-and-effect chain, and "trial" methods. Recommendation for future research: it is necessary to empirically test this methodological system through longitudinal pilot testing and develop a specific algorithm for adapting it to the local educational context.

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