

RESEARCH ARTICLE

The Role and Effectiveness of Textual Analysis in Studying the Works of Abdulla Qahhor In General Education Schools

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Abstract

This article examines the effective use of the text analysis methodology in studying the works of Abdulla Qahhor in the 6th grade of general education schools. The writer's artistic language skills, in particular his striving for simplicity and naturalness, are analyzed based on scientific sources. The article provides recommendations for studying the story "The Patient" using competition lesson technology, working with obsolete words, and scientifically and methodologically substantiates ways to develop literary perception and reading literacy in students through text analysis.

KEY WORDS

Text analysis, story "The Patient," competition lesson, literary language, literary skill, student, methodology, reading.

INTRODUCTION

The importance of the methodology of text analysis in literary education is invaluable. The difference between superficial reading of a literary work and its deep analysis is reflected in specific pedagogical results. The mastery and talent of any writer is fully realized not only by reading his works, but, on the contrary, by analyzing his works. This situation is especially relevant in the study of such a complex and multi-layered creator as Abdulla Kahhar.

Abdulla Kahhar, as a classic of Uzbek prose, demonstrated an unprecedented combination of linguistic simplicity and figurative expression. The writer himself writes about the requirements for literary language: "To convey a thought to the reader or to make him imagine something, he needs an open and simple language that doesn't confuse a person. If a person who is taking a picture tries in vain to look beautiful and harmonious in the picture, as if breaking their natural state, if a writer tries in vain to write beautifully and "amazingly," the simplicity and naturalness of language necessary for a literary work is broken" [1].

Literary scholars M. Kushjanov and U. Normatov, who studied the writer's work, also pay special attention to this feature: "Abdulla Qahhor is against overly twisted, overly twisted language [2]. The more naturally words are used, the more clearly the writer's thought is expressed." Linguist N. Mahmudov analyzes this feature even more deeply: "It seems that A. Kahhar, who was truly a people's artist, was able to abandon any means that were not in the people's language itself, regardless of how much he polished the artistic language. At the same time, it should be said that this is also related to the writer's unique, distinctive narrative style" [3].

From this point of view, the central problem of this research is the question of how to organize the methodology of text analysis when studying the work of Abdulla Kahhar in secondary schools.

LITERATURE ANALYSIS AND SCIENTIFIC-THEORETICAL BASIS

The work of Abdulla Qahhor and the issues of his artistic

language have been widely studied in Uzbek literary studies. Such scholars as M.Kushjanov, N.Makhmudov, O.Sharafiddinov, U.Normatov, I.Hakkul have thoroughly studied the writer's stylistic features, image system, and language skills. In world literary studies, the similarities between the stylistic principles of A.P. Chekhov in the short story genre and the work of Abdulla Kahhar were comparatively analyzed by B. Nazarov [4-7].

Among the pedagogical literature on the methodology of text analysis, the works of Z.N.Novlyanskaya and G.N.Kudina, V.G.Marantsman, and Uzbek methodologists T.Soliyev, Z.Tojiboyeva, and B.Yuldashev are of particular importance. In these studies, the issues of forming artistic perception and aesthetic pleasure in students through text analysis are comprehensively covered [8-10].

At the same time, the number of hours allocated to Abdulla Qahhor's work (total 2 hours) in the general education school curriculum is extremely limited. In these conditions of limitations, the effective organization of text analysis remains a pressing issue requiring a methodological solution. Our article is aimed at filling this gap.

RESULTS AND DISCUSSION

In general education schools, it is advisable to organize a 1-hour lesson dedicated to the life of A. Qahhor in the form of a competition lesson. The advantage of a competition lesson is that it forces students to prepare independently before the lesson, and the spirit of competition encourages them to actively demonstrate the acquired knowledge. Students in the class are divided into 2 groups of 10-15 people. The instructor assigns tasks in advance, and participants must thoroughly study the designated resources. It is advisable to organize an exhibition of books about the life and work of Abdulla Kahhar in the classroom [11-12]. The teacher can formulate "Competition" questions as follows:

1. Which of Abdulla Qahhor's stories was first published in the press and when was it published? Answer: The story "The Headless Man" was published in 1929.

2. Which of the author's poems was published in the magazine "Mushtum" under the pseudonym "Norin Shilpiq"? Jresponse: In 1924, his poems such as "When the Moon Burns," "Amen," "Turban Coat" were published in "Mushtum" magazine.

3. How did Abdulla Qahhor evaluate the talent of Erkin Vohidov and Abdulla Oripov? Answer: "I saw the future of both of them," he rated.

4. Which lines of Erkin Vohidov are used as an epigraph in the story "Mahalla"?

Answer: "Man lives by man,

Love is the beginning of life,

It gives life to mankind,

The line "Sun of Kindness of People" is taken as an epigraph.

5. From which poem did Abdulla Qahhor give an epigraph to the story "Tales from the Past"? Answer: Four lines from Abdulla Aripov's poem "Munojot" are taken as an epigraph:

The melody groans, twisting and writhing,

"Munojot" speaks of the sorrows of centuries.

If the tune is like that, it's for the grief itself

How could humankind endure it!

It is advisable to organize the process of studying Abdulla Qahhor's story "The Patient" based on text analysis in two main methodological stages:

- working on obsolete lexical units found in the work;
- using a system of discussion questions based on the content of the text.

At the stage of working on obsolete vocabulary (archaisms) a full understanding of the historical and cultural context reflected in the story may present certain difficulties for students. Therefore, before starting the analysis of the text, it is recommended to write some obsolete words and phrases that appear in the work on the board, explain their meaning, and record them in the students' dictionary:

Word	Explanation
Carriage	Horse-drawn cart - a means of transportation of that time
White Tsar	Tsar of Tsarist Russia - a symbol of the colonial system
Gripping	Handle

Word	Explanation
Sunshine	Spring, mild, pleasant sunshine
Chilyosin	Religious ritual based on the recitation of Surah Yasin of the Quran
Wire	Old name of the city of Fergana
Gharon	Whip

During the competition lesson, a system of questions aimed at text analysis serves to deepen students' understanding of the content of the story. These questions are conditionally divided into three levels: information-based questions (text level), analytical questions (subtext level), and questions requiring assessment and creative thinking.

Knowledge-based questions:

1. Why is the story called "The Patient"?
2. To what extent was Sotiboldi's wife ill? And what about Abduganibay?
3. Why didn't Sotiboldi take his wife to the hospital?
4. Why could Sotiboldi only dream of twenty-five rubles?

Analytical questions:

1. Why did the writer use the proverb "The sky is far, the earth is hard" as an epigraph?
2. What social contradiction in the story is expressed by the proverb "The thick stretches, the thin breaks"?
3. "Every time he groaned, Sotiboldi would become agitated like someone with a twist on his temple" - what image is created through this sentence?
4. How does hearing the voices of beggars from outside in the story enhance the psychology of the event and the impact of the work?

Evaluative-creative thinking questions:

1. Give a fair description of Abdug'aniboy's character. What artistic devices did the writer use to depict this character?
2. What is the reason for the ending of the work with the prayer of a 4-year-old girl? What significance does this compositional solution have in revealing the ideological content of the work?

3. Who do you consider responsible for Sotiboldi's wife's failure to recover? How much role do the social conditions of society or the behavior of individuals play in this situation?

4. What do you think is the true cure for the patient's illness? What conclusion does the writer encourage the reader to draw through this story?

At the end of the competition lesson, it is advisable to draw the students' attention to the last scene of the story - the prayer of a four-year-old girl. The writer concludes the work with this episode. Through the plea of an innocent child, the author awakens in the reader's heart feelings of pain, social pain, and the desire for enlightenment. The voice of the younger child is interpreted as a symbolic representation of society's spiritual "sickness." At this point, it is advisable for the teacher to explain to the students the writer's skill in creating artistic details and images. At the end of the competition lesson, students form the following conclusions: A qualified doctor is needed to treat Sotiboldi's wife. And to take him to the doctor, of course, you need money. For people like Sotiboldi to have sufficient funds to meet their needs, society must be developed. Science is the main factor in the development of society. Thus, the main force that alleviates the suffering of the people and society, saving them from "illness," is enlightenment. The student's independent arrival at this conclusion in the process of text analysis is one of the main pedagogical goals of the text analysis methodology.

CONCLUSION

The use of the methodology of text analysis in the process of studying the work of Abdulla Kahhar in general education schools in conjunction with the technology of a competition lesson provides effective pedagogical results. In particular, when studying the story "The Patient," systematic work on outdated vocabulary, organizing text analysis based on a three-level system of questions, and directing students to independent creative conclusions serve to develop their

literary perception, artistic and aesthetic taste, and reading literacy.

In order to organize literature lessons more effectively, the following methodological recommendations can be put forward:

1. Teachers should enrich the lesson process based on additional scientific and methodological sources, not limiting it to textbooks;
2. In the process of text analysis, regular work on obsolete vocabulary and the formation of students' skills in maintaining a dictionary notebook;
3. Wide application of competition lesson technology in literature lessons in order to increase student activity;
4. Step-by-step formation of a system of questions on text analysis based on the principles of Bloom's taxonomy.

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