

RESEARCH ARTICLE

Developing Students' Text Analysis Skills in Organizing Literature Lessons

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Abstract

This article presents methods for organizing literature lessons that help students gain a deep understanding of texts, develop their aesthetic and moral views, and build skills in observing and analyzing literary processes. Text analysis constitutes the core content of literature lessons, through which students learn about a text's content, style, and genre, and, most importantly, how the author's viewpoint is shaped.

KEY WORDS

Analysis, development, observation, literary process.

INTRODUCTION

Literature lessons help students gain a deep understanding of texts, develop their aesthetic and moral outlook, and build skills in analyzing literary processes. Text analysis is the main component of a literature lesson, through which students learn about a text's content, style, genre, and expressive devices, and, most importantly, how the author's viewpoint is formed. When the analysis process is properly organized, students' interest in the text increases, and they pay closer, deeper attention to literature.

1. Selecting the text and defining the lesson topic. At the beginning of the lesson, the teacher first takes into account the content, genre, and style of the literary work, as well as students' age characteristics, when choosing a text. It is important that the text be well understood by students and that it be interesting and suitable for them. The teacher should give students brief information about the text's general content, its author, and the work itself. At this stage, it is useful to prepare students for the text and arouse their interest by asking questions and inviting them to make predictions about the work.

LITERATURE AND METHODOLOGY

At the beginning of the 7th-grade Literature textbook, a well-known quotation from the English writer Hemingway is cited: "What is left unwritten in a literary work is more important than what is written." Based on this quotation, the textbook's authors analyze Shodiqul Hamro's short story "The Tree in the Yard" as an example. The authors write: "An important feature of a literary text is that it contains a number of underlying meanings. The author usually does not openly state his most important ideas and significant thoughts. By analyzing the 'written' part of the work — the text itself, the depiction of its characters, the narration of events, and the artistic devices used by the author — we learn to discover its 'unwritten' parts and to draw conclusions from them" [1].

The textbook presents an analysis of Shodiqul Hamro's short story "The Tree in the Yard." Before beginning the analysis, it emphasizes the importance of understanding the meaning of the title: "Pay attention to the title of the work. Why do you think it is called 'The Tree in the Yard'? What do you think the story is about?"

The textbook authors then answer this question themselves: "To answer this question, let us first consider the words 'yard'

and 'tree.' A yard usually evokes the image of the place where we were born and grew up — a small homeland. A tree, meanwhile, lives a long life and, despite all the hardships of nature, buds again and bears fruit. Because of these qualities, authors often use the tree in literature to represent patience and endurance, the head of a family, a nation, or ideas related to society, comparing its roots to parents and its flourishing leaves to children. Thus, to understand the function within the text of an object used as an image, we must also pay attention to that object's own distinctive characteristics."

2. Reading and understanding the text. During the first reading of the text, the teacher introduces students to the content of the work. After the text has been read once, students are asked questions to help them understand the main ideas and the sequence of events. These questions help identify the characters' actions, the author's viewpoint, and the main ideas.

The well-known scholar Q. Yo'ldoshev writes the following about the analysis of literary works: "It is incorrect, and even harmful, to understand and interpret fiction merely as a practical tool that answers everyday questions and teaches students how to live" [2].

Understanding and comprehension play an important role in text analysis. The textbook's authors explain the following regarding the analysis of "The Tree in the Yard": "Events in a work typically develop on the basis of certain conflicts. In this passage, the conflict between the Migrant and the father serves to clarify their differing attitudes toward the tree, and, through this relationship, the author's artistic and ideological purpose. For the father, the tree is precious — a memento left by his ancestors. He bears the responsibility of passing this memento on, undamaged, to future generations. For the Migrant, however, such values hold no importance; he simply wants to graft the tree 'for fun.' This is why the father speaks 'displeased' and 'with anger,' while the Migrant speaks 'cunningly,' narrowing his eyes 'slyly.' These words also help us understand the boy's attitude toward the Migrant."

3. Structural analysis of the text. When analyzing a text, it is important to divide it into its structural parts — beginning, middle, and end — and to analyze each part separately. Each part has its own function and content. For example, the beginning may describe the setting of events, the characters, and the internal conflicts among them. As the plot develops, the events continue, and changes in the characters' views and actions are shown. A well-written ending should leave the

reader with the work's main idea or the impression the author intended.

In the analysis of "The Tree in the Yard," the father's attitude toward the tree is described as follows: "My father has a firm and just view of the tree. He considers protecting it important and believes that damaging or destroying it would be a grave sin. Through this image, we can see the father's firm, traditional approach to nature, life, and morality."

The fact that the Migrant's identity is unclear, that he came to the village from elsewhere, and that he dresses distinctively (a cap with a visor) indicates that he is a unique and separate individual. His name, "Migrant," marks him as set apart from the rest of the villagers. That the Migrant "does not know his own homeland" and "does not talk about himself" suggests that he is trying to hide his past. This may indicate that he came to the village at some point for no clear reason, or by choice, and that he has always been cautious about maintaining contact with the villagers.

4. Analyzing the genre of the work. Analyzing literary works according to genre gives students a clear idea of their form and style. For instance, distinguishing between epic works (short stories, novels) and lyric works (poems, epics) helps in understanding the author's language and style. In a novel or short story, events, memories, and characters are analyzed, while in poetry, stylistic devices, imagery, and precise meanings are studied.

5. Figurative devices and stylistic elements in the text. An important part of literary analysis is identifying the stylistic devices used in the text. Literary devices such as metaphor, epithet, repetition, comparison, and understatement help reveal how the author expresses his ideas within the text. Every element in the text — a word, a phrase, a sentence structure — reveals how clearly and effectively the author conveys his thoughts. For example, in the line "There rises in the heart a many-headed thing," identifying the literary image and its meanings allows the reader to grasp the text's deeper layers. The teacher explains what feelings such figurative devices create and what effect they have on the reader.

6. Characters in the text and their analysis. The behavior, thoughts, and actions of the characters form the core of text analysis. Their inner world, dreams, goals, transformations, and personal crises are analyzed. Encouraging students to study the characters' actions helps them understand these characters as individuals.

The teacher, for example, may prompt discussion with questions such as, "What inner struggles does the character face?" or "Why did this character make this decision?" This, in turn, enhances students' analytical abilities and encourages deeper reflection on the text.

7. The ideological and moral content of the work. When analyzing a text, it is also necessary to discuss its idea and the author's moral message. Literary works often address particular social or moral issues. The author's worldview and moral principles are revealed through the decisions, actions, and outcomes of each character in the text.

In the analysis of "The Tree in the Yard," the cause of the conflict between the Migrant and the father is tied to the tree. This tree represents an important element in the father's life while also reflecting the differing worldviews and values of the two men. The father considers it necessary to protect the tree, while the Migrant, driven by a different need and outlook, asks to graft it. The gap between these two views reflects a contrast between, on the one hand, a traditional, firm, protection-based approach (the father), and, on the other, a striving for innovation and change (the Migrant).

The Migrant's request to graft the tree is itself a distinctive act. Through it, he wishes to propagate and expand the tree. Grafting represents growth, development, and transformation. This desire of the Migrant's runs counter to the father's love of nature and traditional values. This mutual gap creates a distinct emotional and ideological tension between the two individuals.

8. The aesthetic impact of the text. It is important to analyze the aesthetic value of a text and to appreciate its beauty and artistic qualities. Literature should give students not only knowledge but also aesthetic enjoyment. Inviting students to read a work and express their emotional response to it teaches them to engage with literary works in a deeper, more original way.

Students should be helped to understand the author's message and how it might be applied in their own lives. For example, questions such as "How is the character's moral image expressed in the work?" or "How is the idea put forward by the author manifested in real life?" can encourage students to think more deeply.

9. Guiding students to engage independently with the text. When concluding the text analysis, it is very important to give students the opportunity to express their own opinions.

They should justify their own points of view and share their own reflections on the text. The teacher may also assign related questions, discussions, or small creative tasks connected to the analyzed text. This develops students' critical thinking and creative abilities [3].

RESULTS

The text presents the opposing worldviews, self-expression, and differing values of two people. In this text, the tree becomes not merely a natural object but a symbol of the relationship between people. Based on the father's firm approach to protecting the tree and the Migrant's demand driven by the pursuit of new possibilities, the text reveals ideological and cultural differences between people.

On page 31 of the 7th-grade "Literature" textbook, Ernest Seton-Thompson's short story "Lobo" is presented. Before beginning this story, students are recommended to read an informational text about wolves taken from a "Children's Encyclopedia." To understand this text, students also need to be able to carry out their own analysis.

"Is the wolf harmful or beneficial? In fact, this is the wrong question to ask, since many animals can be both beneficial and harmful at the same time. A wolf that attacks livestock causes damage to people. Yet that same wolf, in the forest or tundra, most often attacks weak, sick animals, since such animals are easier to catch. By eliminating sick animals, the wolf benefits the forest and the creatures living in it. For this service, it is called the 'forest's sanitary worker.' Wolves prevent forest animals from multiplying excessively.

The wolf is an extremely cunning and intelligent animal. As soon as it senses that it is being pursued, it immediately abandons the dangerous area for a long time. This is why sometimes simply frightening a wolf thoroughly is enough.

The wolf is a master of concealment and an extremely cautious animal. Sometimes even the most experienced hunters cannot find the den of a mother wolf raising her cubs. Sensing danger, the wolf moves her cubs elsewhere and hides them carefully. By autumn, the wolf cubs mature and set out on their winter journey together with their parents. Hunters can quickly determine from tracks in the snow when a wolf pack passed through an area, but finding the swift and cautious pack is not easy. In winter, wolves stay away from people, avoiding traps and dangerous areas. They often appear suddenly, startling people, and carry off a sheep from the pen."

This text provides detailed and interesting information about wolves. To begin the text analysis, it is important for the teacher to ask students questions:

1. Why are wolves called the "forest's sanitary worker"?
2. How does the author describe the harmful and beneficial sides of the wolf? What connection is there between these two sides?
3. Explain why wolves attack weak and sick animals.
4. In your opinion, how would the absence of wolves affect the forest ecosystem?
5. What does the text say about the human approach to hunting wolves? Do you agree with this approach or not? Why?
6. How do you assess the wolf's cautious and secretive behavior? How important is it for their survival?
7. According to the text, wolves attack people's livestock. What measures could be taken to reduce such incidents?
8. If the number of wolves increased significantly in your area, how would you respond to them?
9. Instead of hunting wolves in winter, is it possible to protect them as animals beneficial to nature? If so, how?
10. Imagine that wolves completely disappeared from their habitat. In your opinion, what changes would this bring to the forest ecosystem? Write your answer in the form of a story.
11. If you had the opportunity to make a documentary film about wolves as the "forest's sanitary worker," which aspects would you choose to show?
12. Write a fairy tale or short story about the wolf's caution and skill at concealment.
13. What technologies or approaches could be developed to make wolves harmless to people and nature?
14. Besides wolves, what other animals might play an important role in keeping the population of forest and tundra animals in balance?

The more life-related and thought-provoking the questions are for students, the more thorough the analysis will be. After students have shared their thoughts about the work, it is important for the teacher to also express a concluding view that summarizes these ideas.

The text discusses the wolf's dual nature. On the one hand,

because it attacks domestic animals, it causes harm to people — an especially significant economic loss for those engaged in livestock farming. On the other hand, however, wolves perform a very important ecological function in their natural habitat. Wolves serve as the "forest's sanitary worker," controlling animal populations, and possess a strong ability to sense pursuit. Wolves also have a strong capacity to intimidate and considerable experience in being cautious around hunters.

The text provides interesting information about how wolves live in winter: their winter journeys, evading traps, and theft of livestock. By autumn, once the wolf cubs have matured, they set out on the winter journey together with their parents. This reflects the social structure of the pack. Sensing danger, wolves go around traps and dangerous areas. Their caution and adaptability help them survive in the wild. In winter conditions, wolves come into conflict with humans, attacking livestock and, in some respects, employing wild and sharp tactics.

CONCLUSION

The text portrays wolves not merely as dangerous predators but as an important part of the ecological system. Their harmful and beneficial qualities complement one another, making these animals all the more fascinating. Wolves stand out for their intelligence, adaptability, and important role in the forest. Therefore, rather than taking a one-sided view of them as either purely harmful or purely beneficial, it is important to understand their place in nature.

By the end of the lesson, it becomes clear that it would be wrong to consider the question of "whether wolves are harmful or beneficial" in a one-sided way. Their place in the wild and their relationship with humans are interconnected. With the right approach to these remarkable representatives of nature, not only humanity but the entire ecosystem can benefit. For this reason, we should view wolves not simply as predators, but as an integral part of nature.

Analyzing texts in literature lessons does not merely teach students to understand a work; it also broadens their worldview and enhances their aesthetic and moral values.

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