



**METHODOLOGY FOR STUDYING THE ARTISTIC  
LANGUAGE FEATURES OF POETRY IN LITERATURE  
LESSONS**

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**ABSTRACT**

*The article provides a broad and in-depth analysis of the artistic language of poetic works and its impact on students, and recommends various methodological approaches that are effective in teaching these aspects. In particular, the need to use modern pedagogical methods to develop the skills of understanding, analyzing artistic means in poems and deriving aesthetic pleasure from them is emphasized. In this sense, the article highlights the application of innovative approaches such as cluster, problem-based learning, and illustrative methods to the educational process as an important aspect. In particular, the issue of developing students' aesthetic taste and artistic thinking through examples of poetic works in the barmoq, free and aruz systems presented in literature textbooks for grades 5-7 is widely covered.*

**Introduction.** The study of the artistic features of the language of poetry is of great importance not only in linguistics, but also in the field of literary studies. Poetry has its own lexical, syntactic and stylistic features, which increases its power as a means of artistic expression. The study of such features in poetic works in the Uzbek language helps to increase students' interest in the language. It is particularly important to develop methodological approaches to the study of the language of poetry for students in grades 5-7, because it is at this age that the understanding of poetry, its aesthetic and artistic features begin.

Today, several generations of literary programmes and textbooks have been created on the basis of state educational standards, and the process of their improvement is underway. Comparing the programmes and textbooks, we found the following changes. The state educational standards and curriculum [2017] are the same as the 5th grade literature textbook. The same situation was observed in the new textbooks created according to the national curriculum, i.e., the textbook "Literature" for 6th and 7th grades presents poetic works written in finger, free and introspective style, which is not included in the national curriculum. Perhaps, in our opinion, these circumstances will be taken into account later. The programme and the textbook provide for the study of poetic works written in the finger, free and introspective styles from grades 5 to 7.



No	Grade	Poetic works written in barmoq, free, and improvisational style	Author
1.	5th grade	“Odam bo‘laman”, “Hayotning har lahzasi go‘zal”, “Tinch kunlar” “Haykal”, “O‘riklar gullar” “Baliq ovi”, “Bulut”, “Shudring” “Maktab”, “Qushcha” “Tandir haqida ertak” “Ko‘ngli tilagan murodig‘a yetsa kishi”, “Tole‘ yo‘qi joning‘a balolig‘ bo‘ldi”, “Har kimki vafo qilsa, vafo topqusidur”, “Yod etmas emish kishini g‘urbatda kishi”, “Ko‘pdin berikim yoru diyorim yo‘qtur”, “Tuz oh, Zahiriddin Muhammad Bobur”....	Anvar Obidjon  Zulfiya Mirtemir Abdulla Avloniy Abdulla Oripov Erkin Vohidov Zahiriddin Muhammad Bobur
2.	6th grade	“Yoshlikdan bilim izlab” “Ko‘nglungni orit barcha yomon xislatdin”, “Kim egri erur, tuzluk emas poyasi ham”, “Xub el bila suhbat tutubon xub o‘lg‘il”, So‘z durki nishon berur o‘lukka jondin”, “Johilki, hasad bo‘lg‘ay aning jahlig‘a zam”...	Abay Alisher Navoiy
3.	7th grade	“Sog‘inib” “Daraxtlar” “Shahinam o mening Shahinam” “Qit‘alar va fardlar” “G‘azallar va chistonlar”	Zulfiya Iqbol Mirzo Sergey Yesenin Alisher Navoiy Jahon otin Uvaysiy

In literary works, imagery plays an important role in influencing the reader's emotions and enlivening their thoughts. Through artistic means, the inner world of man, nature, and life experiences are reflected in a unique way. In this regard, we will consider imagery and its means of expression through an artistic analysis of Zulfiya's poems "O'rik Gullaganda" and Iqbal Mirzo's "Go'yo".

**1. The manifestation of imagery in poems:** Imagery in poetry conveys ideas not directly, but through artistic representations. In both poems, the poet expressed his inner experiences through various symbols.

*Bir daraxtni ko‘rdim – mag‘rur barkamol,*

*Istagan faslida gullaydiganday.*

*Pisandiga yaqin kelmas qor, shamol:*

*Durkun bargi mangu so‘lmaydiganday.*

“Go‘yo bir daraxtni ko‘rdim – mag‘rur, barkamol” (poem of the “Go‘yo”)

In this line, the image of a “tree” represents the stability of man, the enduring spirit, and the permanence of life.



*“Terazamning oldida bir tup  
O’rik oppoq bo’lib gulladi...”  
Gulni ko’rib ishqparast qalbim,  
Ming aytilgan darddan kuyladi.*

“O’rik oppoq bo’lib gulladi” (poem of the “O’rik Gullaganda”)

The “apricot flower” is used as a symbol of spring, renewal, hope for life, and memories. In the poems, human experiences are expressed through natural landscapes. For example, in the poem “As if”, the images of a tree, a stream, and a meadow are connected with human inner experiences, while in the poem “When the Apricot Blossoms”, human memories are combined with the process of spring and flowering.

## 2. Examples of the role of artistic means.

Similarity, metaphor, and hyperbole are widely used in poems. Their expressive features are analyzed below:

### A. Simile (Tashbeh)

In this method, one thing is compared to another.

*Shul kimsaning yonida men nimaman,  
Balki uning yugin ortgan kemaman.  
Siz nimasiz? Dard so’yladim kimga man,  
Kimligimni hechkim bilmaydiganday.*

“Balki uning yugin ortgan kemaman” (“Go’yo”) – a person compares himself to a ship carrying the burdens of life.

*Seni qo’msab oqshom chog’ida  
Hijron qo’shar ekan harorat.*

“Hijron qo’shar ekan harorat” (“O’rik Gullaganda”) – The feeling of sadness is likened to anguish in the heart.

### B. Metaphor (Istiora)

Things are represented directly as something else, without the use of similes.

*Havodan kuz hidin olib turibman,  
Bahor menga qaytib kelmaydiganday.*

“Havodan kuz hidin olib turibman” (“Go’yo”) – kuz fasli tirik mavjudotga aylantirilgan.

*O’lgudayin mushtoq bo’libman —  
Visolingga, yo’q chog’i toqat.*

“Visolingga, yo’q chog’i toqat” (“O’rik Gullaganda”) – The word “visol” is a symbolic expression of love and reunion, and it represents the suffering of life.

### C. Personification

Poems are made more alive by portraying inanimate objects as people.

*Meni o’rab oldi hayajon,  
Yana ortdi sevgining kuchi.  
Sharq qizarib, chiqmoqda quyosh,  
Oltinlandi terakning uchi.*

“Sharq qizarib, chiqmoqda quyosh” (“O’rik Gullaganda”) – the sun is given a vital character.

### D. Contradiction (Antithesis)



It enhances meaning by juxtaposing opposing concepts.

*Pisandiga yaqin kelmas qor, shamol:*

*Durkun bargi mangu so'lmaydiganday.*

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*Havodan kuz hidin olib turibman,*

*Bahor menga qaytib kelmaydiganday.*

“Bahor menga qaytib kelmaydiganday” va “Durkun bargi mangu so'lmaydiganday” (“Go'yo”) – the transient and eternal aspects of life are contrasted.

**Comparative Analysis of Two Poems:**

The poems “Go'yo” and “O'rik Gullaganda” are based on the artistic depiction of real life and inner experiences, and have the following similarities and differences:

Main aspect	“Go'yo”	“O'rik Gullaganda”
Main topic	The transience of life and the pain of love	Memories of youth and a sense of nostalgia
Nature image	Trees, streams, autumn smells	Spring, apricot blossom, sun
Basic feeling	Philosophy of life and suffering	Migration and love are longing
Literary tools	Animation, simile, metaphor	Animation, simile, metaphor

**4. Methodological approaches for teaching students:**

The following methodological approaches are recommended in the process of analysing these poems:

**1. Problem-based learning method:**

Assign students the task of finding images in the poem and determining their symbolic meaning.

**2. Cluster method:**

Students group the artistic devices in the poem into clusters and compare them.

Analytical discussion:

The content of the poem is explained through questions and answers about images and artistic means.

**3. Illustrative method:**

Visualising images by drawing pictures or listening to audio materials based on poems. The cluster method uses graphic images to facilitate the understanding of images, artistic means and their meaning in the poem. When students analyse the poem, they visually see the main concepts and determine the connections between them.

Example: Cluster method for the image of “Irmoq” in the poem “Go'yo”.

**Task for students:**

Determine the artistic meaning of the word “Irmoq” in the poem and express in the form of a cluster what emotions this image evokes.

**Cluster diagram:**

[ Irmoq ]



[ Hayot oqimi ]

[ O'zgaruvchanlik ]

[ Vaqtning o'tishi ]

[ Oldinga intilish ]

[ Ortda qolgan xotiralar ]

[ Cheksiz harakat ]

### Analysis and explanation:

- A Irmoq is a symbol of the flow of life, the passing of time.
- The flow of life is the uninterrupted continuation of human life.
- Changeability reflects the constant changes that occur in human life.
- The passage of time means the transience of life and the value of memories.
- Striving forward is the constant development and non-stop of life.

During the lesson:

Through this cluster, students understand the deep meaning of literary images and actively participate in interpreting the symbols in the poem. Thus, figurative thinking and artistic analysis skills are developed.

The illustrative method is a method of explaining concepts in the lesson using visual aids (pictures, diagrams, tables, graphs) to more clearly convey concepts to students. When using this method to analyze a poem, students can visualize artistic images and understand the emotions in the poem more deeply.

**Example:** Analyzing the poem "O'rik Gullaganda" using the illustrative method.

The main image in the poem: "Oppoq gullagan o'rik".

To explain this image, you can show students the following picture or illustration:

- A spring apricot tree covered with white flowers.

Question:

— What feeling do the white flowers express in the poem?

Expected answer: Purity, new hopes, the awakening of life.

Explanation of artistic means:

To explain the similes and comparisons used in the poem, you can display the following table on the board:

Literary medium	Example	Meaning
Simile	"O'rik oppoq bo'lib gulladi"	Purity, hope and a new beginning
Comparison	"Hijron qo'shar ekan harorat"	Longing and anguish in the heart
Metaphor	"Sevgining kuchi"	The power of emotion in the heart

### Illustrative activity:

Ask students to draw on paper the apricot, brook, or other images described in the poem. Then, based on their drawings, discuss what feelings are expressed in the poem.

The effectiveness of the method in the lesson:



- Through images, the artistic devices in the poem are easier to understand.
- The images and their meanings are visually reinforced.
- Students perceive the emotions in the poem in a vivid and memorable way.

**Conclusion.** The poems “Go’yo” and “O’rik Gullaganda” deeply express human experiences through artistic images and means. The similes, metaphors, animations, and antitheses used in the poems allow students to feel the fleeting but important moments of life. During the analysis, it was shown that images of nature serve not only as external landscapes, but also as a means of reflecting feelings in the human soul. The images of “tree” and “river” in the poem “Go’yo” represent vital force, stability, and changeability, while the images of “white flowers” in the poem “O’rik gullaganda” are interpreted as symbols of renewal and purity. The use of illustrative methods, cluster methods, and problem-based learning methods in the lesson helps develop students’ literary thinking. Explaining images through visual images creates conditions for their vivid perception of emotions. Thus, using various methodological approaches in explaining artistic means to students not only builds the ability to read poems, but also to feel them and connect them with real life.

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