



PRACTICAL AND METHODOLOGICAL ASPECTS OF WORKING ON THE TEXT OF CLASSICAL PROSE WORKS

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ABSTRACT

The article presents the difficulties encountered in working on the text of classical prose works in today's secondary schools, several recommendations for overcoming them, and a methodological system for working with classical texts.

In today's context of globalization and intensifying competition, it is not merely theoretical knowledge but also practical, subject-specific competencies that are highly valued – particularly the ability to operate effectively in a communicative environment, comprehend the themes and ideas of literary texts, grasp key concepts in depth, employ diverse reading strategies, and efficiently retrieve information from various sources.

The issue of working with texts has become a pressing methodological concern, especially following the publication of results from the international PISA (Programme for International Student Assessment) evaluation. This program assesses the ability of 15-year-old students to read and understand texts, act upon their content, draw conclusions, and apply the information contained within them.

To positively transform the current situation, well-planned actions and coordinated efforts are required from the entire school community. Every teacher, regardless of subject, must place particular emphasis on developing meaningful reading skills among students, while also promoting general knowledge and cross-disciplinary competencies. In this regard, methodologist N.N.Smetannikova¹ identifies several pedagogical conditions that are essential:

incorporating specialized classes on reading skills into the curriculum;

conducting additional sessions that involve reading comprehension and critical reading tasks;

organizing professional development courses aimed at equipping teachers with practical reading strategies.

It is especially important to underscore the validity of the third point. This is because the ability of future literature teachers to comprehend information and, more critically, to

¹ Сметанникова Н.Н. Что актуально в продвижении и обучении чтению? // Образование. Книга. Чтение: текст и формирование читательской культуры в современной образовательной среде. Сборник трудов по материалам Всероссийской научно-практической конференции. – М.: Русская школа, 2010. – С. 24 – 32.



develop the knowledge and skills required for teaching classical literary texts has become an urgent issue. Therefore, integrating specialized courses into pedagogical programs that address this need is both timely and appropriate. To ensure that students acquire the skills necessary to work with classical texts, a rational and effective preparation strategy must be implemented.

In literature classes, supplementary assignments related to working with texts are used to explain or reinforce the content of classical works. However, such activities do not always yield the desired results. Practical observations reveal that a significant number of students struggle to fully comprehend the content of the texts they read. Methodologist O.N.Artyomova also emphasizes this issue in her research on reading comprehension problems². She notes that the primary reason for reading difficulties lies in the assumption, especially at the elementary level, that reading comprehension will improve “automatically” through exposure to texts, with limited emphasis on structured speech development and reading instruction. Moreover, the fact that mature reading skills require at least six years to develop is often overlooked.

Like teachers of other subjects, literature teachers tend to focus heavily on delivering curriculum content and conveying a certain body of knowledge. As a result, they often limit their instruction to comprehension checks and related tasks. However, neglecting the importance of content development, theme articulation, and the extraction of core ideas hampers students' ability to understand texts effectively. In particular, students at lower or intermediate reading levels require more focused reprocessing of texts to build comprehension and develop interpretive skills.

The methodological system for working with classical texts should include the following stages:

Developing techniques and tactics for understanding the text;

Shaping individualized strategies for text processing and reading mastery;

Explaining how to identify and interpret key information, including narrative structure and continuity;

Emphasizing the significance of meaningful reading and creating conditions that help each student overcome comprehension challenges;

Organizing the learning process based on a student-centered approach, where learners are placed at the core of instruction according to their abilities and interests;

Promoting deeper comprehension through reflective thinking and the conscious adoption of reading strategies.

In parallel, teachers must undergo specialized training to effectively teach text comprehension. This includes familiarization with reading techniques and tactics, as well as methods for fostering students' understanding of texts. In developing new methodologies for teaching reading comprehension, the preparation of experienced teachers and the instruction of successful reading strategies to students is of critical importance. As S.Machonov aptly observes, “Reading is not limited to aesthetic pleasure; it also involves understanding. In some



cases, comprehension requires rereading a work multiple times. A true piece of art reveals previously unnoticed meanings with each new reading.”³

To ensure that work with classical literary texts is effective in literature classes, it must be organized using interactive and reflective methods, including:

Debates and discussions: Questions and tasks should be open-ended and without a single correct answer. For example, methods such as “Controversial Questions,” “Role-Playing,” “Critical Response,” “Modern Contextual Comparisons,” “Internet Forums and Online Discussions,” and “Text and Society” can be employed.

In “Controversial Questions,” students may be divided into groups to discuss prompts like “Were the character's decisions right or wrong?”, “What is the main idea of the work?”, or “How would you change the ending?”

“Role-Playing” involves reenacting key events or scenes, enabling students to understand characters' perspectives more deeply.

“Critical Response” encourages students to analyze selected passages critically: “How would you interpret this section?”, “What changes would improve this scene?”, or “Which character would you remove or replace?”

“Modern Contextual Comparisons” invite students to compare a classical work with a modern novel or film, helping them connect with the material through contemporary lenses.

“Internet Forums and Online Discussions” allow students to share their views via blogs or live sessions, engaging in peer discourse and multiple perspectives.

“Text and Society” opens avenues for discussing the social, political, or ethical issues raised in the text, prompting questions such as “What societal problems does this text address?” or “How do the protagonist's choices affect society?”

Classical prose works are an invaluable part of literary heritage, offering profound insights into the thoughts, culture, and philosophy of past generations. Working on such texts requires a blend of practical and methodological approaches to ensure accurate interpretation and effective analysis. This article explores the key practical and methodological aspects involved in studying classical prose.

Classical prose is characterized by its intricate language, stylistic depth, and thematic richness. Understanding these texts requires familiarity with the literary conventions of the period, the linguistic peculiarities, and the historical and cultural context. Classical prose remains significant today as it helps modern readers connect with the intellectual and cultural heritage of earlier epochs.

One of the primary tasks when working with classical prose is to carefully read and analyze the text. Close reading allows for a deeper understanding of linguistic nuances and stylistic features. Annotating complex phrases and identifying archaic expressions are essential for comprehending the author's intent.

Classical prose often reflects the social, political, and cultural environment of its time. To fully grasp the text, it is crucial to research the historical background and understand the socio-cultural influences that shaped the author's perspective.

³ Матжон С. Мактабда адабиётдан мустақил ишлар. – Т.: Ўқитувчи, 1996. – 208 б.



Comparing different versions, translations, or adaptations can reveal shifts in interpretation and linguistic variation. Analyzing how different editors handle challenging passages helps highlight the fluidity of textual understanding. Classical prose is open to multiple interpretations, often influenced by the reader's perspective and the historical context of analysis. Encouraging critical thinking allows students and scholars to formulate diverse and well-substantiated readings.

This approach focuses on the linguistic and textual aspects, including word origins and syntactic structures. Analyzing the evolution of language within the text aids in understanding its deeper meanings. Exploring the structure, narrative voice, and plot devices helps reveal how the author constructs the story and engages the reader. Identifying the narrative strategies is essential for a nuanced interpretation.

Combining insights from history, philosophy, and literary theory enriches the analysis. For instance, understanding philosophical allusions or historical references within the text adds layers of meaning. Modern theories, such as structuralism or hermeneutics, provide new ways to interpret classical prose. Analyzing the text through these lenses fosters innovative perspectives.

Working with classical prose poses challenges, such as archaic language, dense syntax, and contextual ambiguity. Employing annotated editions, consulting scholarly works, and using digital resources can mitigate these difficulties. Collaborative analysis and group discussions also enhance comprehension.

To make classical prose accessible to students, educators should incorporate interactive methods, such as group debates and thematic presentations. Utilizing digital archives and modern technology also aids in exploring diverse interpretations and critical analyses. Working with classical prose requires a balanced approach, integrating practical techniques with robust methodological frameworks. By employing diverse analytical methods and fostering critical engagement, scholars and students can deepen their appreciation of these timeless literary works.

These interactive strategies help develop students' critical thinking and analytical skills. They also play a pivotal role in fostering deeper understanding, reflective thinking, and the ability to consider texts from various perspectives.

In literary education – whether dealing with prose or poetry – mere exposure to the text or superficial engagement with its content is insufficient for achieving educational efficacy. Every literary work presented in school textbooks must be subjected to in-depth didactic analysis. Identifying and analyzing the main ideas, critical thoughts, and emotionally impactful elements through well-structured questions and assignments constitutes one of the most essential objectives of literary education. This approach directs students' attention to meaningful aspects of the text and stimulates deep, thoughtful engagement, thereby enhancing educational outcomes.

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