



## METHODS OF GUIDING STUDENTS TO LITERARY ANALYSIS IN TEACHING LYRIC WORKS

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**Annotation:** This article discusses the methods used in teaching lyrical works in the process of literary education.

**Keywords:** lyric, lyrical work, method, literary analysis, literary process.

One of the wonderful genres of literature is lyric poetry. Scholars define lyric poetry as "poetry that expresses a person's mood." The nature of lyrical works is different from epic and dramatic works. In lyrical works, the focus is not on the plot or the actions of characters, but on the poet's inner world, feelings, and mood. Such works:

1. Require emotional perception.
2. Develop imaginative thinking and visualization.
3. Educate students in spiritual richness, national feelings, and morality.

Lyrical works are considered an artistic reflection of the human soul, inner feelings, joy, and sorrow. Teaching lyrical poetry in literature classes is a key tool for developing students' aesthetic taste, emotional richness, and creative thinking abilities. Due to the genre-specific characteristics of lyric poetry, there are difficulties and shortcomings encountered in teaching. According to the methodologist and scholar G. Kurmanbayeva in her article "The Mysterious and Poetic World of Light":

"At school, we think that teaching poetry is easy. It is not like prose or drama which is easier to read. But in reality, teaching poetry – that is, teaching poems – is



very difficult. First, some teachers do not love poetry themselves and cannot bring it to life for students. Second, poems are often taught monotonously. Third, we cannot analyze poetry competently, and because of this, poems are not read much. Children lose interest in poetry, and it becomes quite difficult for literature teachers to teach lyrical works. Throughout the entire 45-minute lesson, teachers need to skillfully use effective methods to convey and analyze the meaning in each line and stanza of the poem, encouraging students to delve deeply into its ideas. “It is intended that students develop a clear understanding of the unique characteristics and genres of lyrical works during their school years. Due to these characteristics, the methods and techniques for teaching lyrical works will vary. However, the methodological preparation and approaches used by the teacher play a crucial role in this process. Below, based on the teaching of Maǵzhan Jumabayev’s poem “Saǵyndym” from the second part of the 5th-grade textbook, we will examine these methods. First, the teacher reads the poem expressively. Then, students are asked to read it silently. After the students have read it, a literary analysis of the poem is conducted.

**Three Steps** make an attempt to identify the main issue raised in the poem using the method.

| Step one                                  | Step two  | Step three  |
|---|---|---|
| What idea is being developed in the poem? | What is the relevance of this issue in today’s world? | What is the poet’s purpose in raising this issue? |
|   |   |   |

“**The 'Two-Sided Diary’**” method can be used to develop students' independent thoughts and opinions.”



| “Words of the Poet”   | My thoughts   |
|---|---|
| Қарашығым, құлыным деп<br>зарланған,<br>Алыстағы сорлы анамды<br>сағындым.    | Student: Although the poet himself is struggling, he worries a lot about his mother. He describes his mother as unfortunate because if her son is in prison, she suffers twice as much. |
| Абақтыда айдан, күннен<br>жаңылдым,<br>Сарғайдым ғой сар даламды<br>сағындым. | Student: The inside of the prison is very dark; therefore, the poet longs for freedom and the vast open steppe.   |

Using the “**Bloom's Taxonomy**” method, it is possible to assess the level of students' thinking skills. Higher-order questions require students to apply, develop, and analyze information to a certain extent. Through this method, the level of thinking about Maғzhan Jumabayev's poem "Sağyndym" can be determined as follows:

|              |   |
|--------------|---|
| I know       | The poet's poem "Sağyndym" consists of 10 stanzas, each line has 3 feet and 11-12 syllables, and it is written in traditional rhyme |
| I Understand | I learned the meanings of the necessary words in the poem.  |
| I can apply  | I should develop the habit of valuing my homeland, my siblings, and my parents.   |



|             |  |
|-------------|--|
| I Analyze   | The epithets used in the poem are: black stone, poor prisoner, my young heart.   |
| I Summarize | The lines "I miss my Kazakh people, my large nation,<br>I miss my Saryarka — my joyful land" made me reflect.              |
| I Evaluate  | The educational value of this poem is that it proves how difficult longing is and how every stone of the homeland is dear. |

The difficulty of teaching lyric poetry lies not only in its genre characteristics but, most importantly, in students' attitudes and relationships towards it. Regarding this, methodologist-scholar Q. Bitibaeva says: "It is much easier for a teacher to attract and engage students with prose works than with lyrical works. This is because in lyrical works, the poet conveys their thoughts, feelings, and mood directly through depiction, and to understand these unique qualities of lyric poetry, a child must also have a poetic heart and a quick mind".

In conclusion, teaching lyrical works requires special preparation from the teacher compared to other genres. While determining the main directions for teaching lyrical works, it is essential to develop a specific system for analyzing each poem. The most important thing is for the teacher to understand and deeply feel the author's intended thoughts and emotions. Through this, the teacher can guide the students in the right direction. Teaching lyrical works is a complex process that demands the development of cooperation and inquiry between the teacher and instructor, the growth of their knowledge, taste, personal perspectives, and opinions, as well as various activities aimed at discovering these qualities.



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