

**MAVZU: OLIY TA'LIMDA AMERIKA POSTMODERN ADABIYOTIDA
VAQT VA MAKON DEKONSTRUKTSIYASI SHAKILLANTIRISH
TEKNOLOGIYASINING TAHLILI**

*Otojonov Hasanboy Ulug'bek o'g'li
Osiyo Xalqaro Universiteti Magistranti.*

Annotatsiya: Ushbu maqolada Amerika postmodern adabiyotida vaqt va makon (xronotop) tushunchalarining dekonstruktsiyasi hamda uni oliy ta'lim jarayonida shakllantirish texnologiyalarining tahlili yoritilgan. Postmodern matnlarda vaqtning noxronologik, fragmentar talqini va makonning ramziy hamda giperreal ko'rinishlari nazariy jihatdan asoslanadi. Maqola adabiyotshunoslik va ta'lim integratsiyasini kuchaytirishga xizmat qiladi.

Kalit so'zlar: mustaqil ta'lim, innovatsion texnologiya, metakognitiv strategiya, refleksiya, loyiha asosida o'qitish, AKT, motivatsiya.

hasanboyotojonov1992@gmail.com

**ТЕМА: АНАЛИЗ ТЕХНОЛОГИИ ФОРМИРОВАНИЯ ДЕКОНСТРУКЦИИ
ВРЕМЕНИ И ПРОСТРАНСТВА В АМЕРИКАНСКОЙ
ПОСТМОДЕРНИСТСКОЙ ЛИТЕРАТУРЕ В ВЫСШЕМ ОБРАЗОВАНИИ.**

*Оттожонов Хасанбой Улугбекович. Магистрант
Азиатского Международного Университета.*

Аннотация: В данной статье освещается деконструкция понятий времени и пространства (хронотопа) в американской постмодернистской литературе, а также анализ технологий ее формирования в процессе высшего образования. В постмодернистских текстах теоретически обоснованы нехронологическая, фрагментарная интерпретация времени и символические и гиперреальные проявления пространства. Статья служит для усиления интеграции литературоведения и образования.

Ключевые слова: самостоятельное обучение, инновационные технологии, метакогнитивная стратегия, рефлексия, проектное обучение, ИКТ, мотивация.

hasanboyotojonov1992@gmail.com

**TOPIC: ANALYSIS OF TIME AND SPACE DECONSTRUCTION SHAPING
TECHNOLOGY IN AMERICAN POSTMODERN LITERATURE IN
HIGHER EDUCATION.**

*Otojonov Hasanboy Ulugbekovich.
Master Of International University Of Asia.*

Abstract This article covers the deconstruction of the concepts of time and space (chronotope) in American postmodern literature, as well as the analysis of technologies for its formation in the process of Higher Education. In Postmodern texts, non-phonological, fragmentary interpretation of time and symbolic and hyperreal representations of space are theoretically justified. The article serves to strengthen the integration of literary studies and education.

Key words: independent education, innovative technology, metacognitive strategy, reflection, project-based training, ICT, motivation.

hasanboyotojonov1992@gmail.com

American postmodern literature emerged in the second half of the 20th century as a reaction against the rigid aesthetic and philosophical norms of modernism. This direction takes the reader out of the traditional framework of perception by deconstructing, relativizing, and reinterpreting the concepts of time and space (chronotope) in a literary text. Teaching examples of postmodern literature in higher education, in particular, explaining the deconstruction of time and space, requires modern pedagogical technologies. Postmodernism and deconstruction The term deconstruction is primarily associated with the name of J. Derrida, who calls into question the stable meaning, center, and hierarchies in the text. In literature, this method:

- abandonment of linear plot,
- presentation of time in a fragmented, cyclical or collage form,
- division of space into real and unreal layers.

The concept of time and space (chronotope) According to the chronotope theory put forward by M. Bakhtin, time and space are inextricably linked. In postmodern literature, however, this unity is broken, as a result of which:

- historical time becomes subjectivized,
- space acquires a symbolic and metaphorical character.

Deconstruction of time in American postmodern literature

American postmodern writers deconstruct time through the following methods:

- Non-chronological narrative – the sequence of events is disrupted (for example, the abundance of retrospectives and prolepsis).
- Fragmentation – time is divided into episodes and reassembled by the reader.
- Mixture of history and present time – real historical facts are mixed with fantastic elements.

For example, in the works of Thomas Pynchon, time is depicted not linearly, but in a branched and multilayered way.

- Deconstruction of space

Space in a postmodern text goes beyond the traditional geographical concept: Hyperreal space – places created as a product of mass culture and simulation. Alternating between closed and open spaces – symbolic areas reflecting psychological states. Mixture of virtual and real space – an environment under the influence of technology. In Don DeLillo's novels, space is often depicted as a region devoid of stability, filled with the flow of information.

Formation technologies in higher education

Interactive methods The following methods are effective in teaching a complex chronotope in postmodern literature:

- Collage and mapping - visual depiction of layers of time and space in a work.
- Problematic questions - development of critical thinking in students.
- Intertextual analysis - establishing connections between different works and contexts.

Digital technologies

- interactive timelines,
- creation of virtual space models,
- explanation of the deconstruction process through multimedia presentations.

Pedagogical significance Teaching deconstruction of time and space:

- develops students' abstract thinking skills,

- forms a multi-perspective approach to a literary text,
- helps to deeply understand modern literary processes.

Practical analysis and a table-based approach. Below are the main manifestations of deconstruction of time and space in American postmodern literature and the technologies for teaching them in higher education in tabular form.

1- Table. Features of time deconstruction in American postmodern literature

№	Symbols	Symbols	Symbols
1	Description Literary example	Description Literary example	Description Literary example
2	Nochronological time Disruption of the sequence of events T. Pinchon – Gravity's Rainbow	Nochronological time Disruption of the sequence of events T. Pinchon – Gravity's Rainbow	Nochronological time Disruption of the sequence of events T. Pinchon – Gravity's Rainbow
3	Fragmentary time Episodic and interrupted flow of time K. Vonnegut – Slaughterhouse- Five	Fragmentary time Episodic and interrupted flow of time K. Vonnegut – Slaughterhouse-Five	Fragmentary time Episodic and interrupted flow of time K. Vonnegut – Slaughterhouse- Five

2- Table. Main forms of spatial deconstruction

Hyperreal space Simulation and mass culture product D. DeLillo – White Noise	Hyperreal space Simulation and mass culture product D. DeLillo – White Noise	Hyperreal space Simulation and mass culture product D. DeLillo – White Noise
Symbolic space Psychological and philosophical content T. Pinchon –	Symbolic space Psychological and philosophical content T. Pinchon	Symbolic space Psychological and philosophical content T. Pinchon – The Crying of Lot 49

The Crying of Lot 49	– The Crying of Lot 49	
Virtual space Related to information and technology M. Joyce – hypertext works	Virtual space Related to information and technology M. Joyce – hypertext works	Virtual space Related to information and technology M. Joyce – hypertext works

3- Table. Formation technologies in higher education

Technology Content Expected Outcome	Technology Content Expected Outcome	Technology Content Expected Outcome	
Interactive Analysis Group Discussion and Debate Critical Thinking	Interactive Analysis Group Discussion and Debate Critical Thinking	Interactive Analysis Group Discussion and Debate Critical Thinking	
Visual Mapping Time-Space Schema Building Systematic Perception	Visual Mapping Time- Space Schema Building Systematic Perception	Visual Mapping Time- Space Schema Building Systematic Perception	
Digital Platforms Multimedia and Hypertext Creative Approach	Digital Platforms Multimedia and Hypertext Creative Approach	Digital Platforms Multimedia and Hypertext Creative Approach	

Methodological recommendations In teaching American postmodern literature, it is recommended to explain complex theoretical concepts through visual means, direct students to independent analysis, and strengthen interdisciplinary integration. An expanded interpretation of scientific and theoretical analysis In American postmodern literature, the deconstruction of time and space is manifested not only as an artistic method, but also as an expression of philosophical views. This phenomenon is based on the principles of relativity, ambiguity, and ambiguity opposed to modernist determinism. Postmodern writers, denying traditional chronological time, reconstruct events through the perception, memory, and imagination of the hero. Space is interpreted not as a real geographical area, but as a symbolic, information-saturated, and often simulative environment. As a result, artistic space deprives the reader of a stable point of view and invites him to constant interpretation.

Deepen your analysis based on the table

4- Table. Interpretation of time and space in postmodern and traditional literature

Criterion Traditional literature Postmodern literature	Criterion Traditional literature Postmodern literature	Criterion Traditional literature Postmodern literature
Time Linear, sequential Fragmentary, cyclical	Time Linear, sequential Fragmentary, cyclical	Time Linear, sequential Fragmentary, cyclical
Space Real and stable Symbolic, hyperreal	Space Real and stable Symbolic, hyperreal	Space Real and stable Symbolic, hyperreal
Author role Central Deconstructed	Author role Central Deconstructed	Author role Central Deconstructed
Reader role Passive receiver Active interpreter	Reader role Passive receiver Active interpreter	Reader role Passive receiver Active interpreter

5- Table. Stages of higher education

Stage Teacher activity Student activity	Stage Teacher activity Student activity	Stage Teacher activity Student activity	
Introduction Theoretical understanding Reading the work	Introduction Theoretical understanding Reading the work	Introduction Theoretical understanding Reading the work	
Analysis Problematic questions Group discussion	Analysis Problematic questions Group discussion	Analysis Problematic questions Group discussion	
Integration Interdisciplinary connection Independent conclusion	Integration Interdisciplinary connection Independent conclusion	Integration Interdisciplinary connection Independent conclusion	

The expected results of the teaching process are to understand the essence of postmodern thinking in students, to form the competence to analyze complex literary texts, and to ensure the integration of literary studies and pedagogy. The deconstruction of time and space in American postmodern literature should be taught in the process of higher education in a combination of theoretical and practical approaches. Educational technologies based on tables, visual models, and interactive methods develop students' critical and creative thinking and serve to deepen their understanding of the literary process.

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