

TA'LIMDA PEDAGOGIK INNOVATSIYALAR

THE ESSENCE AND STRUCTURE OF MODERN METHODOLOGY

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Abstract. *This article provides a scholarly examination of the theoretical and practical essence of modern methodology, its structural framework, the educational significance of methodological approaches, and the psychological and pedagogical factors influencing the teaching-learning process. The study also investigates the components, content, and elements of the methodological process, as well as the innovative nature of literary education methodology and its defining characteristics. Particular attention is given to the strategic role of innovative methodology in elevating the professional competence of future philologist-pedagogues to a new level. The findings are substantiated through scientific analysis and highlight the transformative potential of methodological innovation in contemporary education.*

Keywords: *modern methodology, methodological approach, innovation, methodology theory, literary education, assessment system, digital technology, method, component, creative pedagogy.*

ZAMONAVIY METODOLOGIYANING MOHIYATI VA TUZILISHI

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Annotatsiya. *Ushbu maqola zamonaviy metodologiyaning nazariy va amaliy mohiyatini, uning tarkibiy tuzilishini, metodologik yondashuvlarning ta'lim ahamiyatini va o'qitish-o'qish jarayoniga ta'sir qiluvchi psixologik va pedagogik omillarni ilmiy jihatdan o'rganish imkonini beradi. Tadqiqotda shuningdek, metodologik jarayonning tarkibiy qismlari, mazmuni va elementlari, shuningdek, adabiy ta'lim metodologiyasining innovatsion tabiati va uning o'ziga xos xususiyatlari o'rganiladi. Innovatsion metodologiyaning kelajakdagi filolog-pedagoglarning kasbiy kompetensiyasini yangi bosqichga ko'tarishdagi strategik rolga alohida e'tibor qaratilgan. Tadqiqot natijalari ilmiy tahlil orqali asoslanadi va zamonaviy ta'limda metodologik innovatsiyalarning transformatsion salohiyatini ta'kidlaydi.*

Kalit so'zlar: *zamonaviy metodologiya, metodologik yondashuv, innovatsiya, metodologiya nazariyasi, adabiy ta'lim, baholash tizimi, raqamli texnologiyalar, usul, komponent, ijodiy ish.*

СУЩНОСТЬ И СТРУКТУРА СОВРЕМЕННОЙ МЕТОДОЛОГИИ

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Аннотация. В данной статье представлено научное исследование теоретической и практической сущности современной методологии, её структурных основ, образовательного значения методических подходов, а также психолого-педагогических факторов, влияющих на учебно-воспитательный процесс. В исследовании также рассматриваются компоненты, содержание и элементы методического процесса, а также инновационный характер методологии литературного образования и её определяющие характеристики. Особое внимание уделяется стратегической роли инновационной методологии в повышении профессиональной компетентности будущих филологов-педагогов до нового уровня. Результаты подкрепляются научным анализом и подчеркивают преобразующий потенциал методических инноваций в современном образовании.

Ключевые слова: современная методология, методологический подход, инновации, теория методологии, литературное образование, система оценки, цифровые технологии, метод, компонент, творчество.

Introduction. Modern methodology of literary education is manifested as an independent scientific and pedagogical subject that studies the content, objectives, forms, and methods of teaching Uzbek literature, as well as didactic tools and the mechanisms for developing students' competencies within the instructional process. The primary task of this subject is to develop literary education in accordance with the demands of societal progress, the modernization of the education system, and global transformations, as well as to introduce new methods, pedagogical technologies, and innovative approaches into the learning process.

As a component of the system of pedagogical sciences, the "Methodology of Teaching Literature" fully meets all the requirements necessary to be recognized as a distinct field of knowledge. First, the domain studied by the methodology of teaching literature is not examined by any other academic discipline. Second, the sphere in which this discipline operates—namely, the investigation of optimal and effective approaches to working with literary texts at all stages of literary education, as well as the development of its theoretical foundations—has significant social importance. Third, as a scientific discipline, it possesses its own specific research object, subject, goals and objectives, content, and methods [Yoldoshev, 1994, 11–12].

General Conclusion. The methodology of teaching Uzbek literature represents a complex system of knowledge formed at the intersection of traditional didactics and modern pedagogy. It encompasses the following scientific dimensions: 1) theoretical dimension, 2) practical dimension, 3) educational (formative) dimension, 4) innovative dimension.

Theoretical Dimension develops the scientific and conceptual foundations that determine the goals, principles, and content of literary education. The methodology of teaching literature studies the patterns associated with the process of teaching fiction. In this field, certain features of literary studies and pedagogy are integrated. However, neither of these disciplines independently can fully resolve the issue of what to teach in literature and how it should be taught within the system of continuous education [Husanbayeva, 2022, 9].

From this perspective, the methodology of teaching Uzbek literature can be regarded as a complex scientific and theoretical system formed at the intersection of pedagogy, didactics, literary studies, psychology, and linguodidactics, drawing upon each of these disciplines. Determining the theoretical foundation of this field requires, first and foremost, revealing the philosophical and

scientific bases of methodological categories and defining a conceptual platform that identifies the goals and principles of literary education.

The theoretical dimension serves as the foundation that substantiates the practical functions of methodology. It reflects the epistemological nature of the discipline, its scientific paradigm, and its orientation toward socially and pedagogically significant goals.

The theoretical dimension of methodology primarily depends on the scientific determination of the goals and priority directions of literary education. In today's global educational space, literature as a subject is no longer limited to the mere teaching of literary texts; rather, it has evolved into a multi-layered educational category aimed at fostering students' national identity, aesthetic perception, spiritual resilience, literary thinking, creative competencies, and a system of moral and ethical values. From this perspective, the theory of methodology provides scientific answers to fundamental questions such as how the content of literary education should be selected, which philosophical and pedagogical principles it should be based on, and how the content of state educational standards, curricula, and instructional materials should be structured.

The theoretical dimension of methodology also encompasses the conceptual construction of the notion of "the content of literary education." The content of teaching literature is, first and foremost, reflected in the curriculum. In addition, textbooks, instructional and methodological manuals, visual aids, and various supplementary resources serve as essential components that ensure the depth and coherence of educational content [Yo'ldosh, 2022, 22]. Within this framework, the selection of Uzbek literary works for inclusion in the curriculum is subjected to scientific analysis based on specific criteria, such as historical relevance, artistic value, educational (formative) significance, national identity, competency-based suitability, and alignment with students' age-related psychological characteristics.

The theory of methodology examines the content of literary education across four layers: 1) scientific and literary content; 2) spiritual and moral content; 3) linguopoetic content; 4) competency-oriented content. These layers collectively define the theoretical foundations of methodology and serve to construct a conceptual model of literary education within the system of training philologist-pedagogues.

An essential component of the theoretical dimension is the substantiation of the principles, regularities, and conceptual paradigms of literary education. In the methodology of teaching Uzbek literature, the following theoretical principles are particularly prominent: the harmony of national and universal values; the integration of analytical (cognitive) and emotional (aesthetic) reception of literary texts; learner-centered education; the model of the student as an active subject; text-based instruction; and the competency-based approach. The theoretical dimension provides a scientific foundation for these principles and reveals the mechanisms of their implementation in the educational process.

Another important component of the theoretical dimension is the development of a system of scientific categories and a terminological framework for the discipline. The full formation, scientific independence, and theoretical status of methodology require the precise definition and interpretation of its core categories, such as "content of literary education," "methodology of working with texts," "literary perception," "competency-based literary education," "aesthetic education," and "the process of perception across cognitive stages." The establishment of a coherent terminological system is a key indicator of methodology's development as an independent scientific field. As emphasized by Eugen Wüster, terms are created to accurately express the concepts of specialized fields and are based on the principle of unambiguity (monosemy) [Wüster, 1979].

At the same time, the theoretical dimension of methodology also involves identifying scientific trends that determine the patterns of the discipline's development. In particular, literary education has historically evolved from a memorization-based approach to an analytical and

logical model, and further toward learner-centered, competency-based, and digitally integrated educational paradigms. This evolution necessitates a scientifically grounded understanding of the harmony between historical continuity and modern innovation within the theory of methodology.

The practical dimension, in turn, focuses on equipping philologist-pedagogues with the skills to organize the educational process, design lesson structures, and apply effective methods and forms to engage students in literature.

The practical essence of the methodology as a discipline refers to the scientific and applied process directly associated with implementing the content, forms, methods, and tools of literary education in real instructional settings. It involves transforming theoretical principles into effective pedagogical models within teaching practice. While the theory of methodology defines the strategic goals, conceptual principles, and content-related foundations of literary education, its practical function lies in integrating these scientific concepts into educational practice, modeling them in various pedagogical forms such as classroom instruction, extracurricular activities, independent learning, and collaborative learning, and ensuring their effective functioning. "...the teaching of the fundamentals of a discipline is, in its essential nature, collective in character. Therefore, a teacher must not only take into account students' socially meaningful interactions but also systematically facilitate them. In essence, this highlights an important domain of teacher activity—organizational competence"¹

At the core of the practical dimension lies the instructional unit of literary education—the lesson as a technological construct. In any lesson, one can observe organized forms of interaction such as teacher–students, teacher–individual student, and student–student relationships. These forms should serve to ensure effective interpersonal communication within the student group [Қодиров, 2009, 27].

The lesson, therefore, represents the real operational space of methodology—a concrete manifestation of pedagogical influence within a defined time and setting. In this sense, the practice of methodology involves designing the organizational model of the lesson, its scenario, time allocation, goal-oriented activity blocks, assessment components, and reflection mechanisms.

Under the conditions of a modern competency-based approach, literature lessons are gradually shifting from a teacher-centered model toward a model that transforms the learner into an active subject of the educational process.

Another important dimension of the practical aspect is the competence to select, adapt, and apply a system of methods and techniques. This is directly related to optimization, which is understood as "the selection of the most appropriate, effective, and optimal solutions for solving tasks under specific conditions" [Jurayev, 2022, 71].

While the theory of methodology classifies teaching methods, methodology as a practical discipline adapts and modifies them in accordance with the objectives of the learning process, class composition, students' age-related psychological characteristics, genre features of the text, and learners' needs.

For example, in teaching Navoi's ghazals, the use of linguopoetic analysis as a method of text study, the application of dramatization and emotional-comparative analysis to develop literary thinking among 7th-grade students, and the use of literary essays and creative writing techniques in the 10th grade all illustrate the practical mechanisms of method adaptation. The scientific essence of this process lies in applying teaching technologies not as universal models, but as context-sensitive approaches based on situational differentiation.

In addition, the integration of pedagogical technologies, information and communication technologies (ICT), and digital resources constitutes a significant component of the practical dimension. In 21st-century literary education, working with texts is no longer confined to the classroom environment; electronic textbooks, QR-based resources, audio texts, digital versions of

literary works, online assessment platforms, virtual libraries, and integrated STEAM projects all expand the practical possibilities of methodology.

Thus, the practical dimension also encompasses the transformation of the process of teaching literature in accordance with the digital educational environment, including distance and blended learning conditions.

The primary outcome indicator of the practical dimension of methodology is the competency-based learner model. In this context, methodological practice is oriented toward fostering the following transformations in the learner: understanding the content of a literary text; conducting contextual and linguo-aesthetic analysis; articulating and substantiating one's own viewpoint; creating new texts based on creative thinking; consciously developing a culture of reading; and internalizing national values. Thus, the practical outcome is not merely the acquisition of knowledge, but rather the formation of a system of transformative competencies within the learner. As noted by Q. Husanboyeva, it is pedagogically appropriate for the teacher, through questions and tasks related to the content of a literary work, to guide students toward identifying the causal relationships underlying the plot events, characters' traits, and actions, and only then encourage them to evaluate the phenomena [Husanboyeva, 2022, 29–30].

Another important aspect of the practical dimension is the methodological construction of the assessment system. Modern methodology views assessment not merely as a measure of outcomes, but as an integral component of the learning process itself. Formative (ongoing), summative (final), portfolio-based assessment, as well as rubrics, self-assessment, and peer-assessment mechanisms are key components of practical methodology. These approaches engage the learner not as a passive object, but as an active subject in the educational process.

Artistic-constructive activity is itself a form of creativity. It is manifested in giving pedagogical form to educational material in accordance with learners' age, level of knowledge, skills, competencies, and individual inclinations [Қодиров, 2009, 32].

Thus, the practical dimension of methodology represents a systematic pedagogical activity that brings theoretical principles to life in the educational process, ensures high levels of instructional effectiveness, and is aimed at transforming the learner's personality. It finds its concrete expression in lesson design, the selection of methods, the use of didactic tools, the integration of ICT, the development of assessment systems, and the formation of teacher competencies. It is precisely this aspect that elevates methodology from an abstract field of study to an independent scientific and pedagogical system capable of producing tangible educational outcomes.

The educational (formative) dimension of literary education is aimed at developing national and spiritual values, aesthetic taste, literary thinking, reading culture, and moral resilience in students.

Within the system of training philologist-pedagogues, the methodology of teaching Uzbek literature is recognized not only as a scientific-theoretical and practical discipline, but also as a complex field that performs deep educational and formative functions. The educational essence of methodology is primarily defined by its role in fostering students' moral and ethical development, national pride, patriotic feelings, as well as a sense of duty and responsibility. Indeed, literature, through artistic texts, serves as a unique means of education capable of influencing a person's psychological and emotional world, awakening inner consciousness, and elevating social awareness.

From this perspective, the educational dimension of methodology does not merely concern how literary material should be taught, but rather determines what should be taught, for what purpose, and toward which educational outcomes it should be directed. As Q. Yo'ldoshev notes, unlike other disciplines, literature education places educational objectives before instructional ones [Yo'ldosh, 2022].

The educational content of the methodological approach is aimed at forming students' national identity through artistic images, depictions of reality, historical figures, and the values of honor, dignity, and cultural heritage expressed in Uzbek literature. In addition, methodology is viewed as a pedagogical system that shapes an individual's moral consciousness, social behavior, communicative culture, and aesthetic taste. This process is most effective when the teacher's activity is organized in an interactive, purposeful manner and is aligned with spiritual and ethical values.

The educational dimension of methodology is also closely connected with the teacher's worldview and personal qualities. In the process of studying literary texts through critical thinking, reflection, discussion, and observation, students draw conclusions related to their own lives, thereby strengthening the principle of spiritual internalization. In particular, the ideas of spirituality, determination, national destiny, conscience, integrity, love, and loyalty found in the works of writers such as Alisher Navoi, Abdulla Qodiriy, Cho'lpon, Oybek, Pirmuqol Qodirov, and Erkin Vohidov play a central role as educational components within methodological practice.

In the methodological process, educational objectives are manifested on two levels:

1. **Direct (explicit) educational objectives** — involving the transmission of knowledge, the formation of values, and the development of moral concepts such as patriotism, national pride, etiquette, and honesty.

2. **Indirect (implicit) educational influences** — involving the aesthetic impact on students' consciousness, emotional engagement with literary images, and the development of empathy and compassion.

The educational dimension is closely interconnected with other components of methodology, including didactic principles, teaching methods, and criteria for selecting educational material. In particular, the selection of literary works must also be based on educational criteria, prioritizing texts with strong socio-cultural, moral-educational, and psychological impact.

Furthermore, the mechanisms of educational influence in methodology are implemented through discussion, reflection, essay writing, dramatization, creative analysis, group thinking, and evaluative activities.

Thus, the educational dimension of methodology represents a pedagogical theoretical system that equips teachers not merely with instructional techniques, but with the ability to harmoniously integrate education and upbringing within the teaching process as an art of pedagogical interaction.

The innovative dimension ensures the integration of digital technologies, ICT capabilities, virtual methodological resources, and the competency-based approach into literary education. As noted, "the high pace of digitalization, the development of IT technologies, as well as the widespread use of remote communication tools in all spheres of life, are generating new challenges for modern education, the solutions to which depend on the responsibility of pedagogical personnel and the strategic vectors of educational policy" [Вавилов, 2021, 19].

The methodology of teaching Uzbek literature, within the modern system of training philologist-pedagogues, does not rely solely on traditional didactic approaches. Instead, it functions as an open system that incorporates innovative ideas, technologies, and pedagogical transformations.

The innovative dimension reflects the orientation of methodology toward continuous development and renewal in response to societal progress, the expansion of the digital environment, and changes in educational paradigms. It also emphasizes the integration of modern technologies into the activities of both teachers and students.

Against the background of technological development in education, methodology is no longer limited to traditional text analysis and oral explanation. It is increasingly expanding through

virtual platforms, electronic literature textbooks, multimodal text analysis, online seminars and webinars, and AI-based adaptive learning systems.

This process gives rise to the concept of innovative competence within methodology: the teacher is expected not only to transmit knowledge but also to function as a digital learning designer, content creator, and manager of distance learning methods in professional practice.

Within the innovative dimension of methodology, the following theoretical components can be distinguished:

1. **Innovative-didactic approach** – the redesign of educational content and objectives based on new social demands, competency-based assessment, and the modularization of the learning process.

2. **Technological integration** – the application of information and communication technologies, interactive learning platforms (such as Google Classroom, Moodle, Ziyonet, Quizizz, Mentimeter), graphic organizers, and AI-based educational applications in the teaching process.

3. **Model of methodological innovation** – the scientific process of testing, analyzing, and disseminating pedagogical experience, understood as a cycle of experiment, monitoring, expert evaluation, implementation, and reflection.

4. **Authorial methods and creative pedagogy** – the development of new instructional forms by teachers and the use of creative approaches to literary analysis, such as storytelling, podcast-based interpretation, dramatized discussion, and role-reversal debates.

The main feature of the innovative dimension lies in the interpretation of methodology not as a static system, but as a dynamic, continuously evolving open methodological ecosystem that adapts to every new socio-real change. The integration of innovation into the essence of methodological science requires the development of the following professional competencies in teachers: media literacy, digital thinking, rapid adaptability, content creation skills, collaborative teaching competencies, as well as systems thinking and design-oriented thinking.

The innovative dimension of methodology represents a scientific-theoretical category aimed at updating the content, forms, and outcomes of education and transforming the process of teaching Uzbek literature through the use of digital and creative pedagogical opportunities. Accordingly, literary methodology is no longer limited to answering the question of "how to teach," but increasingly addresses the strategic question of "what innovative outcomes can be achieved through teaching."

In conclusion, the modern methodology of literary education is not merely a set of teaching techniques, but a holistic scientific and pedagogical system that integrates theoretical foundations, practical skills, educational objectives, and innovative approaches. As analyzed in this article, the theoretical and practical dimensions of methodology serve to place the learner at the center of the educational process and to develop not only the ability to analyze literary texts, but also life competencies such as national identity, aesthetic taste, and spiritual resilience. The integration of digital technologies and innovative methods into literature lessons ensures the transformation of the discipline in accordance with contemporary demands and plays a strategic role in enhancing the professional competence of future philologist-pedagogues. Ultimately, the effectiveness of literary education is manifested in the harmonious integration of theoretical knowledge, practical technologies, and educational (formative) essence.

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