

**ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK TILI
VA ADABIYOTI UNIVERSITETI HUZURIDAGI ILMIY DARAJALAR
BERUVCHI DSc.03/2025.27.12.Fil.41.01 RAQAMLI
ILMIY KENGASH ASOSIDAGI BIR MARTALIK ILMIY KENGASH**

TOSHKENT DAVLAT O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI

YULDASHEVA MAXMUDA ALIKULOVNA

**ADABIY TA’LIMNI EVRISTIK YONDASHUV ASOSIDA TASHKIL
ETISHNING NAZARIY-METODIK ASOSLARI**

13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi (o‘zbek adabiyoti)

**PEDAGOGIKA FANLARI BO‘YICHA FALSAFA DOKTORI (PhD)
DISSERTATSIYASI AVTOREFERATI**

Toshkent – 2026

**Pedagogika fanlari bo‘yicha falsafa doktori (PhD)
dissertatsiyasi avtoreferati mundarijasi**

**Оглавление автореферата диссертации
доктора философии (PhD) по педагогическим наукам**

**Content of dissertation abstract of the doctor of
philosophy (PhD) on pedagogical sciences**

Yuldasheva Maxmuda Alikulovna

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**PEDAGOGIKA FANLARI BO‘YICHA FALSAFA DOKTORI (PhD)
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Falsafa doktori (PhD) dissertatsiyasi mavzusi O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasida V2023.2.PhD/Ped5280 raqam bilan ro‘yxatga olingan.

Dissertatsiya Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetida bajarilgan.

Dissertatsiya avtoreferati uch tilda (o‘zbek, ingliz, rus (rezyume)) Ilmiy kengashning veb-sahifasi (www.tsuull.uz) va “ZiyoNet” Axborot ta’lim portalida (www.ziynet.uz) joylashtirilgan.

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Namangan davlat pedagogika instituti

Dissertatsiya himoyasi Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti huzuridagi ilmiy darajalar beruvchi DSc.03/2025.27.12.Fil.41.01 raqamli Ilmiy kengash asosidagi bir martalik ilmiy kengashning 2026-yil «__» _____soat ____dagi majlisida bo‘lib o‘tadi. (Manzil: 100100, Toshkent, Yakkasaroy tumani, Yusuf Xos Hojib ko‘chasi, 103-uy. Tel.: (99871) 281-42-44; faks: (99871) 281-42-44; (www.tsuull.uz).

Dissertatsiya bilan Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetining Axborot-resurs markazida tanishish mumkin (__ raqami bilan ro‘yxatga olingan). (Manzil: 100100, Toshkent, Yakkasaroy tumani, Yusuf Xos Hojib ko‘chasi, 103-uy. Tel.: (99871) 281-42-44; faks: (99871) 281-42-44; (www.tsuull.uz).

Dissertatsiya avtoreferati 2026-yil «__» _____kuni tarqatildi.
(2026-yil «__» _____dagi ____ - raqamli reestr bayonnomasi).

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahonda ta'lim oluvchilarning global tafakkurini rivojlantirish, zamonaviy o'quvchi shaxsini tarbiyalashda amaliy faoliyatga yo'naltirilgan, differensial va integrativ yondashuvga asoslangan mexanizmlar joriy etilib, kelajak o'quvchilari faqat nazariy bilimlarni egallashlari emas, balki har qanday vaziyatda mos yo'lni tanlay bilish, muammoli vaziyatlarni innovatsion usullar bilan hal qilish malakasiga ega bo'lishlari uchun ergonomik muhit yaratishga jiddiy e'tibor beriladi. Evristik yondashuv esa bu moslashuvchanlikka emotsional ta'sir ko'rsatib, ta'lim oluvchilarda tashabbuskorlik, boshlang'ich idrokdan teran tafakkur sari intilish layoqatini rivojlantirish va ijodiy faoliyatini oshirishga yo'naltirishi dolzarblik kasb etadi.

Dunyo ta'lim tizimida evristik yondashuvning yoshlarda izlanuvchanlik, kreativlik, o'quv tadqiqotchiligi kabi ko'nikmalarni shakllantirish, tez o'zgarib boruvchi sharoitlarga moslashish, intellektual potensialini oshirish, mustaqil fikrlovchi va faol shaxslar sifatida rivojlantirishga yordam berishi asoslangan. Ta'lim oluvchilarning yangi bilimlarni individual o'zlashtirishlariga motivatsiya berish, kognitiv qobiliyatlarini tarkib toptirish, ijodiy bilish ko'nikmalari, tayanch va fanga oid kompetensiyalarini rivojlantirishda mustaqil izlanishlarga yo'naltiruvchi evristik o'qitish usullarini joriy etish masalalariga ustuvorlik berilmoqda.

Respublikamizda o'quvchilarni erkin fikr bildirish, mutolaa madaniyatini shakllantirish, badiiy matn bilan ishlash jarayonida "o'z javobi"ni ayta olish ko'nikmalarini rivojlantirishga yo'naltirish – adabiyot o'qitishning muhim jihatlaridan hisoblanadi. Adabiyot darslarini tashkil etishda o'rganish va kashf qilishga asoslangan ta'lim jarayoni o'quvchilarning o'quv faolligini oshirish, ularda mustaqil fikrlash ko'nikmalarini takomillashtirishga yordam beradi. Bu esa ularning har tomonlama raqobatbardosh shaxs sifatida shakllanishini ta'minlaydi. O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyevning "Yoshlarimizning mustaqil fikrleydigan, yuksak intellektual va ma'naviy salohiyatga ega bo'lib, dunyo miqyosida o'z tengdoshlariga hech qaysi sohada bo'sh kelmaydigan insonlar bo'lib kamol topishi, baxtli bo'lishi uchun davlatimiz va jamiyatimizning bor kuch va imkoniyatlarini safarbar etamiz"¹, degan fikrlari yoshlarning ijodiy tasavvurini rivojlantirish, badiiy-estetik tafakkurini shakllantirish, kuzatuvchanlik, tashkilotchilik, qiziquvchanlik, yangiliklarga intiluvchanlik sifatlarini oshirishda muhim o'rin tutadi.

O'zbekiston Respublikasi Prezidentining 2016-yil 13-maydagi PF-4797-son "Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetini tashkil etish to'g'risida", 2019-yil 29-apreldagi PF-5712-son "O'zbekiston Respublikasi xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida", 2020-yil 6-noyabrdagi PF-6108-son "O'zbekistonning yangi taraqqiyot davrida ta'lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-

¹Mirziyoyev Sh. M. Erkin va farovon, demokratik O'zbekiston davlatini birgalikda barpo etamiz. – Toshkent: "O'zbekiston" NMIX, 2016. – B. 14.

tadbirlari to'g'risida", 2022-yil 28-yanvardagi PF-60-son "2022–2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida"gi farmonlari, 2017-yil 13-sentyabrdagi PQ-3271-son "Kitob mahsulotlarini nashr etish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ'ib qilish bo'yicha kompleks chora-tadbirlar dasturi to'g'risida"gi Qarori hamda sohaga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda mazkur dissertatsiya tadqiqoti muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishi ustuvor yo'nalishlariga mosligi. Dissertatsiya respublika fan va texnologiyalar rivojlanishining I. "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda, innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishiga muvofiq bajarilgan.

Muammoning o'rganilganlik darajasi. Mamlakatimiz adabiy ta'lim tizimida evristik metodlardan foydalanish A.Zunnunov, Q.Yo'ldoshev, S.Matchonov, M.Mirqosimova, Q.Husanboyeva, R.Niyozmetova, S.Kambarova² kabi metodistlarning tadqiqot ishlarida o'qitishning hayot bilan aloqadorligi, ma'naviyat va estetik asoslarning ustuvorligi, mustaqil ishlarni uyushtirish, o'quvchilarning adabiy tahlil malakalarini rivojlantirish, mustaqil fikrlashga o'rgatish, mutolaa madaniyatini shakllantirish masalalari doirasida yoritilgan. Evristik yondashuv orqali o'quvchilarning tanqidiy fikrlashini rivojlantirish, bilimlarni mustaqil o'zlashtirishga o'rgatish, ijodiy izlanuvchanlikka xos sifatlarini shakllantirish imkoniyatlari N.S.Mamatov, J.Tursunov, Sh.Hamdammov, D.J.Gaipov, I.G'.Abdullayeva, F.K.Razikova, O.O.Xalloqova, A.Turaqulova, K.A.Shokarimova, R.Xurramov³ kabi pedagog olimlar tomonidan o'rganilgan.

² Зуннунов А. ва бошқ. Адабиёт ўқитиш методикаси. – Тошкент: Ўқитувчи, 1992. – 333 б.; Ўйлошев Қ.Б. Янгиланган педагогик тафаккур ва умумтаълим мактабларида адабиёт ўқитишнинг илмий-методик асослари. Пед. фан. док. ... дисс. – Тошкент, 1997. – 306 б.; Матчонов С. Умумтаълим тизимида адабиётдан мустақил ишларни ташкил этиш. Пед. фан. док. ... дисс. – Тошкент, 1998. – 300 б.; Мирқосимова М.М. Ўқувчиларда адабий таҳлил малакасини шакллантириш ва такомиллаштириш усуллари. Пед. фан. док. ... дисс. – Тошкент, 1995. – 253 б.; Хусанбоева Қ.П. Адабий таълим жараёнида ўқувчиларни мустақил фикрлашга ўргатишнинг илмий-методик асослари. Пед. фан. док. ... дисс. – Тошкент, 2006. – 262 б.; Ниёзметова Р.Х. Узлуксиз таълим тизимида ўзбек адабиётини ўрганишнинг назарий ва методик асослари (рус гуруҳлари мисолида). Пед. док. ... дисс. – Тошкент, 2007. – 242 б.; Камбарова С.И. Умумий ўрта таълим тизимида ўқувчиларнинг мустақил мутолаа маданиятини шакллантириш технологияси. Пед. фан. фалс. док. (PhD) ... дисс. – Самарқанд, 2019. – 150 б.

³ Mamatov N.S. Evristik mezonlar asosida informativ belgilar fazosini shakllantirish usullari va algoritmlari. Ped. fan. fals. dok. (PhD). ... diss. – Toshkent, 2010. – 114 b.; Tursunov J. O'quvchilarda kreativ qobiliyatlarni shakllantirishda evristik ta'lim metodlaridan foydalanish // Maktab va hayot. – Toshkent, 2013. – № 3. – B. 24 – 26; Hamdamov Sh. "Evristik suhbat" usuli / Ma'rifat. – Toshkent, 2020. – № 24. – B. 4; Gaipov D.J. Evristik metod yordamida boshlang'ich sinf o'quvchilarining o'quv faolligini ta'minlash mexanizmlari. Ped. fan. fals. do. (PhD) ... diss. – Toshkent, 2021. – 40 b.; Abdullayeva I.G'. Innovatsiya fenomeni va uning evristik asoslari // Ilm sarchashmalari. – Urganch, 2021. – № 9. – B. 40 – 44; Razikova F.K. Evristik ta'lim texnologiyasiga asoslangan yondashuvni amalga oshirish sharti // Oriental Renaissance: Innovative, educational, natural and social sciences. 2022, – B. 8; Xalloqova O.O. Evristik faoliyat texnologiyalaridan foydalanib o'quvchilarda ijodkorlik qobiliyatini rivojlantirish // "Science and Education" Scientific Journal. 2022, – B. 7; Turaqulova A. Evristik ta'lim texnologiyalari / Metodik qo'llanma. – Toshkent, 2022. – B. 17; Shokarimova K.A. Применение эвристического метода на уроках литературы // Academic Research in Educational Sciences. – Chirchik, 2022. – B. 73; Хуррамов Р. Оғзаки машқлар ёрдамида бошланғич синф ўқувчилари эвристик фикрлашини

MDH davlatlari olimlari V.I.Andreyev, S.S.Bakulevskaya, V.N.Vasilkov, V.N.Voronin, A.A.Derkach, V.V.Ilin, P.F.Kapterev, A.D.Korol, I.M.Rozet, Y.K.Kulyutkin, N.M.Pleskatsevich, A.V.Xutorskoy, Y.F.Trofimov⁴larning izlanishlarida evristik metod, evristik faoliyat turlari va evristik ta'limning ustuvor jihatlari o'z ifodasini topgan. Evristik yondashuvni ta'lim-tarbiya jarayoniga tatbiq etish usullari, o'quvchilarda evristik tafakkurni shakllantirishning psixologik-pedagogik imkoniyatlari, evristik ta'limni tashkil etish muammolari M.K.Kogut, Y.D.Ulezko, E.A.Petrosyan, R.N.Naurizbayeva⁵lar tomonidan monografik yo'sinda tadqiq qilingan. M.A.Danilov, A.M.Matyushkin, I.S.Averina, G.D.Chistyakova, L.S.Vigotskiy, S.L.Rubinshteyn, A.E.Simanovski, A.N.Leontyev, S.I.Shoxor-Trotskiy, N.Sokolov⁶ kabi olimlar tomonidan o'quvchilarning ijodiy faoliyati, qiziqishi, istak va ehtiyojlarini qo'shimcha ta'lim, to'g'arak mashg'ulotlari va maktabdan tashqari ishlar jarayonida rivojlantirish yo'llari asoslangan.

Jahon ta'lim tizimida evristik yondashuv vositasida o'quvchilarni ijodkorlikka yo'naltirish masalalariga doir ilmiy izlanishlar olib borilgan. O'quvchilarda ijodiy izlanuvchanlikka xos sifatlarni shakllantirishning pedagogik-

ривожлантиришнинг методик асослари // Таълим ва инновацион тадқиқотлар. – Бухоро, 2022. – № 9. – В. 153.

⁴ Андреев В. И. Педагогическая эвристика для творческого саморазвития. – Казань: Центр инновационных технологий, 2015. – 288 с.; Бакулевская С.С. Становление интеллектуально-творческой деятельности старшеклассника в процессе решения эвристических задач. Автореф. дисс. канд. пед. наук. – Волгоград, 2001. – 162 с.; Васильков В.Н. Эвристический диалог в структуре вузовского обучения. – Воронеж: ВГУ, 2002. – 84 с.; Воронин В.Н. Интеграция эвристических и технологических подходов проектирования дидактических комплексов в вузе. – Тольятти: Мир, 2003. – 274 с.; Деркач А.А. Педагогическая эвристика: Искусство овладения иностранным языком. – М.: Педагогика, 1991. – 224 с.; Ильин В. Теория познания. Эвристика. Креатология. – М.: Проспект, 2018. – 173 с.; Каптерев П.Ф. Эвристическая форма обучения в народной школе // Антология педагогической мысли России второй половины XIX – начала XX в. – М.: Педагогика, 1990. – С. 218 – 221; Король А.Д. Метод эвристического диалога в технологии творческой самореализации учащихся / Ученик в обновляющейся школе. Сборник научных трудов / под ред. Ю.И.Дика, А.В.Хуторского. – М.: ИОСО РАО, 2002. – С. 173 – 181.; Розет И.М. Что такое Эвристика? – Минск: Народная асвета, 1969. – 119 с., Кulyutkin Ю.К. Эвристические методы в структуре решений. – М.: Педагогика, 1970. – 232 с.; Плескачевич Н.М. Эвристическая беседа и ее роль в процессе обучения (На материале предметов гуманитарного цикла в средних классах школы). Дисс. ... канд. пед. наук: Минский гос. пед. ин-т им. А.М.Горького. – Минск, 1969. – 220 с.; Хуторской А.В. Дидактическая эвристика. Теория и технология креативного обучения. – М.: МГУ, 2003. – 416 с.; Трофимов Е.Ф. Эвристика: учебное пособие. – Ярославль: Мубинт, 2007. – 289 с.;

⁵ Когут М.Т. Историческая эвристика: практикум/ – Омск: Издательство ОМГТУ, 2011. – 55 с.; Улезко Ю.Д. Методические условия применения эвристических методов обучения на уроках биологии. – Екатеринбург, 2018. – 196 с.; Петросян Э.А. Реализация творческой эвристической деятельности школьников в процессе обучения математике. Автореф. дисс. канд. пед. наук. – Екатеринбург, 2005. – 163 с.; Науризбаева Р.Н. Педагогическая система эвристического обучения учащихся художественно-творческой деятельности через народное искусство. – Казань, 2009. – 142 с.

⁶ Данилов М.А. Воспитание у школьников самостоятельности и творческой активности в процессе обучения // Советская педагогика. 1961. – № 8. – С. 32 – 42; Матюшкин А. М. Основные направления исследования мышления и творчества. В кн.: Категории, принципы и методы психологии. – М.: Наука, 1983. – С. 314 – 316; Матюшкин А. М. Аверина И. С., Чистякова Г. Д. Развитие творческой активности школьников / Под ред. Матюшкина А.М., НИИ общ. и пед. психологии АПН СССР. – М.: Педагогика, 1991. – 155 с.; Выготский Л.С. Воображение и творчество в детском возрасте. – СПб.: СОЮЗ, 1997. – 96 с.; Рубинштейн С.Л. О мышлении и путях его исследования. – М.: изд-во Академии Наук СССР, 1958. – 145 с., Симановский А. Э. Развитие творческого мышления детей. – Ярославль. Гринго, 1996. – 192 с.; Леонтьев А.Н. Развитие памяти: Экспериментальное исследование высших психологических функций. – М.: Государственное учебно-педагогическое издательство, 1931. – 278 с.; Шохор-Троцкий С. И. Чему и как учит на уроках арифметики? – М.: СПб, 1899. – 280 с.; Соколов В. Н. Педагогическая эвристика: введение в теорию и методику эвристической деятельности: учебное пособие / Соколов. – М.: Аспект Пресс, 1995. – 255 с.

psixologik xususiyatlari xorijlik olimlardan D.Poya, A.Puankare, B.Bolzano, R.Dekart, K.Dunker, A.Giddens, R.Sears, L.Jantine⁷larning tadqiqotlarida o‘z aksini topgan.

Yuqoridagi tahlillar adabiy ta’limni evristik yondashuv asosida tashkil etish muammosi monografik yo‘sinda tadqiq etilmaganini ko‘rsatadi. Shu nuqtayi nazardan ijod maktablarida adabiyot o‘qitishni evristik yondashuv asosida tashkil etish zarurati mavjud.

Tadqiqotning dissertatsiya bajarilgan oliy ta’lim muassasasi ilmiy-tadqiqot ishlari rejaları bilan bog‘liqligi. Dissertatsiya Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti ilmiy tadqiqot rejasining “O‘zbek tili va adabiyotini o‘qitishning zamonaviy metodikasi” mavzusi doirasida bajarilgan.

Tadqiqotning maqsadi ijod maktablarida adabiyot darslarini evristik yondashuv asosida tashkil etishning nazariy va metodik asoslarini takomillashtirishdan iborat.

Tadqiqotning vazifalari:

ijod maktablarida adabiy ta’limni evristik yondashuv asosida tashkil etishning nazariy va metodik asoslarini aniqlashtirish;

o‘quvchilarda evristik tafakkurni rivojlantirishning pedagogik-psixologik imkoniyatlarini belgilash;

adabiyot darslarini evristik yondashuv asosida tashkil etishning tavsiyaviy usullarini ishlab chiqish;

adabiyot darslarini evristik yondashuv asosida tashkil etish metodikasini takomillashtirish.

Tadqiqotning obyekti sifatida ijod maktablarida adabiyot darslarini evristik yondashuv asosida tashkil etish jarayoni belgilanib, tajriba-sinov ishlariga Toshkent shahar Abdulla Qodiriy nomidagi ijod maktabi, Guliston shahar Halima Xudoyberdiyeva nomidagi ijod maktabi, Xiva shahar Muhammad Rizo Ogahiy nomidagi ijod maktablarining 594 nafar 7–11-sinf o‘quvchilari jalb etilgan.

Tadqiqotning predmetini ijod maktablaridagi adabiyot darslarini evristik yondashuv asosida tashkil etish mazmuni, shakl, metod va vositalari tashkil qiladi.

Tadqiqot usullari. Tadqiqot mavzusini yoritishda suhbat, so‘rovnoma, tasniflash, tavsiflash, umumlashtirish, kuzatish, pedagogik tajriba o‘tkazish, qiyoslash, matematik-statistik tahlil singari usullardan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

ijod maktablarida adabiy ta’limni evristik yondashuv asosida tashkil etishning nazariy-metodik asoslari shaxsga yo‘naltirilgan madaniy, pragmatik,

⁷Пойа Д. Как решать задачу. – М.: Учпедгиз, 1959. – 208 с.; Пуанкаре А. Наука и метод. – СПб.: Н.П.Карбасникова, 1910. – 240 с., Больцано Б. Учение о науке. – СПб: Наука, 2003. – 518 с.; Декарт Р. Рассуждение о методе, чтобы хорошо направлять свой разум и отыскивать истину в науках. – М.: Академии Наук СССР, 1953. – 273 с.; Дункер К. Качественное (экспериментальное и теоретическое) исследование продуктивного мышления // Психология мышления. – М., 1965. – С. 21 – 85; Giddens A. Politics, Sociology and Social Theory. – USA, 1995. – 312 p.; Sears R. Patterns of child rearing. – Stanford, 1957. – 549 p.; Jantine L. Spilt. A Study into the effects of a blended professional development program on pre-primary teachers' Language Stimulatin COmpetenceS (LASCOS) (01/10/2022 - 30/09/2026) - Co-promotor.

kognitiv va ijodiy faoliyat turlarini o'quvchilarning o'quv-biluv ko'nikmalarini rivojlantirishga doir jarayonni texnologiyalashtirish orqali aniqlashtirilgan;

o'quvchilarda evristik tafakkurni rivojlantirishning psixologik (kreativlik, motivatsiya, qiziqish, empatiya, moslashuvchanlik), pedagogik (markazda o'quvchi faol, muhokama, o'quv materiallarining rang-barangligi, baholash) va metodik (o'quv maqsadlarining aniqligi, o'lchanishi, tanlovi, resurslar, ijodiy topshiriqlar) imkoniyatlari adabiy ta'limning tashkiliy-didaktik ta'minoti bilan o'zaro muvofiqlashtirish asosida belgilangan;

o'quvchilarning ijodiy individualligi, yaratuvchanligini rivojlantirishda badiiy asar mohiyatini anglashga hissiy-obrazli ta'sir ko'rsatuvchi sinergetik, ilmiy va ijodiy-bilish tamoyillarini matn ustida ishlashga oid tadqiq etish, ta'riflash, bashorat qilish, tushuntirish kabi strategik maqsadlar aloqadorligini ta'minlash asosida takomillashtirilgan;

adabiyot darslarini evristik yondashuv asosida tashkil etish metodikasi o'quvchilarning badiiy asarlarni ijodiy idrok etish bilan bog'liq evristik kuzatish, individual loyihalar, virtual tashrif, ijodiy tasavvur qilish, ijodiy fantaziya, tarixiy fakt va adabiy asar talqinlarini qiyoslash metodlari, skits (kundalik epizodlarni aks ettiruvchi qisqa dramatik yoki nasriy asar)lar yozish, sochma bandlar, raqamli texnologiyalar (Interaktiv devor (Padlet), "Hikoyalar taxtasi" (Story board), Ovoz yozish platformasi (Vocaroo)ni optimallashtirish asosida takomillashtirilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

tadqiqot natijalaridan hammualliflikda ijod maktablarining 8–9-sinflari uchun "Adabiyot" darsliklari yaratilgan;

adabiy ta'limni evristik yondashuv asosida tashkil etishga doir dars ishlanmalari va tavsiyalar ishlab chiqilgan;

o'quvchilarning o'z-o'zini ijodiy rivojlantirishiga doir evristik savol-topshiriqlar tizimlashtirilgan;

tadqiqot natijalaridan oliy ta'limda "Adabiyot o'qitish metodikasi", "Maktab ta'limida zamonaviy adabiyot" fanlari o'quv dasturlari mazmunini takomillashtirishda foydalanilgan.

Tadqiqot natijalarining ishonchliligi mazkur tadqiqot ishida qo'llanilgan ilmiy yondashuvlar nazariy-metodik jihatdan asoslangani, nazariy ma'lumotlarning rasmiy manbalardan olinganligi, keltirilgan tahlillar va tajriba-sinov ishlari samaradorligi matematik-statistik tahlil orqali aniqlangani, xulosa, taklif va tavsiyalarning amaliyotga joriy etilgani hamda olingan natijalarning vakolatli tuzilmalar tomonidan tasdiqlangani bilan izohlanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati shundan iboratki, evristik yondashuvning adabiy ta'lim jarayonidagi o'rnini metodik jihatdan asoslashga doir nazariy va metodik qarashlar umumlashtirilgani, tavsiyalar ishlab chiqilgani va amaliy asoslangani bilan muhim ahamiyat kasb etishi, shuningdek, ijod maktablari o'quvchilarining ijodkorligi, o'quv tadqiqotchiligini rivojlantirishda metodik asos bo'lib xizmat qilishi bilan belgilanadi.

Tadqiqotning amaliy ahamiyati shundaki, ijod maktablari o'quvchilarining ijodiy fikrlashini rivojlantirish bo'yicha samarali usullar ishlab chiqilgan va

qo'llashga oid metodik tavsiyalar berilgani, tadqiqotda ilgari surilgan metodik g'oyalar, tavsiyalardan umumta'lim, ixtisoslashtirilgan va ijod maktablari uchun "Adabiyot" darsliklarini yaratishda, sinfdan tashqari ishlarni tashkil etishda, adabiyot o'qitish metodikasiga oid qo'llanmalar tayyorlashda hamda o'qituvchilarni qayta tayyorlash va malakasini oshirish kurslarida foydalanish mumkinligi bilan izohlanadi.

Tadqiqot natijalarining joriy qilinishi. O'quvchilarning ijodiy fikrlashini rivojlantirishda evristik usullardan foydalanish metodikasini takomillashtirish bo'yicha olingan ilmiy natijalar asosida:

ijod maktablarida adabiy ta'limni evristik yondashuv asosida tashkil etishning nazariy-metodik asoslari shaxsga yo'naltirilgan madaniy, pragmatik, kognitiv va ijodiy faoliyat turlari o'quvchilarning o'quv-biluv ko'nikmalarini rivojlantirishga doir jarayonni texnologiyalashtirish bo'yicha takliflardan ijod maktablarining 8-sinf "Adabiyot" darsligini yaratishda foydalanilgan (O'zbekiston Respublikasi maktabgacha va maktab ta'limi vazirligi huzuridagi Ixtisoslashtirilgan ta'lim muassasalari agentligining 2024-yil 27-maydagi 01-06-856-sonli ma'lumotnomasi). Natijada ta'lim jarayonida evristik yondashuvga asoslangan metodlardan foydalanish orqali o'quvchilarning izlanuvchanlik qobiliyatini rivojlantirish, o'z-o'zini anglash va kashf etish jarayonini shakllantirish imkoniyatlari ortgan;

o'quvchilarda evristik tafakkurni rivojlantirishning psixologik, pedagogik va metodik imkoniyatlari adabiy ta'limning tashkiliy-didaktik ta'minoti bilan o'zaro muvofiqlashtirish haqidagi ilmiy xulosalardan ijod maktablarining 9-sinf "Adabiyot" darsligini yaratishda foydalanilgan (O'zbekiston Respublikasi maktabgacha va maktab ta'limi vazirligi huzuridagi Ixtisoslashtirilgan ta'lim muassasalari agentligining 2024-yil 27-maydagi 01-06-856-sonli ma'lumotnomasi). Natijada ijod maktablari o'quvchilarining badiiy matn bilan ishlash orqali badiiy-estetik tafakkuri, kommunikativ va izlanuvchanlik kompetensiyalari shakllanishiga doir komfort muhit yaratilgan;

o'quvchilarning ijodiy individualligi, yaratuvchanligini rivojlantirishda badiiy asar mohiyatini anglashga hissiy-obrazli ta'sir ko'rsatuvchi sinergetik, ilmiy va ijodiy-bilish tamoyillarini matn ustida ishlashga oid tadqiq etish, ta'riflash, bashorat qilish, tushuntirish kabi strategik maqsadlar aloqadorligini ta'minlashga oid ilmiy xulosalar va takliflardan Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetida 2020–2023-yillarda bajarilgan AM-FZ-201908172 raqamli "O'zbek tili ta'limiy korpusini yaratish" mavzusidagi amaliy loyihani bajarishda foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining 2025-yil 12-martdagi 01/4-921-son ma'lumotnomasi). Natijada zamonaviy adabiy ta'lim jarayonini evristik yondashuv asosida loyihalash va texnologiyalashtirish mexanizmlarini takomillashtirishga erishilgan;

adabiyot darslarini evristik yondashuv asosida tashkil etish metodikasi o'quvchilarning badiiy asarlarni ijodiy idrok etish bilan bog'liq evristik kuzatish, ijodiy fantaziya, individual loyihalar, virtual tashrif, ijodiy tasavvur qilish, tarixiy fakt va adabiy asar talqinlarini qiyoslash metodlari, skits (kundalik epizodlarni aks

ettiruvchi qisqa dramatik yoki nasriy asar)lar yozish, sochma bandlar, raqamli texnologiyalar, grafikli test kabi vositalarni optimallashtirishga doir xulosa va takliflardan Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetida 2021–2023-yillarga bajarilgan IL-402104474 raqamli “Bolalar adabiyoti.uz” elektron platforma va uning mobil ilovasini yaratish” mavzusidagi innovatsion loyihani bajarishda foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetining 2025-yil 12-martdagi 01/4-922-son ma’lumotnomasi). Natijada adabiy ta’limning pedagogik, metodik va didaktik ta’minoti ijodiy izlanishga yo’naltirilgan evristik faoliyat turlarini tizimli qo‘llash asosida takomillashtirilgan;

adabiyotni fan sifatida o‘qitishga doir yondashuvlar: fanlararo aloqadorlik, mavzulararo integratsiya, mustaqil ta’limni tashkil etish, evristik yondashuv asosidagi ijodiy topshiriqlar orqali o‘quvchilarning ijodkorligini oshirish; badiiy asar matni ustida ishlash yo‘llari, badiiy asarlarni san’atning boshqa turlariga qiyoslab tahlil qilish, yozuvchi ijodini shaxsiyatiga bog‘lab o‘rgatishda evristik metod va yondashuvlarni qo‘llashga oid ilmiy xulosalardan O‘zbekiston milliy teleradiokompaniyasining “O‘zbekiston tarixi” telekanalida efirga uzatilgan “Tarix maydoni” ko‘rsatuvi ssenariylarini tayyorlashda ma’lumot sifatida foydalanilgan. (O‘zbekiston milliy teleradiokompaniyasi O‘zbekiston teleradiokanali davlat muassasasining 2025-yil 14-iyuldagi 01-33/526-sonli ma’lumotnomasi). Natijada ko‘rsatuvlar uchun tayyorlangan ilmiy-ommabop materiallarning ilmiy saviyasi va mazmun jihatidan mukammallashuvi ta’minlangan.

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalari 6 ta respublika va 4 ta xorijiy ilmiy-amaliy anjumanlarda muhokamadan o‘tkazilgan.

Tadqiqot natijalarining e’lon qilinganligi. Dissertatsiya bo‘yicha jami 33 ta ilmiy ish, jumladan, Oliy ta’lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasi tomonidan doktorlik dissertatsiyalarining asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlarda 11 ta maqola, shundan 7 tasi respublika va 4 tasi xorijiy jurnallarda nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi. Tadqiqot ishi kirish, uch bob, xulosa, foydalanilgan adabiyotlar ro‘yxati va ilovalardan iborat bo‘lib, hajmi 181 sahifani tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida dissertatsiya mavzusining dolzarbligi va zarurati asoslangan, respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga bog‘liqligi ko‘rsatilgan, muammoning o‘rganilganlik darajasi bayon etilgan. Tadqiqotning maqsadi va vazifalari, obykti va predmeti aniqlangan, ilmiy yangiligi, amaliy natijalari bayon qilingan, natijalarning ishonchliligi, ilmiy va amaliy ahamiyati asoslangan, tadqiqot natijalarining joriy etilgani, aprobatsiyasi, nashr qilingan ishlar va dissertatsiyaning tuzilishi bo‘yicha ma’lumotlar keltirilgan.

Dissertatsiyaning birinchi bobi “**Adabiy ta’limni tashkil etishda evristik yondashuvning o‘rni**” deb nomlangan bo‘lib, unda evristik yondashuv o‘quvchi faolligini rivojlantiruvchi vosita sifatida tadqiq etilgan; adabiy ta’limni evristik yondashuv asosida tashkil etishga doir psixologik, pedagogik va metodik talablar

o‘rganilgan; ijod maktablarida adabiyot o‘qitishni evristik yondashuv orqali tashkil etishning mavjud holati tahlilga tortilgan. Bobning “*Evristik yondashuv – o‘quvchi faolligini rivojlantiruvchi vosita sifatida*” nomli paragrafida Sharq mutafakkirlarining izlanish, yaratuvchanlik bilan bog‘liq qarashlariga to‘xtalangan. Izlanishga yo‘naltiruvchi usullarning ta‘lim oluvchilar ma‘naviy kamolotidagi o‘rni bayon etilgan. Jumladan, Forobiy, Beruniy, Xorazmiy, Ibn Sino, Alisher Navoiy asarlarida intellektual salohiyat, izlanish va yaratuvchanlik haqida muayyan fikrlar bildirilgan. Jadidlarimizdan Mahmudxo‘ja Behbudiy, Abdulla Avloniy, Abdurauf Fitratlarning asarlarida ilmiy izlanish va ijodiy jarayonlar insonning shaxsiy kamoloti va jamiyat taraqqiyotidagi o‘rni haqidagi qarashlari yoritilgan.

Q. Yo‘ldoshev izlanishga oid quyidagi fikrlarni keltiradi: “Inson xotirasining o‘rnini bosadigan texnik vositalar yaratildi va odam istagan vaqtda o‘zini qiynab o‘tirmay, juda ko‘p axborotlarni topib foydalanishi mumkin bo‘lib qoldi. Endi fan rivojidagi o‘zgarishlarga moslasha biladigan, mavjud texnik imkoniyatlardan samarali foydalana oladigan, tinimsiz izlanishga ichki ehtiyoji borligidan taraqqiyotni tezlatadigan shaxslarni shakllantirish muhim sanaladigan bo‘ldi”⁸. Hozirgi kunda axborotga ega bo‘lish, internetdan foydalanishni bilish ustunlik emas, balki axborotni tahlil qilish, saralash, amaliyotda qo‘llash muhim jarayondir. O‘zbek metodist olimlari ta‘lim jarayonida intellektual salohiyat, izlanish va yaratuvchanlikni rivojlantirish uchun innovatsion yondashuvlarni qo‘llash zarurligini ta‘kidlab, bu borada yangi usullarni ishlab chiqmoqdalar.

Jahon ta‘lim tizimida evristik yondashuv turli shakl va darajalarda qo‘llaniladi. L.R.Xrapalning e‘tiroficha, “Kashf etishga yo‘naltirish ma‘nosidagi evristika so‘zi ta‘limda o‘quvchilarning bilimlarni mustaqil ravishda kashf etishlariga, muammolarni mustaqil hal qilishlariga va tanqidiy fikrlash qobiliyatlarini rivojlantirishga xizmat qiladi”⁹. Ma‘lumotlar tahlili asosida aniqlanishicha, Evristika o‘quvchiga javobni aytmasdan, uni savollar orqali fikrlashga yetaklash san‘atidir. Bu san‘at har bir o‘qituvchining metodik mahorati bilan yanada jonlanadi.

Adabiyot darslarida evristik yondashuvdan foydalanish adabiy asarlarni teran anglash va o‘quvchilarning tanqidiy tafakkurini rivojlantirish uchun qulay sharoit yaratadi. Uning maqsadi nafaqat asar syujeti va ramziyligini tushunish, balki o‘quvchilarda empatiya, ijodkorlik va tahliliy ko‘nikmalarni rivojlantirish hisoblanadi.

Evristik yondashuv – o‘rganish jarayoni bo‘lib, uning asosiy maqsadi o‘quvchilarning intellektual fikri va maqsadini aniqlashga yordam berish, ta‘lim olishda zaruriy kompetensiyalarni shakllantirish hamda o‘quv-tarbiya jarayonida yo‘naltiruvchi savollar orqali yangilikni kashf etib borishga asoslangan o‘qitish tizimi. Bu jarayon natijasida o‘quvchilarda sinchkovlik, topqirlik, izlanuvchanlik, maqsadlar izchilligini ilg‘ay olish kabi ijobiy ko‘nikmalar shakllanishi bilan birga

⁸ Yo‘ldoshev Q va Yo‘ldosheva M. O‘zbek adabiyotini o‘qitish metodikasi. – Toshkent: G‘afur G‘ulom nomidagi NMIU, 2023. – B. 60.

⁹ Храпаль Л. Р., Залялиева Д. Р. Перспективы внедрения инновационных методик креативного мышления в частных школах России // Современная наука, 2024. – № 1. – С. 57.

muammoli vaziyatlarda mustaqil izlanish, qo'yilgan vazifalarga yechim topish layoqati ham shakllanadi.

Evristik yondashuvga asoslangan usullar o'quv topshiriqlariga qiziqarli yechim topishga yordamlashishi qatori o'quvchilarni asarni chuqur idrok etish va sharhlashga ilhomlantiradi. Bunga simvolizm, metafora, sujet burilishlari, noaniq tasvirlar, allegoriya va boshqa badiiy tasvir vositalari yordamida erishish mumkin. Evristik yondashuvli usullardan foydalanish o'quvchilarga asar tahlilida faol ishtirok etish va matn ortidagi ma'nolarni izlash imkonini beradi. Bu esa asarlarni mustaqil tahlil qilish va tushunish, tanqidiy fikrlashni rivojlantirish va adabiy matn ustida ishlashga yo'naltiradi. Shuningdek, evristik usul o'zida ijodkorlikni mujassamlashtiradi va birlashtiradi. Buning sababi shundaki, mazkur jarayonda o'qituvchi o'quvchilarga tayyor bilim yoki ma'lumot bermaydi, balki ularni mustaqil izlanishlari, ijod qilishlari uchun tayyorlaydi.

Bobning ikkinchi paragrafi "*Adabiy ta'limni evristik yondashuv asosida tashkil etishga doir psixologik, pedagogik va metodik talablar*" deb nomlangan bo'lib, unda evristik yondashuvni qo'llashga doir psixologik, pedagogik va metodik talablar tasniflangan.

Bizgacha olib borilgan ishlarda evristik metodning psixologik, pedagogik va metodik tomonlari alohida-alohida ish sifatida ochib berilgan. Masalan, pedagogik-psixologik xususiyatlari D.Poya, B.Bolzano, K.Dunker¹⁰ kabi xorijlik olimlarning tadqiqot ishlarida, A.Puankare, Kapterev, Xutorskoy va M.T.Kogut¹¹ da pedagogik asoslari, metodik asoslari esa R.Dekart, Xutorskoy, Yu.D.Ulezko¹² larning tadqiqotlarida ochib berilgan. Yuqorida keltirilgan ishlar, asosan, tabiiy va aniq fanlar bo'yicha hamda boshlang'ich ta'limda tadqiq etilgan. Biz o'z ishimizda ana shu barcha xususiyatlarni umumlashtirib, adabiy ta'limga moslashtirgan holda tasniflab, taqdim etdik.

Adabiy ta'limda evristik yondashuvga doir psixologik talablar ham o'qituvchiga, ham o'quvchiga nisbatan qo'yilishi asoslangan. O'qituvchiga qo'yiladigan psixologik talablar: rahbarlik va qo'llab-quvvatlash, empatiya va tushunish, sabr-toqat va moslashuvchanlik, munozara va bahsni boshqarish, o'z-o'zini rivojlantirish.

O'quvchiga qo'yiladigan talablar: mustaqillik va faollik, empatiya, tanqidiy fikrlash, kreativlik va tasavvur, muloqot qilish ko'nikmalari, o'z-o'zini boshqarish, motivatsiya va qiziqish.

O'qituvchiga qo'yiladigan pedagogik talablar tasnifi quyidagilar: darsning

¹⁰ Пойа Д. Как решать задачу? – М.: Учпедгиз, 1959. – 208 с.; Больцано Б. Учение о науке. – СПб: Наука, 2003. – 518 с.; Дункер К. Качественное (экспериментальное и теоретическое) исследование продуктивного мышления // Психология мышления. – М., 1965. – 156 с.

¹¹ Пуанкаре А. Наука и метод. – СПб.: Н.П.Карбасникова, 1910. – 240 с.; Каптерев П.Ф. Эвристическая форма обучения в народной школе // Антология педагогической мысли России второй половины XIX – начала XX в. – М.: Педагогика, 1990. – 279 с.; Хуторской А.В. Дидактическая эвристика. Теория и технология креативного обучения. – М.: МГУ, 2003. – 416 с.; Когут М.Т. Историческая эвристика: практикум/ – Омск: Издательство ОмГТУ, 2011. – 55 с.

¹² Декарт Р. Рассуждение о методе, чтобы хорошо направлять свой разум и отыскивать истину в науках. – М.: Академии Наук СССР, 1953. – 273 с.; Хуторской А.В. Эвристический тип образования: результаты научно-практического исследования // Педагогика, 1999. – № 7. – 172 с.; Улезко Ю.Д. Методические условия применения эвристических методов обучения на уроках биологии. – Екатеринбург, 2018. – 196 с.

maqsad va vazifalarini aniq belgilab olish, motivatsiya va qiziqishni oshirish, o'quvchi markazda yondashuvi, savol berish san'ati, muhokama va bahslarni boshqarish, o'quv materiallarining rang-barangligiga e'tibor qaratish, baholashdagi o'ziga xoslik, o'qituvchining o'z ustida ishlashi.

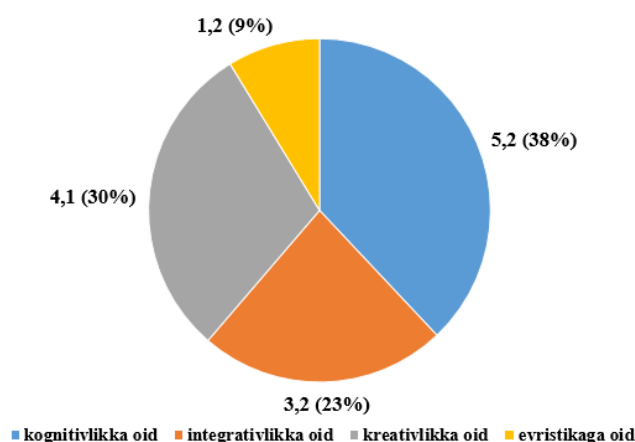
Evristik yondashuvdan foydalanishga qo'yiladigan metodik talablar tasnifi: o'quv maqsadlarining aniqligi va o'lchanishi, o'quv materiallarining tanlovi va tayyorligi, evristik usullar va texnologiyalarning tanlovi, dars jarayonini tashkil qilish, o'quv jarayonini baholash, resurslar bilan ta'minlash.

Adabiy ta'lim jarayonida muammoli vaziyatlar yaratish va texnologik yondashuv o'quvchilar ijodiy faoliyatini rivojlantirishning samaradorligiga zamin yaratadi.

"Ijod maktablarida adabiyot o'qitishni evristik yondashuv orqali tashkil etishning mavjud holati" deb nomlangan uchinchi paragrafda ijod maktablaridagi mavjud holat, adabiyotdan o'quv dasturlari va darsliklar tahlilga tortiladi. Dunyo ta'lim tizimi bilan mamlakatimizda faoliyat olib borayotgan ijod maktablari tajribalari qiyoslanadi. Bugungi kunda O'zbekistonda Prezident, ijod va ixtisoslashtirilgan maktablar soni ortib bormoqda. Ushbu maktablarda tahsil olayotgan o'quvchilarning bilim olishga bo'lgan yondashuvi, intellektual va emotsional salohiyati umumta'lim maktablaridagi tengdoshlaridan ancha farqlanadi. Shu bois ular bilan ishlashda umumiy metodlardan tashqari psixologik xususiyatlarga moslashtirilgan pedagogik yondashuvlarni qo'llash zarurati tug'iladi. Ijod maktablariga qabul tanlov asosida amalga oshirilgani sababli bunday o'quvchilar odatda yuqori intellektual salohiyatli, mustaqil fikrlashga, savol berishga va izlanishga moyil, ijodiy yondashuvga ega, emotsional sezgirlik darajasi yuqori bo'ladi. Ular tengdoshlaridan o'quv motivatsiyasi yuqoriligi bilan ajralib turadi, ya'ni bilim olish jarayonini o'zining ichki ehtiyoji sifatida qabul qiladi.

Adabiy ta'lim jarayonida evristik yondashuv o'quvchini bilimni tayyor shaklda qabul qilishdan ko'ra, uni mustaqil izlanish, savol qo'yish va muammoni hal etish jarayonida kashf qilishga yo'naltiradi. Ushbu diagrammada tajriba-sinov jarayoniga jalb etilgan ijod maktablaridagi adabiyot o'qitishning mavjud holati keltirilgan.

1-rasm



1-rasm. Ijod maktablarida adabiyot o'qitishni evristik yondashuv orqali tashkil etishning mavjud holati

Tahlillardan ayon bo'ldiki, darslarda, asosan, kognitivlikka (38%) va kreativlikka (30%) oid metodlarni qo'llash ustunlik qiladi. Ammo bu ko'rinishning kognitiv yo'nalishdan past bo'lishi ijodiy topshiriqlarni yanada ko'paytirish lozimligini bildiradi. Integrativlikka oid ko'rsatkichlar 23% ni tashkil qilishi adabiy jarayon fanlararo hayotiylik, san'at va tajribalarni uyg'unlashtirish orqali tashkil etilayotganlik darajasini ko'rsatgan. Eng past natija esa evristikaga oid ko'rsatkichga (9%) to'g'ri kelmoqda. Bu holat o'quvchilarda mustaqil izlanish, muammoli vaziyatlarni hal qilish, savol-javob orqali yangi bilimlarni o'zlashtirish jarayonlari kam darajada tashkil etilayotganini ko'rsatadi. Shu bois ijod maktablaridagi adabiyot darslarida evristik yondashuvga oid usullarni kengroq joriy etish talab etiladi.

Odatda har bir darslik va qo'llanmalarda mavzuni mustahkamlash yoki takrorlash uchun savol-topshiriqlar beriladi. Bu paragrafda ijod maktablarining 8–9-sinf o'quv dasturidagi ayrim mavzularni o'rganish uchun tavsiya sifatida evristik xarakterdagi topshiriqlardan namunalar keltirilgan. Masalan, A.Grinning "Alvon yelkanlar" qissasida tabiat va odamlar tasvirida qanday mushtaraklik borligini tadqiq etish, J.Londonning "Hayotga muhabbat" asari bilan Sh.Xolmirzayevning "Zov ostida adashuv" hikoyasini qiyosiy tadqiq qilish, Shukrulloning "Kafansiz ko'milganlar" asaridagi tintuv jarayoni yana qaysi asarlarda uchrashini aniqlash topshiriqlari o'quvchilarni izlanuvchanlik va tadqiqotchilikka o'rgatsa, T.Malikning "Alvido, bolalik" qissasi va I.Sultonning "Shamolli kecha" hikoyasini yozuvchi sifatida o'zgacha yakunini yozish, V.Rasputinning "Fransuz tili saboqlari" hikoyasi nomi va syujetini inobatga olgan holda boshqacha nomlash kabi topshiriqlar o'quvchilarni ijodkorlikka va ijodiy fikrlashga undaydi. Ch.Aytmatovning "Oq kema" qissasi qahramonlaridan intervyu olish vazifasi, X.Sultonovning "Saodat sohili" qissasi haqida qisqa syujetli axborot tayyorlash, O.Henrining "Yigirma yildan so'ng" hikoyasi qahramoniga savol yo'llash topshiriqlari o'quvchilarning intellektual va ijodiy salohiyatini rivojlantirishga va iqtidorli o'quvchilarni aniqlashga xizmat qiladi. X.Do'stmuhammadning "Mirkomilboyning qazo bo'lgan namozi" hikoyasi asosida sahnalashtirilgan ko'rinishlar yaratish va asar qahramoni iztiroblariga mos kuy tanlash kabi topshiriq orqali o'quvchilar adabiyot fani nafaqat so'z san'ati ekanligini, balki san'atning ko'plab turlari bilan aloqadorligini his qiladilar. Bu jihat o'quvchilarning intellektual salohiyati, ma'naviy sifatleri, estetik didi va tanqidiy tafakkuri rivojida ahamiyatlidir.

Yuqoridagi topshiriqlar orqali o'quvchilarda kreativlikni shakllantirish bilan birga ijodkorlik, obrazli tafakkurni rivojlantirish, tasavvurini kengaytirishga erishiladi. Namunalar shakli va mazmuniga diqqat qilinsa, asarlarning janriy xususiyatlariga ko'ra topshiriqlar deyarli takrorlanmagani va qiziqarli tarzda qo'yilgani uchun ham o'quvchilar bu jarayonda zerikmaydi. Demak, zamonaviy ta'limda o'quvchini bilim bilan qurollantirish bilan birga, uning tafakkurini, tasavvurini, muloqot madaniyatini, ijodkorlik faoliyatini ham rivojlantirish muhim sanaladi.

Ishning ikkinchi bobida **"Ijod maktablari adabiyot darslarida evristik yondashuvdan foydalanish metodikasi"** yoritilgan. Bobning *"Ijod maktabi*

o'quvchilarida ijodiy individuallikni rivojlantirishga doir evristik metod va usullarning o'ziga xosligi" deb nomlangan birinchi paragrafida ijod maktablari o'quvchilarida ijodiy individuallikni rivojlantirishga doir evristik metodlar ahamiyati yoritilgan. Adabiyotshunoslikda individuallik tushunchasi badiiy obrazning o'ziga xos xususiyatlari asar syujetida qay darajada hayotiy va haqqoniy aks ettirilganini ko'rsatadigan mezondir. Shuningdek, badiiy asar qahramonining o'ziga xosligi, milliyliigi va qaysi ijtimoiy qatlamga mansubligini ham belgilashda muhim ahamiyatga ega. Har bir yozuvchining o'ziga xos tili va uslubiga oid belgilar ham individuallikni tashkil etadi. Adabiy ta'limda individual yondashuv o'qituvchidan sabr-toqatni, xulq-atvorning murakkab ko'rinishlarini tushunish qobiliyatini talab qiladi. Individual yondashuv pedagogik jarayonning ajralmas qismi bo'lib, u barcha o'quvchilarni dastur materialini o'zlashtirish uchun faol mehnatga jalb qiladi. Adabiyot darslarida o'quvchilarning ijodiy faoliyati, ijodiy qobiliyati va ijodiy individualligi, muayyan sohalarga qiziqishi, intilishi va qobiliyatlarini rivojlantirish uchun imkoniyatlar yaratib berish maqsadga muvofiq. Sababi aynan adabiyot darslarida o'quvchilarni qahramonlar kechmishi, turmush sharoiti orqali ijtimoiy, madaniy, harbiy, sport, san'at sohaslariga qiziqtirish mumkin. Jumladan, tajribalarimizda A.Sent Ekzyuperining "Kichkina shahzoda" asari orqali uchuvchilik va rassomlikka, A.Dodening "So'nggi saboq" va V.Rasputinning "Fransuz tili saboqlari" hikoyalari qahramonlari orqali fidoi o'qituvchi, M.Shayxzodaning "Jaloliddin Manguberdi" fojiasi orqali vatanparvar askar, O.Genrining "So'nggi yaproq" hikoyasi orqali mohir rassom, "Yigirma yildan so'ng" hikoyasi misolida adolatli politsiyachi, Sh.Boshbekovning "Temir xotin" asari orqali ixtirochilikka qiziqishlari ortishiga erishish mumkin.

O'quvchilarda ijodiy individuallikni rivojlantirishga doir "Evristik kuzatish", "Ijodiy fantaziya", "Individual loyihalar", "Virtual tashrif", "Ijodiy tasavvur qilish", "Tarixiy fakt va adabiy asar talqinlarini qiyoslash" metodlari bilimlarni mustaqil hamda qiziqarli tarzda o'zlashtirish imkonini beradi.

Evristik yondashuvga asoslangan darslarni tashkil etishda "Tugallanmagan fikrlar...", "Qo'shaloq bashorat qilish", "Loyihaviy topshiriqlar", "Uch bosqichli intervyu", "Zakovat darsi", "Qiziquvchan bilimdon", "Virtual sayohatdan ilhomga, ilhomdan ijodga", "Munozarali-bahsli dars", "Musobaqa darsi", "Sevimli qahramonimga zamonlar osha maktub", "Tavsifnomangiz tayyor", "Empatiya", "Ramzlar orqali tahlil qilamiz" kabi usullardan foydalanish orqali yaxshi natijalarga erishish mumkin. Masalan, "Virtual sayohatdan ilhomga, ilhomdan ijodga" deb nomlangan topshiriqda A.Qahhor uy-muzeyiga virtual tashrif uyushtiriladi. O'quvchilar tashrif davomida kuzatganlari asosida quyidagi topshiriqni bajaradilar, savollarga javob beradilar:

Yozuvchining uy-muzeyida ko'rganlaringiz asosida sizda katta taassurot qoldirgan burchak tasvirini chizing.

Siz qaysi xonada Abdulla Qahhorni ko'rdingiz?

Adib qaysi asarni yaratyapti?

Mazkur xonadagi qaysi detal sizga adib hayotiga oid ma'lumotni yoki uning asarlarini eslatdi? Bu kabi savollarni berish orqali o'quvchilar adib shaxsiga yaqinlashadilar, ular orqali esa asar va asar qahramonlari ruhiyatini his etadilar.

Masalan, suratdagi qumg'on orqali adibning "Dahshat" hikoyasini yoki yozuvchining ish stolidagi ko'zoynak orqali adib biografiyasiga oid tush bilan bog'liq ma'lumotni keltiradilar.

Ijodiy faoliyatga doir loyiha ishlari sirasiga "O'z spektakllaringizni yarating" topshirig'ini kiritish mumkin. Mazkur topshiriq orqali o'quvchilar o'rgangan mavzulari asosida qisqa spektakllar yoki skitslar (kundalik epizodlarni aks ettiruvchi qisqa dramatik yoki nasriy asar) yozishga undaladi. Bunda o'quvchilarga o'rgangan asarlari bo'yicha qiziqarli mavzularni tanlash yoki o'zlarining original g'oyalarini yaratish, ijodiy tasavvurlaridan kengroq foydalanish maqsadida turli janrlar (komediya, drama, tragediya) taklif qilinadi. Shuningdek, personajlar obrazini yaratish, ular o'rtasidagi ziddiyatlarni rivojlantirish yoki dialog qurishda ham yordam beriladi.

Globalashuv sharoitida har bir o'quvchi axborot texnologiyalari imkoniyatlarini bilishi, bu borada bilim va dunyoqarashlarini kengaytirishning usul va yo'llarini ham o'zlashtirishlari lozim. Tadqiqotimizda darsliklardagi ijodiy topshiriqlar qatori Interaktiv devor (Padlet), Hikoyalar taxtasi (Story board) yoki Ovoz yozish platformasi (Vocaroo) onlayn ta'lim imkoniyatlaridan foydalanish tavsiya etildi. **Interaktiv devor (Padlet)**¹³ – bu onlayn ta'lim olish uchun Internet xizmati. U foydalanuvchilarga onlayn tarzda turli xil ma'lumotlarni saqlash, ulashish va birgalikda ishlash imkonini beradi. Bu internet xizmati o'quv jarayonida juda foydali vosita bo'lib, interaktiv darslar, fikr almashish, loyihalar va guruhli faoliyatlar uchun juda qulay. Unda matn, rasm, video, havola, hujjat, ovoqli yozuv va boshqa ko'plab ma'lumotlarni saqlash mumkin. Bu o'quvchilarning ijodiy ishlarini jamlash, muhokama qilish, dasturlarni ko'rish, ijodiy topshiriqlarni yaratish uchun xizmat qiladi.

Hikoyalar taxtasi (Story board)¹⁴ asardagi voqea yoki g'oyaning bosqichma-bosqich tasviriy bayoni, sahna yoki epizodni rasm (kadr) va izohlar orqali tushuntirishda samaralidir. Mazkur platformadan o'qilgan asarlar bo'yicha film, video, animatsiya, reklama ishlab chiqishda foydalansa bo'ladi. Har bir rasm (kadr) bir sahnani bildiradi va unga qisqacha matnli izoh, muhokama, suhbatlar va shaxsiy mulohazalar kiritiladi.

Ovoz yozish platformasi (Vocaroo)¹⁵ audio xabar yozish, saqlash, havola orqali ulashish imkoniyatini beradi. U, asosan, o'qituvchilar, o'quvchilar, bloggerlar uchun juda qulay. Bu kabi onlayn platforma orqali o'qituvchida o'quvchilarga vazifalar yuklash, she'r yoki matnni ifodali o'qish, mavzuga oid maqolalar bilan tanishtirish, baholashda og'zaki izohlash, ijodiy topshiriqlar, ya'ni "Podcast" yoki "Ovoqli hikoya" yaratish kabi yangi formatdagi topshiriqlarni berish imkoniyati mavjud bo'ladi. Muhimi shundaki, yangi raqamli vositalar tufayli ular innovatsion va foydali ta'lim vositasiga aylanadi.

¹³ <https://padlet.com/mahmudauldaseva/adabiy-evristika-ujqpd7mhze1qblz> (Ushbu havola orqali o'quvchilar tomonidan tayyorlangan ijodiy ishlardan namunalarini ko'rish mumkin).

¹⁴ <https://www.storyboardthat.com/class-storyboardboards/e429da11/ezop-masali/edit#> (Ushbu havola orqali o'quvchilar tomonidan tayyorlangan ijodiy ishlardan namunalarini ko'rish mumkin).

¹⁵ <https://vocaroo.com/18O7wnY84nu1> (Ushbu havola orqali o'quvchilar tomonidan tayyorlangan ijodiy ishlardan namunalarini ko'rish mumkin).

Bobning “Evristik yondashuv asosida nasriy va dramatik asarlarni ijodiy o‘zlashtirish imkoniyatlari” deb nomlangan ikkinchi paragrafida Najib Mahfuzning “O‘zgaralar uchun yasha” (11-sinf) hikoyasini “Ramzlar ortidagi haqiqat” usuli orqali tahlil qilish tavsiya etiladi. Bu usulda o‘quvchilar matnda yashirin yoki bilvosita ifodalangan ramziy belgilar (buyum, rang, harakat, holat) kabi elementlarni aniqlaydilar va ular orqali asarning g‘oyasi, muallif pozitsiyasi yoki qahramon kechinmalarini izohlashga harakat qiladilar:

Ramz (buyum, rang, harakat, holat)	Qaysi sahnada uchraydi?	Sizningcha, ushbu ramz nimani anglatadi?
Gulzordagi gullar	Abdurahmon <u>gulzordagi gullarga</u> ancha payt suqlanib termulgach, qo‘shni hovlini ajratib turuvchi <u>tikanli sim to‘sig‘i</u> oldidagi <u>kresloga</u> o‘tirdi.	Gulzorda o‘sayotgan gullar muhabbat ramzi.
Tikanli sim to‘siq	Abdurahmon <u>gulzordagi gullarga</u> ancha payt suqlanib termulgach, qo‘shni hovlini ajratib turuvchi <u>tikanli sim to‘sig‘i</u> oldidagi <u>kresloga</u> o‘tirdi.	Tikanli sim – bu ko‘z ilg‘ar, lekin erishib bo‘lmaydigan orzu, his-tuyg‘ular ramzi.
Kreslo	Abdurahmon <u>gulzordagi gullarga</u> ancha payt suqlanib termulgach, qo‘shni hovlini ajratib turuvchi <u>tikanli sim to‘sig‘i</u> oldidagi <u>kresloga</u> o‘tirdi.	U sim yonidagi kresloga o‘tiradi – demak, u taqdirga qarshilik ko‘rsatmaydi, o‘zining holatini qabul qiladi. Bu o‘zini fido qilish, o‘z hayotini boshqalarga bag‘ishlash ramzidir.

“Ramzlar ortidagi haqiqat” usulining afzalligi shundaki, u o‘quvchiga ramzlar orqali muallif g‘oyasini topishga yordam beradi hamda asar bilan emotsional bog‘liqlikni kuchaytiradi. Shu bois bu usul adabiy tahlilni chuqurlashtiradi va o‘quvchini ijodiy tafakkurga yetaklaydi.

Dramatik asarlarni tahlil qilishda U. Shekspirning “Hamlet” tragediyasini (9-sinf) “Ranglar va ramzlar orqali tragediya tahlili” ijodiy topshirig‘i asosida tahlil qilish; Zulfiya Qurolboy qizining “Yozsiz yil” hikoyasi (11-sinf) matni ustida ishlashda “Emotsional xarita” usulini qo‘llash, “Drama kechasi”, “Taqdimotlar yaratish” kabi usullardan foydalanish mazmuni yoritilgan. Ushbu usullar orqali o‘tilgan asar bo‘yicha tahliliy taqdimotlar turli yo‘sinda taqdim etiladi. Masalan, o‘qish, dramatisatsiya, vizual taqdimot (slyaydlar yordamida, tanlab olingan parcha asosida videorolik yoki diologik matnni rollarga mos ohang yordamida o‘qib, audio ko‘rinishida) tarzida ijodiy namunalar ko‘rsatilishi nazarda tutiladi.

Navbatdagi “Lirik asarlarni o‘rganishda evristik yondashuvdan foydalanish yo‘llari” deb atalgan paragrafda deb atalgan paragrafda she‘riy asarlar tahlilida o‘quvchilar lirik asar mazmunini anglash va his qilish; lirik asarda ifodalangan his-tuyg‘u, lirik qahramonni sezishga doir usullar mazmuni yoritilgan. Bu usullar qaysidir ustuvor jihatlari bilan xilma-xillikni kasb etib, asarni o‘rganishga o‘zgacha yondashuvlarni tavsiya qiladi. Mazkur bobda “Tadrijiy tahlil”, “Sochma bandlar”, “Lirik asar nomlaridan matn yozamiz” usullari, “Zehnli o‘quvchi”, “Sarlavha ustida ishlash” va “Qiyoslash jadvali” topshirig‘idan foydalanish tavsiya etilgan.

“Lirik asar nomlaridan matn yozamiz” usulida o‘quvchilarga ijodi o‘rganilayotgan shoir lirik asarlari nomini ishtirok ettirib, qisqa matn tuzish topshirig‘i beriladi. Ijod maktablaridagi adabiyot darslarida o‘quvchilarga bilim berish bilan birga ularda ijodkorlik sifatlarini shakllantirish maqsadi ham yotadi. Shu sababli ularni ijodga, she‘r yozishga rag‘batlantirish maqsadida yuqoridagi usulni qo‘llash mumkin. Natijada o‘quvchilarda ijodiy matnni tuzishda so‘zlarni tanlab ishlatish orqali she‘r yozishga ishtiyoq paydo bo‘ladi.

Dissertatsiyaning uchinchi bobi **“Adabiy ta’limni evristik yondashuv asosida tashkil etishga doir o‘tkazilgan tajriba-sinov ishlari mazmuni”**ga bag‘ishlangan. Uning birinchi paragrafida *“Adabiy ta’limni evristik yondashuv asosida tashkil etish bo‘yicha o‘tkazilgan tajriba-sinov ishlari tahlili”* yoritilgan. Mazkur paragrafda ijod maktablari o‘quvchilari uchun tayyorlangan tajriba-sinov materiallari va tajriba darslarini o‘tkazish parametrlari bayon qilingan.

Tajriba-sinov ishlari pedagogik eksperimentning aniqlov, shakllantiruvchi hamda xulosalovchi bosqichlari asosida tashkil etildi. Tadqiqotda tajriba-sinov maydonlari sifatida Toshkent shahar Olmazor tumanidagi Abdulla Qodiriy nomidagi ijod maktabi (o‘qituvchilar: M.Iskandarova, N.Ibragimova), Sirdaryo viloyati Guliston shahar Halima Xudoyberdiyeva nomidagi ijod maktabi (o‘qituvchilar: U.Sultonova, M.Ziyayeva), Xorazm viloyati Xiva shahar Muhammad Rizo Ogahiy nomidagi ijod maktab (o‘qituvchilar: Z.Atayeva, Sh.Jumaniyozova)lari tanlandi. Tajriba-sinov maydonlari sifatida tanlangan maktablarning 37 nafar adabiyot o‘qituvchisi hamda jami 594 nafar o‘quvchilar qatnashib, shundan 299 nafar o‘quvchilar tajriba guruhida va 295 nafar o‘quvchilar nazorat guruhida qatnashdi.

2022–2023-yillarda o‘tkazilgan aniqlovchi bosqichda ishning asosiy yo‘nalishlari aniqlandi. Muammoga doir adabiyotlar o‘rganildi, tadqiqot mavzusi nazariy jihatdan asoslandi, maqsad va vazifalari belgilandi. O‘quv eksperimenti uchun materiallar tanlandi, savol-topshiriqlar tizimi ishlab chiqildi va uni aprotatsiya qilish ishlari olib borildi.

2023–2024-yillarda shakllantiruvchi bosqich ishlari o‘tkazildi. Bu jarayonda o‘qituvchilar hamda o‘quvchilar faoliyati kuzatildi, ular bilan so‘rovlar o‘tkazildi. Har bir bobda yoritilgan nazariy yondashuvlar tajriba-sinov jarayonida amaliy jihatdan sinab ko‘rildi. Ijod maktablarining “Adabiyot”dan o‘quv dasturi, yangi avlod darsliklari mazmuni tahlil qilinib, eksperiment materiallari yaratildi. Adabiy ta’limda evristik yondashuvdan foydalangan holda individual va ijodiy topshiriqlar ishlab chiqildi hamda dars jarayonlarida qo‘llanildi.

Uchinchi 2024–2025-yilda olib borilgan *xulosalovchi bosqichda* respondentlar o‘rtasida qayta so‘rovnomalar tashkil etilib, o‘quv eksperimenti davom ettirildi. O‘quvchilar ijodkorligi va faolligini oshirishga doir topshiriqlar sinovdan o‘tkazildi. Natijalari umumlashtirilib, ishlab chiqilgan metodika amalga tatbiq etildi. Tajriba-sinov natijalari tahliliga ko‘ra, tadqiqot jarayoniga jalb etilgan tajriba guruhining nazorat guruhiga nisbatan bilim, ko‘nikma va malakalari samarali o‘sganligi aniqlandi. Bu holatni obyektiv baholash uchun statistik tahlil amalga oshirildi. Xulosalar tajriba-sinov ishlarining ilmiy, pedagogik, texnologik va metodik jihatdan to‘g‘ri olib borilganini tasdiqlaydi (1-jadval).

O‘quvchilarda evristik o‘quv jarayonida faollikning shakllanganlik darajasi samaradorligini aniqlash mezon va ko‘rsatkichlari

№	O‘quvchilar bilimini ifodalovchi mezonlar	Tajriba boshida						Tajriba yakunida					
		tajriba guruhi 299 nafar			nazorat guruhi 295 nafar			tajriba guruhi 299 nafar			nazorat guruhi 295 nafar		
		yuqori	o‘rta	past	yuqori	o‘rta	past	yuqori	o‘rta	past	yuqori	o‘rta	past
1.	O‘quvchilarda evristik xarakterdagi materiallarini qabul qilish darajasi	42	158	99	38	153	104	116	161	22	56	158	81
2.	Evristik topshiriqlarni bajarish tezligi	23	105	171	43	161	91	133	158	8	51	153	91
3.	Mustaqil izlanish ko‘nikmasi ning namoyon bo‘lishi	51	139	109	73	132	90	130	152	17	54	159	82
4.	Asar g‘oyasini tushunishi va mantiqiy xulosalar chiqara olishi	75	133	91	51	167	77	125	160	14	49	148	98
5.	Asar qahramonlari ning xarakteri va xatti-harakatlarini tahlil qilishi	65	143	91	41	163	91	123	168	8	57	145	93
6.	Ijodiy tasavvur qilish malakasi	47	165	87	61	143	91	122	164	13	50	164	81
7.	Asar syujeti va undagi ramziylikni tushunishi	42	158	99	38	153	104	139	149	11	57	153	85
8.	Asar haqida mustaqil va kreativ fikr bildira olishi	50	139	110	48	163	84	116	170	13	55	157	83
9.	Ijod qilishga moyilligi	21	107	171	30	168	97	132	149	18	51	163	81
10.	O‘z ijod mahsulini yarata olishi	42	158	99	37	161	97	121	165	13	51	158	86
11.	Kichik o‘quv tadqiqotlarini o‘tkaza olishi	47	165	87	38	153	104	125	164	10	57	153	85
12.	Ijodiy matnlar yarata olishi va esselar yozish uchun mustaqil izlanishi	51	139	109	58	130	107	130	159	10	49	163	83
13.	Hamkorlikda ishlash jarayonida individual faollik ko‘rsatishi	23	105	171	37	168	90	112	166	21	57	165	73
14.	O‘z ijodiy faoliyatini loyihalay olishi va natijalarini asosli taqdimot qila olishi	37	146	116	43	158	94	106	175	18	50	160	85
15.	O‘zi va sinfdoshlari yaratgan ijodiy mahsulotlarni munosib baholay olishi	42	155	102	33	158	104	115	155	29	51	156	88
Jami		658	2115	1712	669	2331	1425	1845	2415	225	795	2355	1275
		44	141	114	45	155	95	123	161	15	53	157	85

O‘tkazilgan tajriba-sinov natijalariga asoslangan holda adabiy ta’limni evristik yondashuv asosida tashkil etishning samaradorlik darajasini aniqlash yuzasidan tajriba boshida va yakunida tajriba va nazorat guruhlarining o‘rtacha o‘zlashtirishlarini Studentning matematik-statistika metodi yordamida tahlil etdik.

Masalaning qisqacha mohiyati quyidagilardan iborat: ikkita bosh to'plam berilgan bo'lsin. Biri tajriba boshidagi o'qituvchilar bilimining o'rtacha ballari, ikkinchisi tajriba yakunidagi o'qituvchilar bilimining o'rtacha ballari, xuddi shuningdek, tajriba guruhidagi o'quvchilar bilimining o'rtacha ballari, ikkinchisi esa nazorat guruhidagi o'quvchilar bilimining o'rtacha ballari. Baholar normal taqsimotga ega deb hisoblanadi. Bunday faraz o'rinlidir, chunki normal taqsimotga yaqinlashish shartlari sodda bo'lib, ular bajariladi.

Yuqoridagi jadval natijalari asosida tajriba va nazorat guruhidagi o'quvchilar o'zlashtirishlari samaradorligini ko'rsatuvchi H_1 gipoteza va unga zid bo'lgan H_0 gipoteza tanlanadi (2-jadval).

2-jadval

O'quvchilarning badiiy asarlar matnini idrok etish samaradorlik darajasini aniqlash ko'rsatkichlari

O'tkazilgan vaqti	Guruhlar	O'quvchilar soni	O'zlashtirish darajalari sonda va foizda		
			yuqori	o'rta	past
Tajriba boshida	Tajriba guruhida	299	44 14,7	141 47,2	114 38,1
	Nazorat guruhida	295	45 15,3	155 52,5	95 32,2
Tajriba yakunida	Tajriba guruhida	299	123 41,1	161 53,5	15 5,4
	Nazorat guruhida	295	53 18,0	157 53,2	85 28,8

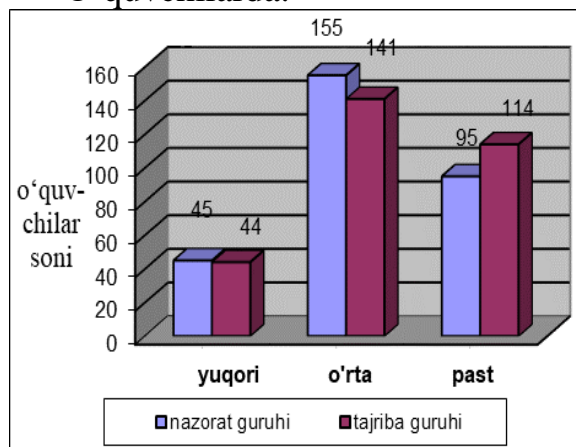
3-jadval

O'qituvchilarda o'quv faolligining rivojlanlanganlik darajasi samaradorligini aniqlash ko'rsatkichlari

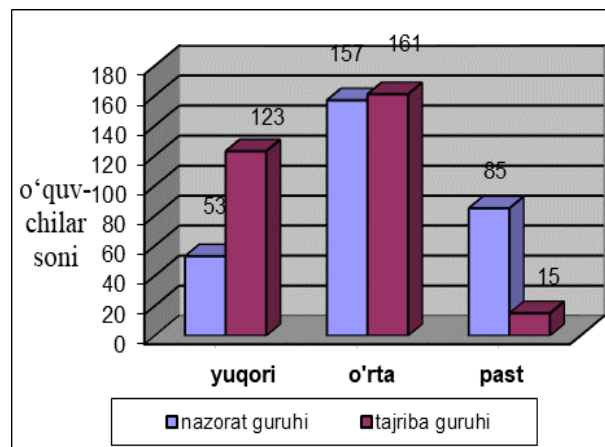
O'tkazilgan vaqti	O'qituvchilar soni	O'zlashtirish darajalari		
		yuqori	o'rta	past
Tajriba boshida	37	4	11	22
Tajriba yakunida	35	15	15	5

Bu tanlanmalarga mos kelgan diagramma quyidagicha ko'rinishni oladi (2-, 3-, 4-rasmlar):

O'quvchilarda:

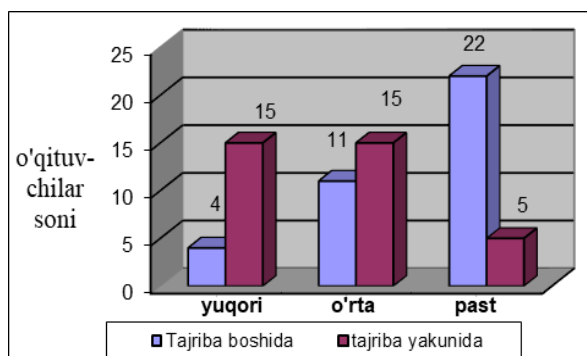


2-rasm. Tajriba boshida



3-rasm. Tajriba yakunida

O'qituvchilarda:



4-rasm. O'qituvchilarning ko'rsatkichi

Olingan natijalarga asoslangan holda matematik statistik tahlil qilinib, tajriba yakunidagi holat uchun topilgan natijalardan o'rtacha kvadratik chetlanish, tanlanma dispersiya, variatsiya ko'rsatkichlari, Studentning tanlanma mezoni, Student mezoni asosida erkinlik darajasi va ishonchli chetlanishlari topildi. Bular quyidagi jadvalda aks etgan. Quyidagi jadvaldagi 2–3-satrlar – o'quvchilarda va 4-satr – o'qituvchilardagi statistik tahlil natijalaridir.

\bar{X}	\bar{Y}	S_x^2	S_y^2	C_x	C_y	$T_{x,y}$	K	Δ_x	Δ_y
1,77	1,83	Tajriba boshida hech qanday samaradorlikka erishilmagan							
2,36	1,89	0,3304	0,4579	1	2	9,21	576,27	0,06	0,08
2,29	1,52	0,4859	0,4696	5	7	4,81	69,43	0,23	0,26

Demak, o'quvchilarda tajriba yakunida tajriba guruhidagi o'rtacha o'zlashtirish nazorat guruhidagiga nisbatan 15 foizga, o'qituvchilarda esa 25,6 foizga oshgan. Yuqoridagi natijalarga asoslanib, tajriba-sinov ishlarining sifat ko'rsatkichlarini hisoblaymiz.

O'quvchilarda:

Bizga ma'lum $\bar{X}=2,36$; $\bar{Y}=1,89$; $\Delta_x = 0,06$; $\Delta_y = 0,08$ ga teng.

Bundan sifat ko'rsatkichlari:

$$K_{yc6} = \frac{(\bar{X}-\Delta_x)}{(\bar{Y}+\Delta_y)} = \frac{2,36-0,06}{1,89+0,08} = \frac{2,3}{1,97} = 1,17 > 1;$$

$$K_{6d6} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,36 - 0,06) - (1,89 - 0,08) = 2,3 - 1,81 = 0,49 > 0;$$

O'qituvchilarda:

Bizga ma'lum $\bar{X}=2,29$; $\bar{Y}=1,52$; $\Delta_x = 0,23$; $\Delta_y = 0,26$ ga teng.

Bundan sifat ko'rsatkichlari:

$$K_{yc6} = \frac{(\bar{X}-\Delta_x)}{(\bar{Y}+\Delta_y)} = \frac{2,29-0,23}{1,52+0,26} = \frac{2,06}{1,81} = 1,14 > 1;$$

$$K_{6d6} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,29 - 0,23) - (1,52 - 0,26) = 2,06 - 1,26 = 0,8 > 0;$$

Olingan natijalardan o'qitish samaradorligini baholash mezoni birdan kattaligi va bilish darajasini baholash mezoni noldan kattaligini ko'rish mumkin. Bundan ma'lumki, tajriba guruhidagi o'zlashtirish nazorat guruhidagi o'zlashtirishdan yuqori ekan. Demak, o'qituvchi va o'quvchilarda adabiy ta'limni evristik

yondashuv asosida tashkil etish samaradorlik darajasini aniqlash bo'yicha o'tkazilgan tajriba-sinov ishlari samarador ekanligi statistik tahlildan ma'lum bo'ldi. Tadqiqot yakuni ko'zda tutilgan muammoning ijobiy yechimini topish yo'lida tashkil etilgan faoliyatning samarali kechganligidan dalolat beradi. Tadqiqot natijalari, o'z navbatida, ijod maktablarida adabiy ta'lim samaradorligi oshganligini ko'rsatdi.

XULOSA

1. Evristik o'qitish jarayoni o'quvchilarning individual harakati, mustaqil izlanishiga oid faoliyatini tashkil etgani uchun fan o'qituvchisi ham, muayyan fan doirasidagi darslik ham o'quvchining bilim olishiga ko'maklashuvchi qo'shimcha vosita hisoblanadi. Bu jarayonda ta'lim oluvchi mustaqil ravishda o'z mashg'ulotlari rejasini tuzadi hamda faoliyatiga nisbatan shaxsiy nuqtayi nazarini belgilaydi. Olam va insoniyatni anglashga intiladi, adabiyotga oid tadqiqot (muallif ijodi, asar qahramonlari tarixi, voqealar bo'lib o'tgan zamon va makon yoki tarixiy faktlarga oid)lar o'tkazadi, she'r, hikoya va esselar yozadi. Natijada shaxsiy bilimlari va tajribalarini boyitib boradilar. Eng asosiysi, o'quvchilar o'qituvchilar taqdim etgan bilim, ma'lumotlar, fanga oid yangiliklar bilan cheklanib qolmaydilar, o'zlari mustaqil izlanadilar.

2. O'quvchilarning o'tilgan asar bo'yicha illyustratsiya chizish, asar qahramonlari portreti yoki tabiat manzarasini o'z tasavvuri orqali ifodalash, kichik loyihalar ustida ishlash, muloqot matnlari, she'rlar, kichik hikoyalar yozishga shart-sharoitlar yaratish samarali natijalarni berdi.

3. Ijodiy faollik va ijodiy individuallik ijodiy jarayonning turli tomonlarini aks ettiruvchi, ammo bir-biriga bog'liq, bir-birini to'ldiruvchi tushunchalardir. Ijodiy faollik bu jarayon dinamikasi, ya'ni harakatlantiruvchi kuchi, shaxsning ijoddagi faoliyati va ijod qilishga intilishi hisoblanadi. Ijodiy individuallik esa jarayon natijasi – shaxsning ijodiy ishlaridagi o'ziga xos xususiyatlari. Shaxsning ijodiy faolligi qanchalik yuqori bo'lsa, uning ijodiy individualligi shunchalik yorqin namoyon bo'ladi.

4. Evristik o'qitishda ta'lim natijasini oldindan aytib bo'lmaydi. Har bir o'quvchidan turli javoblarni olish mumkin. O'quvchi avvalgi bilimini mustahkamlaydi, keyin uni ijodiy o'zlashtirish orqali o'z loyihasida qo'llaydi. O'quvchilar o'z his-tuyg'ulari, fikrlari va kuzatishlarini o'z ijodiy ishlarida ifodalashni o'rganadilar. Shu bilan birga ular ijodiy ishlarini jamoat tadbirlarida yoki nashrlarda taqdim etishlari asosida o'zlariga ishonch tuyg'ulari ortadi, izlanishga motivatsiya oladi va haqiqiy ijodiy tajribalarni o'zlashtiradilar.

5. "O'z spektakllaringizni yarating", "Virtual tashrif", "Ijodiy fantaziya", "Rol o'ynash va drammatizatsiya", "Ijodiy yozish faoliyati", "Taqdimotlar yaratish", lirik asar mavzusi, motivlariga mos keladigan, umumiy mushtaraklik jihatlarga ega bo'lgan musiqiy yoki tasviriy namunalarni topish kabi evristik yondashuv xarakteriga oid usullar o'quvchilarda rasm, musiqa hamda san'atning boshqa turlari bilan muloqot qilish ko'nikmasini shakllantiradi. Bu esa turli nuqtayi nazarlarni, ijodkorlikni va ifodalilikni rivojlantiradi.

6. O'quvchilar eng kichik yoshdanoq ijodkorlik, yaratuvchanlikka moyil bo'ladi. Ularga jarayonda faqat an'anaviy ta'lim asosida yondashilsa, bu sifatlar

soʻnib boradi. Buning oldini olish uchun evristik yondashuvga oid usullardan foydalanish ulardagi izlanish faoliyatini takomillashtirishga xizmat qiladi. Jumladan, yozuvchi, shoir, notiq va aktyorlar ishtirokidagi “Mahorat” darslari, “Bir asar tarixi” kabi uchrashuvlarni tashkil etish orqali ularda ijodiy qobiliyat, intellektual salohiyat va kasbiy oʻsishga ragʻbat uygʻonadi.

7. Taʼkidlovchi tajriba bosqichida ijod maktablarining 7–11-sinf oʻquvchilari ishtirok etgan soʻrovnomada yuqorida aytib oʻtilgan muammolar oʻz yechimini topganligini, dars jarayonida oʻquvchilarni ijodkorlikka, ijodiy tafakkur yuritish masalasiga alohida eʼtibor qaratilayotganligi alohida eʼtirof etilgan. Ushbu holat nafaqat tajriba-sinov ishlarining muvaffaqiyatli kechganligi, balki tadqiqot ishining pedagogik va ilmiy jihatdan toʻgʻri tashkil etilganligi va samarali boʻlganligidan ham dalolat beradi.

8. Adabiy taʼlimda evristik oʻqitishni amalga oshirish uchun oʻquvchilarda tavakkalchilik layoqati, divergent tafakkurga egalik, fikrlash va harakatlarda qatʼiylik, fikrlash tezligiga erishish, betakror gʻoyalarni ilgari surish, tasvirlarga boy boʻlgan yangi ijod namunalarini yarata olish, rang-baranglikni idrok qilish, keng tasavvur, estetik qadriyatlarni oʻzlashtirish, intuitsiya kabi sifatlarni shakllantirishga alohida eʼtibor qaratildi.

9. Tajriba-sinov jarayonida qoʻllanilgan evristik xarakterdagi oʻquv bloklari, samarali metodlar va ularni qoʻllash mexanizmlari pedagogik jarayon ilmiy jihatdan asoslangan holda tashkil etilgandagina oʻquvchilarning oʻquv faolligi ortadi, oʻquv materiallarini kognitiv qabul qilish, oʻzlashtirilgan bilimlarning kompetensiyalarga aylanishi, mantiqiy va kreativ fikrlash koʻnikmalarini rivojlantiradi.

Tadqiqot natijalari asosida quyidagi **tavsiyalar** ishlab chiqildi:

- 1) sinflar kesimida oʻquvchilarni evristik izlanishga undovchi amaliy loyihalarni amalga oshirish;
- 2) adabiyot oʻqituvchilari uchun “Evristik oʻqitish metodlari orqali oʻquvchilarni faollashtirish” nomli metodik qoʻllanma yaratish;
- 3) adabiyot oʻquv dasturlari va darsliklar mazmuniga evristik xarakterdagi oʻquv mavzulari va oʻquv materiallarini singdirish;
- 4) oʻquvchilarda evristik faoliyatni rivojlantirishga doir “Adabiy kashfiyot” platformasini yaratish.

**ONE-TIME SCIENTIFIC COUNCIL BASED ON THE SCIENTIFIC
COUNCIL AWARDING SCIENTIFIC DEGREES
DSc.03/2025.27.12.Fil.41.01 OF THE ALISHER NAVO'I TASHKENT
STATE UNIVERSITY OF UZBEK LANGUAGE AND LITERATURE**

**ALISHER NAVO'I TASHKENT STATE UNIVERSITY OF UZBEK
LANGUAGE AND LITERATURE**

YULDASHEVA MAXMUDA ALIKULOVNA

**THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF ORGANIZING
LITERARY EDUCATION BASED ON A HEURISTIC APPROACH**

13.00.02 – Theory and methodology of teaching and upbringing (Uzbek literature)

**DISSERTATION ABSTRACT OF DOCTOR OF PHILOSOPHY (PhD)
ON PHILOLOGICAL SCIENCES**

Tashkent – 2026

The topic of the Doctor of Philosophy (PhD) dissertation is registered with the Higher Attestation Commission under the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan under the number V2023.2.PhD/Ped5280.

The doctoral thesis was carried out at Alisher Navo'i Tashkent State University of Uzbek language and Literature.

The abstract of the thesis in three languages (Uzbek, English, Russian (resume)) is logged on the web-sites on the "ZiyoNet" information and educational portal (www.ziyo.net).

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The defense of the dissertation will take place on «____» _____ 2026 at _____ hours at a meeting of the Scientific Council DSc.03/2025.27.12.Fil.41.01 on the award of scientific degrees at Alisher Navo'i Tashkent State University of Uzbek Language and Literature. (Address: 100100, Tashkent city, Yakkasaray district, Yusuf Xos Hojib street, 103. Tel.: (99871) 281-42-44; fax: (99871) 281-42-44, (www.tsuull.uz).

The dissertation is available on the Information and Resource Center of the Alisher Navo'i Tashkent State University of the Uzbek Language and Literature (registered under the number _____). (Address: 100100, Tashkent city, Yakkasaray district, Yusuf Xos Hojib street, 103. Tel.: (99871) 281-42-44; fax: (99871) 281-42-44, www.tsuull.uz).

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INTRODUCTION (the abstract of the (PhD) dissertation)

Topicality and necessity of the thesis. In the world of education, mechanisms based on differential and integrative approaches oriented towards practical activities are being implemented to develop global thinking in learners and nurture the modern student's personality. Serious attention is paid to creating an ergonomic environment for future students, not only to acquire theoretical knowledge but also to develop the ability to choose appropriate paths in any situation and solve problematic situations using innovative methods. The heuristic approach, with its emotional impact on this adaptability, becomes relevant in directing learners towards developing initiative, fostering the capacity to strive from one piece of knowledge to another, and enhancing creative activity.

It has been established that the heuristic approach in global education systems helps develop skills such as inquisitiveness, creativity, and research aptitude in young people. This approach also aids in adapting to rapidly changing conditions, enhancing intellectual potential, and fostering the development of independent thinkers and active individuals. Priority is being given to implementing heuristic teaching methods that guide students towards independent inquiry. These methods aim to motivate learners to individually assimilate new knowledge, develop cognitive abilities, cultivate creative learning skills, and enhance both core and subject-specific competencies.

In our republic, guiding students to express their thoughts freely, cultivate a reading culture, and develop the ability to articulate "their own answers" while working with literary texts is considered one of the crucial aspects of teaching literature. In organizing literature lessons, an educational process based on learning and discovery helps increase students' learning engagement and enhances their independent thinking skills. This, in turn, ensures their development as well-rounded, competitive individuals. The statement by the President of the Republic of Uzbekistan, Sh. Mirziyoyev, "We will mobilize all the forces and capabilities of our state and society to ensure that our youth grow into individuals who think independently, possess high intellectual and spiritual potential, are not inferior to their peers in any field on a global scale, and are happy"¹⁶, plays a significant role in developing young people's creative imagination, shaping their artistic and aesthetic thinking, and improving their qualities of observation, organization, curiosity, and aspiration for innovation.

This dissertation research, to a certain extent, serves the fulfillment of the tasks stipulated in the Decrees of the President of the Republic of Uzbekistan No. UP-4797 of May 13, 2016 "On the Establishment of the Tashkent State University of the Uzbek Language and Literature named after Alisher Navoi", No. UP-5712 of April 29, 2019 "On Approving the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030", No. UP-6108 of November 6, 2020 "On Measures for the Development of Education and Science

¹⁶ Mirziyoyev Sh.M. Erkin va farovon, demokratik O'zbekiston davlatini birgalikda barpo etamiz. – Toshkent: "O'zbekiston" NMIX, 2016. – B. 14.

in the New Period of Uzbekistan's Development”, No. UP-60 of January 28, 2022 “On the Development Strategy of New Uzbekistan for 2022-2026”, in the Resolution of the President of the Republic of Uzbekistan No. PP-3271 of September 13, 2017 “On the Program of Comprehensive Measures for the Development of the System of Publication and Distribution of Book Products, Increasing and Promoting the Culture of Reading”, as well as in other regulatory legal documents adopted in this area.

Relevant research priority areas of science and developing technology of the Republic. The dissertation was conducted in accordance with the priority direction I of the Republic’s science and technology development: “Formation of a system of innovative ideas and methods for their implementation in the social, legal, economic, cultural, and spiritual-educational advancement of an information society and democratic state”.

The extent of study of the problem. The use of heuristic methods in the literary education system of our country has been addressed in the research works of methodologists such as A.Zunnunov, Q.Yo‘ldoshev, S.Matchonov, M.Mirqosimova, Q.Husanboyeva, R.Niyozmetova, S.Kambarova¹⁷. Their studies focus on the connection between teaching and real life, the primacy of spiritual and aesthetic foundations, organizing independent work, developing students' literary analysis skills, teaching independent thinking, and cultivating reading culture. The potential for developing students' critical thinking through a heuristic approach, teaching them to acquire knowledge independently, and fostering qualities characteristic of creative inquiry has been explored by pedagogical scholars including N.S.Mamatov, J.Tursunov, Sh.Hamdami, D.J.Gaipov, I.G‘.Abdullayeva, F.K.Razikova, O.O.Xalloqova, A.Turaqulova, K.A.Shokarimova and R.Xurramov¹⁸.

¹⁷ Зуннунов А. ва бошқ. Адабиёт ўқитиш методикаси. – Тошкент: Ўқитувчи, 1992. – 333 б.; Ўйлошев Қ.Б. Янгиланган педагогик тафаккур ва умумтаълим мактабларида адабиёт ўқитишнинг илмий-методик асослари. Пед. фан. док. ... дисс. – Тошкент, 1997. – 306 б.; Матчонов С. Умумтаълим тизимида адабиётдан мустақил ишларни ташкил этиш. Пед. фан. док. ... дисс. – Тошкент, 1998. – 300 б.; Мирқосимова М.М. Ўқувчиларда адабий таҳлил малакасини шакллантириш ва такомиллаштириш усуллари. Пед. фан. док. ... дисс. – Тошкент, 1995. – 253 б.; Хусанбоева Қ.П. Адабий таълим жараёнида ўқувчиларни мустақил фикрлашга ўргатишнинг илмий-методик асослари. Пед. фан. док. ... дисс. – Тошкент, 2006. – 262 б.; Ниёзметова Р.Х. Узлуксиз таълим тизимида ўзбек адабиётини ўрганишнинг назарий ва методик асослари (рус гуруҳлари мисолида). Пед. док. ... дисс. – Тошкент, 2007. – 242 б.; Камбарова С.И. Умумий ўрта таълим тизимида ўқувчиларнинг мустақил мутолаа маданиятини шакллантириш технологияси. Пед. фан. фалс. док. (PhD) ... дисс. – Самарқанд, 2019. – 150 б.

¹⁸ Mamatov N.S. Evristik mezonlar asosida informativ belgilar fazosini shakllantirish usullari va algoritmlari. Ped. fan. fals. dok. (PhD). ... diss. – Toshkent, 2010. – 114 b.; Tursunov J. O‘quvchilarda kreativ qobiliyatlarini shakllantirishda evristik ta’lim metodlaridan foydalanish // Maktab va hayot. – Toshkent, 2013. – № 3. – B. 24 – 26; Hamdamov Sh. “Evristik suhbat” usuli / Ma’rifat. – Toshkent, 2020. – № 24. – B. 4; Gaipov D.J. Evristik metod yordamida boshlang‘ich sinf o‘quvchilarining o‘quv faolligini ta’minlash mexanizmlari. Ped. fan. fals. do. (PhD) ... diss. – Toshkent, 2021. – 40 b.; Abdullayeva I.G‘. Innovatsiya fenomeni va uning evristik asoslari // Ilm sarchashmalari. – Urganch, 2021. – № 9. – B. 40 – 44; Razikova F.K. Evristik ta’lim texnologiyasiga asoslangan yondashuvni amalga oshirish sharti // Oriental Renaissance: Innovative, educational, natural and social sciences. 2022, – B. 8; Xalloqova O.O. Evristik faoliyat texnologiyalaridan foydalanib o‘quvchilarda ijodkorlik qobiliyatini rivojlantirish // “Science and Education” Scientific Journal. 2022, – B. 7; Turaqulova A. Evristik ta’lim texnologiyalari / Metodik qo‘llanma. – Toshkent, 2022. – B. 17; Shokarimova K.A. Применение эвристического метода на уроках литературы // Academic Research in Educational Sciences. – Chirchik, 2022. – B. 73; Xurramov P. O‘zaki mashklar ёрдамида бошлангич синф ўқувчилари эвристик фикрлашини

The research of scientists from CIS countries, including V.I.Andreyev, S.S.Bakulevskaya, V.N.Vasilkov, V.N.Voronin, A.A.Derkach, V.V.Ilin, P.F.Kapterev, A.D.Korol, I.M.Rozet, Y.K.Kulyutkin, N.M.Pleskatsevich, A.V.Xutorskoy, Y.F.Trofimov¹⁹, has explored the heuristic method, types of heuristic activities, and priority aspects of heuristic education. The methods of applying the heuristic approach to the educational process, the psychological and pedagogical possibilities of developing heuristic thinking in students, and the challenges of organizing heuristic education were studied in monographic form by M.K.Kogut, Y.D.Ulezko, E.A.Petrosyan and R.N.Naurizbayeva²⁰. Scientists such as M.A.Danilov, A.M.Matyushkin, I.S.Averina, G.D.Chistyakova, L.S.Vigotskiy, S.L.Rubinshteyn, A.E.Simanovskiy, A.N.Leontyev, S.I.Shoxor-Trotskiy and N.Sokolov²¹ have established ways to develop students' creative activity, interests, desires, and needs through additional education, club activities, and extracurricular work.

Scientific research has been conducted within the global education system on the issues of guiding students towards creativity through a heuristic approach.

ривожлантиришининг методик асослари // Таълим ва инновацион тадқиқотлар. – Бухоро, 2022. – № 9. – В. 153.

¹⁹ Андреев В. И. Педагогическая эвристика для творческого саморазвития. – Казань: Центр инновационных технологий, 2015. – 288 с.; Бакулевская С.С. Становление интеллектуально-творческой деятельности старшеклассника в процессе решения эвристических задач. Автореф. дисс. канд. пед. наук. – Волгоград, 2001. – 162 с.; Васильков В.Н. Эвристический диалог в структуре вузовского обучения. – Воронеж: ВГУ, 2002. – 84 с.; Воронин В.Н. Интеграция эвристических и технологических подходов проектирования дидактических комплексов в вузе. – Тольятти: Мир, 2003. – 274 с.; Деркач А.А. Педагогическая эвристика: Искусство овладения иностранным языком. – М.: Педагогика, 1991. – 224 с.; Ильин В. Теория познания. Эвристика. Креатология. – М.: Проспект, 2018. – 173 с.; Каптерев П.Ф. Эвристическая форма обучения в народной школе // Антология педагогической мысли России второй половины XIX – начала XX в. – М.: Педагогика, 1990. – С. 218–221.; Король А.Д. Метод эвристического диалога в технологии творческой самореализации учащихся / Ученик в обновляющейся школе. Сборник научных трудов / под ред. Ю.И.Дика, А.В.Хуторского. – М.: ИОСО РАО, 2002. – С. 173–181.; Розет И.М. Что такое Эвристика? – Минск: Народная асвета, 1969. – 119 с., Кулюткин Ю.К. Эвристические методы в структуре решений. – М.: Педагогика, 1970. – 232 с.; Плескацевич Н.М. Эвристическая беседа и ее роль в процессе обучения (На материале предметов гуманитарного цикла в средних классах школы). Дисс. ... канд. пед. наук: Минский гос. пед. ин-т им. А.М.Горького. – Минск, 1969. – 220 с.; Хуторской А.В. Дидактическая эвристика. Теория и технология креативного обучения. – М.: МГУ, 2003. – 416 с.; Трофимов Е.Ф. Эвристика: учебное пособие. – Ярославль: МУБиНТ, 2007. – 289 с.

²⁰ Когут М.Т. Историческая эвристика: практикум/ – Омск: Издательство ОмГТУ, 2011. – 55 с.; Улезко Ю.Д. Методические условия применения эвристических методов обучения на уроках биологии. – Екатеринбург, 2018. – 196 с.; Петросян Э.А. Реализация творческой эвристической деятельности школьников в процессе обучения математике. Автореф. дисс. канд. пед. наук. – Екатеринбург, 2005. – 163 с.; Науризбаева Р.Н. Педагогическая система эвристического обучения учащихся художественно-творческой деятельности через народное искусство. – Казань, 2009. – 142 с.

²¹ Данилов М.А. Воспитание у школьников самостоятельности и творческой активности в процессе обучения // Советская педагогика. 1961. – № 8. – С. 32 – 42; Матюшкин А. М. Основные направления исследования мышления и творчества. В кн.: Категории, принципы и методы психологии. – М.: Наука, 1983. – С. 314–316.; Матюшкин А. М. Аверина И. С., Чистякова Г. Д. Развитие творческой активности школьников / Под ред. Матюшкина А.М., НИИ общ. и пед. психологии АПН СССР. – М.: Педагогика, 1991. – 155 с.; Выготский Л.С. Воображение и творчество в детском возрасте. – СПб.: СОИОЗ, 1997. – 96 с.; Рубинштейн С.Л. О мышлении и путях его исследования. – М.: изд-во Академии Наук СССР, 1958. – 145 с., Симановский А. Э. Развитие творческого мышления детей. – Ярославль. Гринго, 1996. – 192 с.; Леонтьев А.Н. Развитие памяти: Экспериментальное исследование высших психологических функций. – М.: Государственное учебно-педагогическое издательство, 1931. – 278 с.; Шохор-Троцкий С. И. Чему и как учит на уроках арифметики? – М.: СПб, 1899. – 280 с.; Соколов В. Н. Педагогическая эвристика: введение в теорию и методику эвристической деятельности: учебное пособие / Соколов. – М.: Аспект Пресс, 1995. – 255 с.

The pedagogical and psychological characteristics of developing qualities associated with creative inquiry in students are reflected in the research of foreign scholars such as D.Poya, A.Puankare, B.Bolzano, R.Dekart, K.Dunker, A.Giddens, R.Sears and L.Jantine²².

The above analysis indicates that the problem of organizing literary education based on a heuristic approach has not been studied monographically. From this perspective, there is a need to organize the teaching of literature in schools of creativity based on a heuristic approach.

The connection of the research with the research work of the research institution where the dissertation was completed. The dissertation was completed as part of the research plan of Tashkent State University of Uzbek Language and Literature named after Alisher Navoi, under the topic “Modern Methodology of Teaching Uzbek Language and Literature”.

The purpose of the research is to enhance the theoretical and methodological foundations for organizing literature lessons in creative schools based on a heuristic approach.

The tasks of the research. Based on the established goal, the following tasks are to be addressed:

Clarifying the theoretical and methodological foundations for organizing literary education in creative schools based on a heuristic approach;

Determining the pedagogical and psychological opportunities for developing heuristic thinking in students;

Developing recommended methods for organizing literature lessons based on a heuristic approach;

Improving the methodology for organizing literature lessons based on a heuristic approach.

The object of the study. The research focuses on the process of organizing literature lessons in creative schools using a heuristic approach. The experimental work involved 594 students from grades 7-11 at the Abdulla Qodiriy Creative School in Tashkent, the Halima Xudoyberdiyeva Creative School in Guliston, and the Muhammad Rizo Ogahiy Creative School in Xiva.

The subject of the research comprises the content, forms, methods, and means of organizing literature lessons in creative schools based on a heuristic approach.

Research methods. In addressing the research topic, various methods were employed, including interviews, questionnaires, classification, description, generalization, observation, conducting pedagogical experiments, comparison, and

²² Пойа Д. Как решать задачу. – М.: Учпедгиз, 1959. – 208 с.; Пуанкаре А. Наука и метод. – СПб.: Н.П.Карбасникова, 1910. – 240 с., Больцано Б. Учение о науке. – СПб: Наука, 2003. – 518 с.; Декарт Р. Рассуждение о методе, чтобы хорошо направлять свой разум и отыскивать истину в науках. – М.: Академии Наук СССР, 1953. – 273 с.; Дункер К. Качественное (экспериментальное и теоретическое) исследование продуктивного мышления // Психология мышления. – М., 1965. – С. 21 – 85; Giddens A. Politics, Sociology and Social Theory. – USA, 1995. – 312 p.; Sears R. Patterns of child rearing. – Stanford, 1957. – 549 p.; Jantine L. Spilt. A Study into the effects of a blended professional development program on pre-primary teachers' Language Stimulatin COmpetenceS (LASCOS) (01/10/2022 - 30/09/2026) - Co-promotor.

mathematical-statistical analysis.

The scientific novelty of the research consists from:

The theoretical and methodological foundations for organizing literary education in creative schools based on a heuristic approach have been clarified through technologizing the process of developing students' educational and cognitive skills in personality-oriented cultural, pragmatic, cognitive, and creative activities.

The psychological (creativity, motivation, interest, empathy, adaptability), pedagogical (student-centered activity, discussion, diversity of educational materials, assessment), and methodological (clarity of educational goals, measurability, selection, resources, creative tasks) opportunities for developing heuristic thinking in students have been determined through coordination with the organizational and didactic support of literary education.

Synergetic, scientific, and creative-cognitive principles, which have an emotional-figurative impact on understanding the essence of a literary work in developing students' creative individuality and creativity, have been improved by ensuring the connection of strategic goals such as researching, describing, predicting, and explaining work on the text.

The methodology for organizing literature lessons based on a heuristic approach has been enhanced through heuristic observation, individual projects, virtual visits, creative imagination, creative fantasy, methods of comparing historical facts and interpretations of literary works, writing sketches (short dramatic or prose works reflecting everyday episodes), free verse, and optimizing digital technologies (Interactive wall (Padlet), Storyboard, Voice recording platform (Vocaroo)).

The practical results of the research are as follows:

Based on the research results, "Literature" textbooks for grades 8-9 of creative schools were co-authored;

lesson plans and recommendations for organizing literary education based on a heuristic approach have been developed;

a system of heuristic questions and tasks for students' creative self-development has been compiled;

The research outcomes were utilized to enhance the content of curricula for the subjects "Methods of Teaching Literature" and "Modern Literature in School Education" in higher education institutions.

The reliability of the research results is attributed to the following factors: the scientific approaches employed in this research are theoretically and methodologically well-grounded; the theoretical data is derived from official sources; the effectiveness of the presented analyses and experimental work is determined through mathematical and statistical analysis; the conclusions, proposals, and recommendations have been implemented in practice; and the obtained results have been validated by authorized bodies.

Scientific and practical significance of research results. The scientific significance of the research results lies in the comprehensive synthesis of theoretical and methodological perspectives on justifying the role of the heuristic

approach in literary education. The study's importance is underscored by the development and practical validation of recommendations, which serve as a methodological foundation for fostering creativity and educational research skills among students in creative schools.

The practical significance of the research is demonstrated by the development of effective methods for enhancing creative thinking among students in creative schools, along with methodological recommendations for their application. The methodological ideas and recommendations proposed in the study can be utilized in creating "Literature" textbooks for general education, specialized, and creative schools. They can also be applied in organizing extracurricular activities, preparing manuals on literature teaching methodology, and in teacher retraining and professional development courses.

Implementation of research results. Based on the scientific results obtained regarding the improvement of methodologies for utilizing heuristic approaches in developing students' creative thinking:

The theoretical and methodological foundations for organizing literary education in creative schools based on a heuristic approach, which include person-oriented cultural, pragmatic, cognitive, and creative activities, as well as proposals for technologizing the process of developing students' learning and cognitive skills, were utilized in creating the 8th-grade "Literature" textbook for creative schools (Reference No. 01-06-856 dated May 27, 2024, from the Agency of Specialized Educational Institutions under the Ministry of Preschool and School Education of the Republic of Uzbekistan). As a result, the opportunities for developing students' research abilities and fostering the process of self-awareness and discovery have increased through the use of methods based on a heuristic approach in the educational process.

Scientific conclusions regarding the coordination of psychological, pedagogical, and methodological opportunities for developing heuristic thinking in students with the organizational and didactic support of literary education were utilized in creating the 9th-grade "Literature" textbook for creative schools (Reference No. 01-06-856 dated May 27, 2024, from the Agency of Specialized Educational Institutions under the Ministry of Preschool and School Education of the Republic of Uzbekistan). As a result, a conducive environment has been established for the development of artistic and aesthetic thinking, as well as communicative and research competencies, among students of creative schools through their engagement with literary texts.

Scientific conclusions and proposals on ensuring the integration of strategic approaches such as research, description, prediction, and explanation of synergetic, scientific, and creative-cognitive principles that have an emotional and imaginative impact on understanding the essence of literary works in developing students' creative individuality and creativity were utilized in the implementation of the practical project AM-FZ-201908172 titled "Creation of an educational corpus of the Uzbek language", conducted from 2020 to 2023 at the Alisher Navoi Tashkent State University of Uzbek Language and Literature (Reference No. 01/4-921 of the Alisher Navoi Tashkent State University of Uzbek Language and Literature dated

March 12, 2025). As a result, the mechanisms for designing and technologizing the modern literary education process based on a heuristic approach have been enhanced.

The methodology for organizing literature lessons based on a heuristic approach includes optimizing tools related to students' creative perception of literary works, such as heuristic observation, creative imagination, individual projects, virtual visits, creative visualization, methods of comparing historical facts and literary interpretations, writing sketches (short dramatic or prose works reflecting everyday episodes), free verse, digital technologies, and graphic tests. These methods were utilized in the implementation of the innovative project No. IL-402104474 titled "Creation of an electronic platform "Children's literature.uz" and its mobile application", carried out from 2021 to 2023 at the Alisher Navo'i Tashkent State University of Uzbek Language and Literature (Reference No. 01/4-922 of the Alisher Navo'i Tashkent State University of Uzbek Language and Literature dated March 12, 2025). As a result, the pedagogical, methodological, and didactic support of literary education has been improved through the systematic application of heuristic activities aimed at creative exploration.

Approaches to teaching literature as a subject include: interdisciplinary connections, cross-thematic integration, organizing independent learning, and enhancing students' creativity through creative tasks based on a heuristic approach. Methods of working with literary texts, comparative analysis of literary works with other forms of art, and scientific conclusions on applying heuristic methods and approaches to teaching a writer's work in connection with their personality were used as information in preparing scripts for the "History Square" program broadcast on the "History of Uzbekistan" TV channel of the National Television and Radio Company of Uzbekistan. (Reference No. 01-33/526 of the State Institution "Uzbekistan" of the National Television and Radio Company of Uzbekistan dated July 14, 2025). As a result, the scientific quality and content of the popular science materials prepared for the programs have been improved.

Approbation of the research results. The results of the research were discussed at 6 republican and 4 international scientific and practical conferences.

Publication of the research results. A total of 33 scientific works has been produced in relation to the dissertation, including 11 articles published in scientific journals recommended by the Higher Attestation Commission under the Ministry of Higher Education, Science and Innovation for publishing the main scientific results of doctoral dissertations. Of these 11 articles, 7 were published in national journals and 4 in international journals.

The structure and scope of the dissertation. The research work consists of an introduction, three chapters, a conclusion, a list of references, and appendices, totaling 181 pages.

MAIN CONTENT OF THE DISSERTATION

The introduction substantiates the relevance and necessity of the dissertation topic, demonstrates its alignment with the priority directions of scientific and

technological development in the republic, and outlines the extent to which the problem has been studied. The research objectives and tasks, as well as its object and subject, are defined. The scientific novelty and practical results are described, while the reliability, scientific significance, and practical importance of the findings are substantiated. Information is provided on the implementation of the research results, their approbation, published works, and the structure of the dissertation.

The first chapter of the dissertation, titled “**The Role of the Heuristic Approach in Organizing Literary Education**”, examines the heuristic approach as a means of developing student activity. It explores the psychological, pedagogical, and methodological requirements for organizing literary education based on the heuristic approach. The chapter also analyzes the current state of literature teaching in creative schools through the heuristic approach. In the section “Heuristic Approach as a Means of Developing Student Activity”, the views of Eastern thinkers related to research and creativity are discussed. The role of research-oriented methods in the spiritual development of students is described. Specifically, the works of Farabi, Beruni, Xorazmiy, Ibn Sino, and Alisher Navo’i express certain ideas about intellectual potential, research, and creativity. The views of Jadid thinkers such as M.Behbudi, A.Avloni, and A. Fitrat highlight the role of scientific research and creative processes in personal development and societal progress.

Q.Yuldoshev presents the following thoughts on research: “Technical means have been created to replace human memory, allowing a person to find and use a vast amount of information at any time without straining themselves. Now it has become important to develop individuals who can adapt to changes in scientific progress, effectively utilize existing technical capabilities, and accelerate development due to their inner need for continuous exploration”²³. Currently, possessing information and knowing how to use the Internet is not an advantage; rather, the crucial process is analyzing, sorting, and applying information in practice. Uzbek methodologist scholars emphasize the necessity of applying innovative approaches to develop intellectual potential, research skills, and creativity in the educational process, and are working on new methods in this regard.

In the global education system, the heuristic approach is applied in various forms and at different levels. According to L.R. Khrapal, “The word “heuristics”, in the sense of guiding towards discovery, serves to enable students to independently discover knowledge, solve problems on their own, and develop critical thinking skills in education”²⁴. Based on data analysis, it has been determined that heuristics is the art of leading students to think through questions without providing the answer directly. This art is further enhanced by the methodological expertise of each teacher.

²³ Yo’ldoshev Q va Yo’ldosheva M. O‘zbek adabiyotini o‘qitish metodikasi. – Toshkent: G‘afur G‘ulom nomidagi NMIU, 2023. – B. 60.

²⁴ Храпаль Л. Р., Залялиева Д. Р. Перспективы внедрения инновационных методик креативного мышления в частных школах России // Современная наука, 2024. – № 1. – С. 57.

The use of a heuristic approach in literature classes creates favorable conditions for deep comprehension of literary works and the development of students' critical thinking. Its purpose is not only to understand the plot and symbolism of the work but also to foster empathy, creativity, and analytical skills in students.

The heuristic approach is a learning process whose main goal is to help identify students' intellectual thoughts and objectives, develop essential competencies in learning, and establish a teaching system based on discovering new knowledge through guiding questions in the educational process. As a result of this process, students develop positive skills such as curiosity, resourcefulness, inquisitiveness, and the ability to recognize the coherence of goals. Additionally, they cultivate the capacity to independently search for solutions in problematic situations and find resolutions to given tasks.

Methods based on a heuristic approach not only help find interesting solutions to educational tasks but also inspire students to deeply comprehend and interpret literary works. This can be achieved through symbolism, metaphors, plot twists, ambiguous imagery, allegory, and other literary devices. The use of heuristic approaches allows students to actively participate in analyzing the work and search for meanings beyond the text. This encourages independent analysis and understanding of literary works, develops critical thinking, and guides students towards working with literary texts. Furthermore, the heuristic method embodies and integrates creativity. The reason for this is that in this process, the teacher does not provide students with ready-made knowledge or information, but rather prepares them for independent research and creative endeavors.

The second paragraph of the chapter is titled “Psychological, Pedagogical, and Methodological Requirements for Organizing Literary Education Based on a Heuristic Approach”, in which the psychological, pedagogical, and methodological requirements for applying the heuristic approach are categorized.

In previous works, the psychological, pedagogical, and methodological aspects of the heuristic method were explored as separate studies. For instance, the pedagogical and psychological features were examined in the research of foreign scholars such as D.Poya, B.Bolzano and K.Dunker²⁵. The pedagogical foundations were explored by A.Puankare, Kapterev, Xutorskoy and M.T.Kogut²⁶, while the methodological foundations were investigated in the works of R.Dekart, Xutorskoy and Yu.D.Ulezko²⁷. The aforementioned studies primarily focused on natural and

²⁵ Пойа Д. Как решать задачу? – М.: Учпедгиз, 1959. – 208 с.; Больцано Б. Учение о науке. – СПб: Наука, 2003. – 518 с.; Дункер К. Качественное (экспериментальное и теоретическое) исследование продуктивного мышления // Психология мышления. – М., 1965. – 156 с.

²⁶ Пуанкаре А. Наука и метод. – СПб.: Н.П.Карбасникова, 1910. – 240 с., Каптерев П.Ф. Эвристическая форма обучения в народной школе // Антология педагогической мысли России второй половины XIX – начала XX в. – М.: Педагогика, 1990. – 279 с.; Хуторской А.В. Дидактическая эвристика. Теория и технология креативного обучения. – М.: МГУ, 2003. – 416 с.; Когут М.Т. Историческая эвристика: практикум/ – Омск: Издательство ОмГТУ, 2011. – 55 с.

²⁷ Декарт Р. Рассуждение о методе, чтобы хорошо направлять свой разум и отыскивать истину в науках. – М.: Академии Наук СССР, 1953. – 273 с.; Хуторской А.В. Эвристический тип образования: результаты научно-практического исследования // Педагогика, 1999. – № 7. – 172 с.; Улезко Ю.Д. Методические условия применения эвристических методов обучения на уроках биологии. – Екатеринбург, 2018. – 196 с.

exact sciences, as well as primary education. In our work, we have synthesized all these features, adapted them to literary education, classified them accordingly, and presented our findings.

It is established that psychological requirements for the heuristic approach in literary education are imposed on both the teacher and the student. Psychological requirements for a teacher include: leadership and support, empathy and understanding, patience and adaptability, managing discussions and debates, and self-development.

Requirements for the student include: independence and active participation, empathy, critical thinking, creativity and imagination, communication skills, self-management, motivation and interest.

The classification of pedagogical requirements for a teacher is as follows: clearly defining the goals and objectives of the lesson, increasing motivation and interest, employing a student-centered approach, mastering the art of asking questions, managing discussions and debates, paying attention to the diversity of educational materials, demonstrating originality in assessment, and the teacher's continuous work on self-improvement.

Classification of methodological requirements for the use of a heuristic approach:

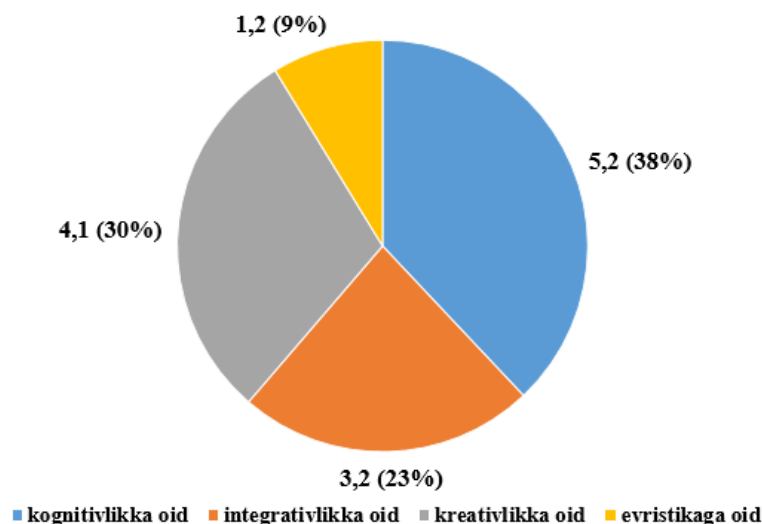
clarity and measurability of learning objectives, selection and preparation of learning materials, choice of heuristic methods and technologies, organization of the lesson process, evaluation of the learning process, provision of resources.

Creating problem situations and applying a technological approach in the process of literary education lays the foundation for effectively developing students' creative activity.

The third paragraph, titled “The Current State of Organizing Literature Teaching in Creative Schools Through a Heuristic Approach”, analyzes the current state of creative schools, curricula, and textbooks for literature. It compares the experience of creative schools operating in our country with the global education system. Today, the number of Presidential, creative, and specialized schools is growing in Uzbekistan. The approach to learning, as well as the intellectual and emotional potential of students studying in these schools, differ significantly from their peers in general education schools. Therefore, when working with them, in addition to general methods, there is a need to apply pedagogical approaches adapted to their psychological characteristics. Since admission to creative schools is conducted on a competitive basis, such students typically have high intellectual potential, are inclined towards independent thinking, asking questions and conducting research, possess a creative approach, and have a high level of emotional sensitivity. They stand out from their peers due to their high learning motivation, perceiving the process of acquiring knowledge as an internal need.

In the process of literary education, the heuristic approach guides students not to receive knowledge in a ready-made form, but rather to discover it through independent research, posing questions, and solving problems. This diagram illustrates the current state of literature teaching in creative schools involved in the experimental process.

Figure 1



1-rasm. Ijod maktablarida adabiyot o‘qitishni evristik yondashuv orqali tashkil etishning mavjud holati

Analysis revealed that cognitive (38%) and creative (30%) methods predominate in lessons. However, the lower percentage of creative methods compared to cognitive ones indicates the need to further increase creative tasks. The 23% related to integrativity demonstrates the extent to which the literary process is organized through the combination of interdisciplinary life, art, and experiences. The lowest result corresponds to the heuristic indicator (9%). This situation shows that processes of independent research, problem-solving, and acquisition of new knowledge through questions and answers are poorly organized for students. Therefore, it is necessary to more widely implement methods related to the heuristic approach in literature lessons at creative schools.

Usually, each textbook and manual provide questions and assignments for reinforcing or reviewing the topic. In this paragraph, examples of heuristic tasks are given as a recommendation for studying some topics in the curriculum of creative schools for grades 8-9. For example, the tasks of researching the commonality of the depiction of nature and people in A. Green’s story “The Scarlet Sails”, a comparative study of J. London’s work “Love of Life” with Sh. Kholmiraev’s story “Zov ostida adashuv”, determining in which other works the search process in Shukrullo’s work “Kafansiz ko‘milganlar” is encountered teach students to be inquisitive and researching, the tasks of writing a different ending as a writer for T. Malik’s story “Alvido, bolalik” and I. Sultan’s story “Shamolli kecha”, naming it differently, taking into account the title and plot of V. Rasputin’s story “Lessons of the French Language”, encourage students to be creative and think creatively. The tasks of interviewing the characters of Ch.Aitmatov’s story “The White Ship” (“Oq kema”), preparing short story information about X.Sultanov’s story “Saodat sohili” and sending questions to the hero of O.Henry’s story “Twenty Years Later” serve to develop the intellectual and creative potential of students and identify gifted students. Through such tasks as creating staged scenes based on Kh.Dustmukhammad’s story “Mirkomilboy’s Missed Prayer” (“Mirkomilboyning qazo bo‘lgan namozi”) and choosing a melody appropriate to

the suffering of the hero of the work, students feel that the science of literature is not only the art of words, but also is connected with many types of art. This aspect is important in the development of students' intellectual potential, spiritual qualities, aesthetic taste, and critical thinking.

Through the above tasks, students not only develop creativity but also enhance their imaginative thinking and broaden their perception. If we consider the form and content of the examples, it becomes evident that the tasks are rarely repetitive and are presented in an engaging manner according to the genre characteristics of the works, ensuring that students do not get bored during this process. Therefore, in modern education, it is crucial to not only equip students with knowledge but also to develop their thinking, imagination, communication skills, and creative abilities.

The second chapter of the work explores "Methodology for Using a Heuristic Approach in Literature Lessons at Creative Schools". The first paragraph of this chapter, titled "Specifics of Heuristic Methods and Techniques for Developing Creative Individuality in Students of Creative Schools", highlights the importance of heuristic methods in fostering creative individuality among students at these schools. In literary studies, the concept of individuality serves as a criterion that demonstrates how realistically and truthfully the unique features of an artistic image are reflected in the plot of a work. It is also crucial in determining the identity, nationality, and social class of a literary character. The distinctive language and style of each writer also contribute to individuality. In literary education, an individual approach requires patience from the teacher and the ability to understand complex behavioral manifestations. This approach is an integral part of the pedagogical process, engaging all students in active work to master the curriculum material. In literature lessons, it is advisable to create opportunities for developing students' creative activities, abilities, and individuality, as well as their interests, aspirations, and skills in specific areas. Literature lessons provide a unique opportunity to spark students' interest in social, cultural, military, sports, and artistic spheres through the experiences and living conditions of literary characters. For instance, in our experiments, we have observed increased interest in aviation and painting through A. Saint-Exupéry's "The Little Prince", dedicated teaching through the characters in A. Daudet's "The Last Lesson" and V. Rasputin's "French Language Lessons", patriotism through M. Shaykhzoda's tragedy "Jaloliddin Manguberdi", artistry through O. Henry's "The Last Leaf", fair law enforcement through "After Twenty Years", and inventiveness through Sh. Boshbekov's "The Iron Woman" ("Temir xotin").

Methods such as "Heuristic observation", "Creative fantasy", "Individual projects", "Virtual visit", "Creative imagination", and "Comparing interpretations of historical facts and literary works" enable students to acquire knowledge independently and interestingly while developing their creative individuality.

When organizing lessons based on a heuristic approach, good results can be achieved by using techniques like "Unfinished thoughts...", "Double prediction", "Project assignments", "Three-stage interview", "Intelligence lesson", "Curious knowledgeable", "From virtual journey to inspiration, from inspiration to

creativity”, “Discussion-debate lesson”, “Competition lesson”, “Letter to my favorite hero across time”, “Your character description is ready”, “Empathy”, and “We analyze through symbols”. For example, in the assignment titled “From virtual journey to inspiration, from inspiration to creativity”, a virtual visit to A. Qahhor’s house-museum is organized. Based on their observations during the visit, students complete the following task and answer questions:

Based on what you saw in the writer's house-museum, draw an image of the corner that left a strong impression on you.

In which room did you see Abdulla Qahhor?

Which work is the writer creating?

Which detail in this room reminded you of information about the writer's life or his works? By asking such questions, readers get closer to the writer’s personality, and through this, they sense the spirit of the work and its characters. For example, through the kettle in the picture, they may recall the writer's story “Terror”, or through the glasses on the writer’s desk, they may bring up information related to a dream in the writer’s biography.

Among the project works related to creative activity, one can include the task “Create your own performances”. Through this task, students are encouraged to write short plays or sketches (short dramatic or prose works reflecting everyday episodes) based on the topics they have studied. In this case, students are offered various genres (comedy, drama, tragedy) to choose interesting topics based on the works they have learned or to create their own original ideas, making wider use of their creative imagination. It also helps in developing characters, building conflicts between them, or constructing dialogues.

In the era of globalization, every student should be familiar with the capabilities of information technologies and master methods and approaches to expand their knowledge and worldview in this field. Our research recommends utilizing online educational tools such as Interactive Wall (Padlet)²⁸, Storyboard, or voice recording platform (Vocaroo) alongside creative tasks in textbooks. The Interactive Wall (Padlet) is an Internet service for online learning.

A storyboard²⁹ is an effective tool for presenting a step-by-step visual narrative of an event or idea in a work, useful for explaining scenes or episodes through pictures (frames) and accompanying notes. This method can be utilized in developing films, videos, animations, and advertisements based on literary works. Each image (frame) represents a scene and includes brief textual commentary, discussion points, dialogues, and personal observations.

The voice recording platform (Vocaroo)³⁰ provides the ability to record, save, and share audio messages via a link. It is particularly convenient for teachers, students, and bloggers. Through such an online platform, teachers have the opportunity to assign tasks to students, expressively read poems or texts, introduce

²⁸ <https://padlet.com/mahmudauldaseva/adabiy-evristika-ujqpd7mhze1qblz> (Ushbu havola orqali o‘quvchilar tomonidan tayyorlangan ijodiy ishlardan namunalarni ko‘rish mumkin).

²⁹ <https://www.storyboardthat.com/class-storyboardboards/e429da11/ezop-masali/edit#> (Ushbu havola orqali o‘quvchilar tomonidan tayyorlangan ijodiy ishlardan namunalarni ko‘rish mumkin).

³⁰ <https://vocaroo.com/18O7wnY84nu1> (Ushbu havola orqali o‘quvchilar tomonidan tayyorlangan ijodiy ishlardan namunalarni ko‘rish mumkin).

topic-related articles, provide oral explanations during assessments, and give creative assignments in new formats, such as creating a “Podcast” or “Voice Story”. Importantly, thanks to these new digital tools, they transform into innovative and beneficial educational resources.

In the second paragraph of the chapter, titled “Possibilities of Creative Assimilation of Prose and Dramatic Works Based on a Heuristic Approach”, it is recommended to analyze Najib Mahfuz’s story “Live for Others” (11th grade) using the “Truth Behind Symbols” method. In this approach, students identify elements such as symbolic signs (objects, colors, actions, states) that are hidden or indirectly expressed in the text. Through these elements, they attempt to interpret the idea of the work, the author’s position, or the protagonist's experiences.

Symbol (object, color, action, state)	In which scene does it occur?	What do you think this symbol means?
Flowers in the flowerbed	After admiring and picking the flowers in the flowerbed for a long time, Abdurahman sat down on a chair in front of the barbed wire fence separating the neighboring yard.	Flowers growing in a flowerbed are a symbol of love.
Barbed wire fence	After admiring and picking the flowers in the flowerbed for a long time, Abdurahman sat down on a chair in front of the barbed wire fence separating the neighboring yard.	Barbed wire is a symbol of a desirable but unattainable dream and feelings.
Armchair	After admiring and picking the flowers in the flowerbed for a long time, Abdurahman sat down on a chair in front of the barbed wire fence separating the neighboring yard.	He sits on a chair next to the wire - this means that he does not resist fate, but accepts his situation. This is a symbol of self-sacrifice, dedicating his life to others.

The advantage of the 'Truth Behind the Symbols' method is that it helps readers find the author’s ideas through symbols, strengthening their emotional connection with the work. Therefore, this method deepens literary analysis and encourages creative thinking.

In the analysis of dramatic works, the analysis of W. Shakespeare’s tragedy Hamlet (grade 9), based on the creative task “Analysis of tragedy through colours and symbols’, is covered, as is the content of the “Emotional map”, “Drama night” and “Creating presentations’ methods when working on Zulfiya Kurobayeva’s story “The year without summer” (grade 11). Analytical presentations on works studied using these methods are presented in various ways. For example, creative examples may take the form of a reading, a dramatisation, a visual presentation using slides or a video based on a selected passage or dialogue text read in an appropriate tone for the roles, or an audio presentation.

The next paragraph, titled “Ways of Using a Heuristic Approach in the Study of Lyrical Works”, discusses methods for students to understand and experience the content of lyrical works in the analysis of poetry. It highlights techniques for perceiving the emotions expressed in lyrical works and sensing the lyrical hero. These methods offer diverse approaches to studying the work, each with its own distinctive features. This chapter recommends using techniques such as “Gradual Analysis”, “Scattered Stanzas”, “Writing Text from Lyrical Work

Titles”, as well as tasks like “Attentive Reader”, “Working with Titles”, and “Comparison Table”. In the “Writing Text from Lyrical Work Titles” method, students are tasked with creating a short text incorporating the titles of lyrical works by the poet being studied. Literature lessons in creative schools aim not only to provide knowledge to students but also to develop their creative qualities. Therefore, this method can be used to encourage them to create and write poetry. As a result, students develop a desire to write poetry by selectively using words when composing creative texts.

The third chapter of the dissertation is dedicated to the “**Content of Experimental Work on Organizing Literary Education Based on a Heuristic Approach**”. Its first paragraph focuses on the “Analysis of experimental work on organizing literary education based on a heuristic approach”. This paragraph describes the experimental materials prepared for students of creative schools and the parameters for conducting experimental lessons.

The experimental work was organized based on the diagnostic, formative, and concluding stages of the pedagogical experiment. For the study, the following schools were selected as experimental sites: Abdulla Qodiriy Creative School in the Olmazor district of Tashkent city (teachers: M. Iskandarova, N. Ibragimova), Halima Xudoyberdiyeva Creative School in Guliston city, Sirdaryo region (teachers: U. Sultonova, M. Ziyayeva), and Muhammad Rizo Ogahiy Creative School in Khiva city, Khorezm region (teachers: Z. Atayeva, Sh. Jumaniyozova). A total of 37 literature teachers from the selected schools and 594 students participated in the experiment, with 299 students in the experimental group and 295 students in the control group.

The main directions of work were determined at the defining stage, which was carried out in 2022-2023. The literature on the problem was studied, the research topic was theoretically substantiated, and the goals and objectives were defined. Materials for the training experiment were selected, a system of questions and assignments was developed, and its approbation was carried out.

In 2023-2024, work on the formative stage was carried out. In this process, the activities of teachers and students were monitored, and surveys were conducted with them. The theoretical approaches described in each chapter were practically tested in the experimental process. The curriculum of “Literature” in creative schools, the content of new generation textbooks were analyzed, and experimental materials were created. Individual and creative tasks were developed using a heuristic approach in literary education and used in the educational process.

In the third and concluding stage, conducted in 2024-2025, follow-up surveys were organized among the respondents, and the educational experiment continued. Tasks aimed at enhancing students’ creativity and engagement were tested. The results were synthesized, and the developed methodology was put into practice. Analysis of the experimental findings revealed that the knowledge, skills, and competencies of the experimental group involved in the research process improved more effectively compared to the control group. To objectively evaluate this outcome, statistical analysis was performed. The conclusions confirm that the experimental work was conducted correctly from scientific, pedagogical,

technological, and methodological perspectives (Table 1).

Table 1

Criteria and indicators for determining the effectiveness of the level of activity formation in students in the heuristic learning process

№	Criteria that represent students' knowledge	At the beginning of the experiment						At the end of the experiment					
		experimental group 299 people			control group 295 people			experimental group 299 people			control group 295 people		
		high	middle	low	high	middle	low	high	middle	low	high	middle	low
1.	The level of acceptance of heuristic learning materials by students	42	158	99	38	153	104	116	161	22	56	158	81
2.	Speed of completing heuristic tasks	23	105	171	43	161	91	133	158	8	51	153	91
3.	Manifestation of independent research skills	51	139	109	73	132	90	130	152	17	54	159	82
4.	Understand the idea of the work and be able to draw logical conclusions	75	133	91	51	167	77	125	160	14	49	148	98
5.	Analysis of the characters' character and behavior	65	143	91	41	163	91	123	168	8	57	145	93
6.	Creative imagination skills	47	165	87	61	143	91	122	164	13	50	164	81
7.	Understanding the plot of the work and its symbolism	42	158	99	38	153	104	139	149	11	57	153	85
8.	Ability to express independent and creative opinions about the work	50	139	110	48	163	84	116	170	13	55	157	83
9.	Tendency to be creative	21	107	171	30	168	97	132	149	18	51	163	81
10.	Being able to create your own work of art	42	158	99	37	161	97	121	165	13	51	158	86
11.	Ability to conduct small educational studies	47	165	87	38	153	104	125	164	10	57	153	85
12.	Ability to create creative texts and independently research for essay writing	51	139	109	58	130	107	130	159	10	49	163	83
13.	Individual activity in the process of working together	23	105	171	37	168	90	112	166	21	57	165	73
14.	Be able to design their own creative work and present the results in a well-reasoned manner	37	146	116	43	158	94	106	175	18	50	160	85
15.	Be able to adequately evaluate the creative products created by themselves and their classmates	42	155	102	33	158	104	115	155	29	51	156	88
Total		658	2115	1712	669	2331	1425	1845	2415	225	795	2355	1275
		44	141	114	45	155	95	123	161	15	53	157	85

Based on the results of the conducted experiment, we analyzed the average mastery of the experimental and control groups at the beginning and end of the experiment using the student's mathematical and statistical method to determine the level of effectiveness of organizing literary education based on a heuristic approach.

The brief essence of the problem is as follows: let two sets be given. One is the average scores of teachers' knowledge at the beginning of the experiment, the other is the average scores of teachers' knowledge at the end of the experiment, as well as the average scores of students' knowledge in the experimental group, and the other is the average scores of students' knowledge in the control group. The scores are assumed to have a normal distribution. Such an assumption is reasonable, since the conditions for approaching a normal distribution are simple and are met.

Based on the results of the above table, the hypothesis H1 indicating the effectiveness of the mastery of students in the experimental and control groups and the hypothesis H0, which contradicts it, are selected (Table 2).

Table 2

Indicators for determining the level of effectiveness of students' comprehension of the text of literary works

Time spent	Groups	The number of students	Mastery levels in numbers and percentages		
			high	middle	low
At the beginning of the experiment	In the experimental group	299	44 14,7	141 47,2	114 38,1
	In the control group	295	45 15,3	155 52,5	95 32,2
At the end of the experiment	In the experimental group	299	123 41,1	161 53,5	15 5,4
	In the control group	295	53 18,0	157 53,2	85 28,8

Table 3

Indicators for determining the effectiveness of the level of development of educational activity in teachers

Time spent	The number of teachers	Levels of assimilation		
		high	middle	low
At the beginning of the experiment	37	4	11	22
At the end of the experiment	35	15	15	5

The diagram corresponding to these choices looks like this (Figures 2, 3, 4):

Students:

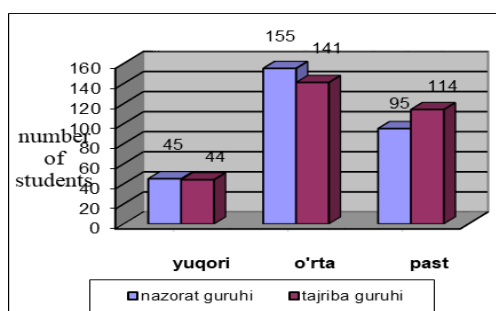


Figure 2. At the beginning of the experiment Teachers:

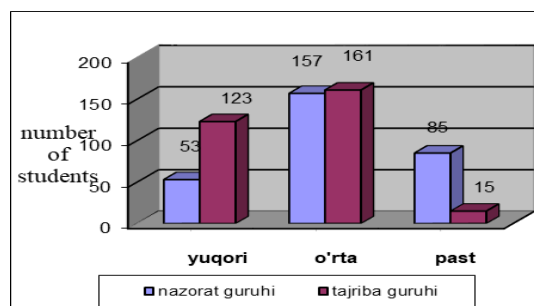


Figure 3. At the end of the experiment

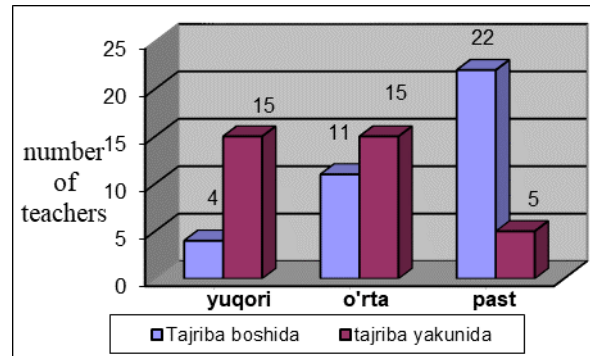


Figure 4. Teacher performance

Based on the results obtained, mathematical statistical analysis was performed, and the results obtained at the end of the experiment were the mean square deviation, sample variance, variation indicators, Student's sample criterion, degrees of freedom based on the student's criterion, and reliable deviations. These are reflected in the table below. Rows 2–3 in the table below are the results of statistical analysis for students and row 4 is for teachers.

\bar{X}	\bar{Y}	S_x^2	S_y^2	C_x	C_y	$T_{x,y}$	K	Δ_x	Δ_y
1,77	1,83	No efficacy was achieved at the beginning of the experiment							
2,36	1,89	0,3304	0,4579	1	2	9,21	576,27	0,06	0,08
2,29	1,52	0,4859	0,4696	5	7	4,81	69,43	0,23	0,26

Thus, at the end of the experiment, the average mastery of the experimental group increased by 15% compared to the control group, and the teachers' average mastery increased by 25.6%. Based on the above results, we calculate the quality indicators of the experimental work.

Students:

We know $\bar{X}=2,36$; $\bar{Y}=1,89$; $\Delta_x = 0,06$; $\Delta_y = 0,08$ ga teng.

From here, quality indicators:

$$K_{yc6} = \frac{(\bar{X}-\Delta_x)}{(\bar{Y}+\Delta_y)} = \frac{2,36-0,06}{1,89+0,08} = \frac{2,3}{1,97} = 1,17 > 1;$$

$$K_{6d6} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,36 - 0,06) - (1,89 - 0,08) = 2,3 - 1,81 = 0,49 > 0;$$

Teachers:

We know $\bar{X}=2,29$; $\bar{Y}=1,52$; $\Delta_x = 0,23$; $\Delta_y = 0,26$ ga teng.

More quality indicators:

$$K_{yc6} = \frac{(\bar{X}-\Delta_x)}{(\bar{Y}+\Delta_y)} = \frac{2,29-0,23}{1,52+0,26} = \frac{2,06}{1,81} = 1,14 > 1;$$

$$K_{6d6} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (2,29 - 0,23) - (1,52 - 0,26) = 2,06 - 1,26 = 0,8 > 0;$$

From the results obtained, it can be seen that the criterion for assessing the effectiveness of teaching is greater than one, and the criterion for assessing the level of knowledge is greater than zero. It is clear from this that the mastery in the

experimental group is higher than the mastery in the control group. Thus, the statistical analysis showed that the experimental work conducted to determine the level of effectiveness of organizing literary education based on a heuristic approach among teachers and students was effective. The results of the study indicate that the activities organized to find a positive solution to the intended problem were effective. The results of the study, in turn, showed that the effectiveness of literary education in creative schools has increased.

CONCLUSION

1. Since the heuristic learning process organizes students' activities related to individual actions and independent research, both the subject teacher and the textbook within a specific subject are considered additional tools that assist in the student's acquisition of knowledge. In this process, the learner independently develops their study plan and establishes their personal perspective on their activities. They strive to understand the world and humanity, conduct literary research (on the author's work, the history of the characters, the time and place of events, or historical facts), write poems, stories, and essays. As a result, they continuously enrich their personal knowledge and experiences. Most importantly, students are not limited to the knowledge, information, and subject-related updates provided by teachers; they engage in independent exploration.

2. Creating conditions for students to draw illustrations based on the studied work, to depict portraits of the work's characters or nature scenes through their imagination, to work on small projects, to write dialogue texts, poems, and short stories yielded effective results.

3. Creative activity and creative individuality are interconnected and complementary concepts that reflect different aspects of the creative process. Creative activity is the dynamics of this process, that is, the driving force, a person's activity in creativity and the desire to create. Creative individuality is the result of the process - the unique characteristics in a person's creative work. The higher a person's creative activity, the more vividly their creative individuality manifests itself.

4. In heuristic teaching, the learning outcome cannot be predicted in advance. Different answers can be obtained from each student. The student reinforces their previous knowledge, then applies it in their project through creative assimilation. Students learn to express their feelings, thoughts, and observations in their creative works. At the same time, by presenting their creative works at public events or in publications, their sense of self-confidence increases, they gain motivation for research, and they acquire real creative experiences.

5. Methods characteristic of the heuristic approach, such as "Create your own performances", "Virtual visit", "Creative fantasy", "Role-playing and dramatization", "Creative writing activity", "Creating presentations", and finding musical or visual examples that correspond to the theme and motifs of a lyrical work and share common features, develop students' skills in interacting with painting, music, and other forms of art. This fosters diverse perspectives,

creativity, and expressiveness.

6. Students are inclined towards creativity and inventiveness from a very young age. If they are approached in the educational process only on the basis of traditional teaching, these qualities will gradually fade. To prevent this, using methods related to the heuristic approach serves to enhance their research activities. In particular, organizing “Mastery Classes” with the participation of writers, poets, orators, and actors, as well as events like “History of a Work”, will stimulate their creative abilities, intellectual potential, and professional growth.

7. In the survey conducted during the confirmatory experiment stage, which involved students from grades 7-11 of creative schools, it was particularly noted that the aforementioned problems had been resolved, and special attention was being paid to the issue of fostering students’ creativity and creative thinking during lessons. This circumstance demonstrates not only the success of the experimental work but also the correct pedagogical and scientific organization and effectiveness of the research.

8. To implement heuristic teaching in literary education, special attention was given to developing qualities such as risk-taking ability, divergent thinking, decisiveness in thought and action, achieving speed of thinking, generating unique ideas, creating new creative works rich in imagery, perceiving diversity, broadening imagination, assimilating aesthetic values, and intuition in students.

9. The educational blocks of a heuristic nature, effective methods, and mechanisms for their application used in the experimental process increase students' learning activity, cognitive reception of educational materials, transformation of acquired knowledge into competencies, and development of logical and creative thinking skills only when the pedagogical process is organized on a scientifically grounded basis.

Based on the research results, the following recommendations were developed:

1) Implementation of practical projects that encourage students to engage in heuristic exploration across different grade levels;

2) Creation of a methodological guide for literature teachers titled “Activating Students through Heuristic Teaching Methods”;

3) Integration of heuristic-oriented educational topics and learning materials into the content of literature curricula and textbooks;

4) Development of a “Literary Discovery” platform to foster heuristic activity in students.

**РАЗОВЫЙ НАУЧНЫЙ СОВЕТ DSc.03/2025.27.12.Fil.41.01
ПО ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ ПРИ ТАШКЕНТСКОМ
ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ УЗБЕКСКОГО ЯЗЫКА И
ЛИТЕРАТУРЫ ИМЕНИ АЛИШЕРА НАВОИ**

**ТАШКЕНТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ ИМЕНИ АЛИШЕРА НАВОИ**

ЮЛДАШЕВА МАХМУДА АЛИКУЛОВНА

**ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ОРГАНИЗАЦИИ
ЛИТЕРАТУРНОГО ОБРАЗОВАНИЯ НА ОСНОВЕ
ЭВРИСТИЧЕСКОГО ПОДХОДА**

**13.00.02 – Теория и методика обучения и воспитания (узбекская
литература)**

**АВТОРЕФЕРАТ ДИССЕРТАЦИИ ДОКТОРА ФИЛОСОФИИ (PhD)
ПО ПЕДАГОГИЧЕСКИМ НАУКАМ**

Ташкент – 2026

Тема диссертации доктора философии по филологическим наукам (PhD) зарегистрирована в Высшей аттестационной комиссии при Министерстве высшего образования, науки и инноваций Республики Узбекистан за номером № V2023.2.PhD/Ped5280.

Диссертация выполнена в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои.

Автореферат диссертации на трех языках (узбекский, английский, русский (резюме)) размещён на веб-странице Научного совета (www.tsuull.uz) и Информационно-образовательном портале “ZiyoNet” (www.ziynet.uz).

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Защита диссертации состоится «__» _____ 2026 года в __ часов на заседании Научного совета DSc.03/2025.27.12.Fil.41.01 при Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои (Адрес: 100100, г. Ташкент, Яккасарайский район, улица Юсуфа Хос Ходжиба, 103. Тел.: (99871) 281-42-44; Факс: (99871) 281-42-44, (www.tsuull.uz).

С диссертацией можно ознакомиться в Информационно-ресурсном центре Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои (зарегистрирован за номером __). Адрес: 100100, город Ташкент, Яккасарайский район, улица Юсуфа Хос Ходжиба, 103. Тел.: (99871) 281-42-44; Факс: (99871) 281-42-44, www.tsuull.uz.

Автореферат диссертации разослан «__» _____ 2026 года.
(Протокол реестра рассылки за № __ от «__» _____ 2026 года.

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Цель исследования является совершенствование теоретических и методических основ организации уроков литературы в школах творчества на основе эвристического подхода.

Задачи исследования:

уточнение теоретических и методических основ организации литературного образования в школах творчества на основе эвристического подхода;

определение педагогико-психологических возможностей развития эвристического мышления у учащихся;

разработка рекомендуемых методов организации уроков литературы на основе эвристического подхода;

совершенствование методики организации уроков литературы на основе эвристического подхода.

Объектом исследования определен процесс организации уроков литературы в школах творчества на основе эвристического подхода, в экспериментальной работе приняли участие 594 учащихся 7-11 классов школы творчества имени Абдуллы Кадыри города Ташкента, школы творчества имени Халимы Худойбердиевой города Гулистана, школы творчества имени Мухаммада Ризо Огахи города Хивы.

Предметом исследования являются содержание, формы, методы и средства организации уроков литературы в школах творчества на основе эвристического подхода.

Научная новизна исследования заключается в следующем:

Теоретико-методические основы организации литературного образования в школах творчества на основе эвристического подхода определены посредством технологизации процесса развития учебно-познавательных навыков учащихся в личностно-ориентированных видах культурной, прагматической, когнитивной и творческой деятельности;

психологические (креативность, мотивация, интерес, эмпатия, адаптивность), педагогические (активность учащегося в центре, обсуждение, разнообразие учебных материалов, оценивание) и методические (четкость, измеримость, выбор учебных целей, ресурсы, творческие задания) возможности развития эвристического мышления у учащихся определены на основе взаимной координации с организационно-дидактическим обеспечением литературного образования;

усовершенствованы синергетические, научные и творческо-познавательные принципы, оказывающие эмоционально-образное воздействие на понимание сущности художественного произведения в развитии творческой индивидуальности и созидательности учащихся на основе обеспечения связи таких стратегических целей работы над текстом, как исследование, описание, прогнозирование и объяснение;

методика организации уроков литературы на основе эвристического подхода усовершенствована путем оптимизации методов, связанных с

творческим восприятием учащимися художественных произведений: эвристического наблюдения, индивидуальных проектов, виртуальных визитов, творческого воображения, творческой фантазии, сравнения исторических фактов и интерпретаций литературных произведений, написания скетчей (коротких драматических или прозаических произведений, отражающих повседневные эпизоды), разрозненных стихотворных строф, а также использования цифровых технологий (Интерактивная стена (Padlet), Доска историй (Story board), Платформа звукозаписи (Vocaroo)).

Внедрение результатов исследования. На основе полученных научных результатов по совершенствованию методики использования эвристических методов в развитии творческого мышления учащихся:

Теоретико-методические основы организации литературного образования в школах творчества на основе эвристического подхода, личностно-ориентированные виды культурной, прагматической, когнитивной и творческой деятельности, а также предложения по технологизации процесса развития учебно-познавательных навыков учащихся были использованы при создании учебника “Литература” для 8-го класса школ творчества (Справка Агентства специализированных образовательных учреждений при Министерстве дошкольного и школьного образования Республики Узбекистан No 01-06-856 от 27 мая 2024 г.). В результате, благодаря использованию методов, основанных на эвристическом подходе в образовательном процессе, расширились возможности развития исследовательских способностей учащихся, формирования процессов самопознания и открытия;

Научные выводы о взаимной координации психологических, педагогических и методических возможностей развития эвристического мышления у учащихся с организационно-дидактическим обеспечением литературного образования были использованы при создании учебника “Литература” для 9-го класса школ творчества (Справка Агентства специализированных образовательных учреждений при Министерстве дошкольного и школьного образования Республики Узбекистан No 01-06-856 от 27 мая 2024 г.). В результате создана комфортная среда для формирования художественно-эстетического мышления, коммуникативных и исследовательских компетенций учащихся школ творчества посредством работы с художественным текстом.

Научные выводы и предложения по обеспечению взаимосвязи таких стратегических целей, как исследование, описание, прогнозирование, объяснение синергетических, научных и творческо-познавательных принципов, оказывающих эмоционально-образное воздействие на понимание сущности художественного произведения в развитии творческой индивидуальности и креативности учащихся, были использованы при реализации практического проекта АМ-FZ-201908172 “Создание образовательного корпуса узбекского языка”, выполненного в 2020-2023 годах в Ташкентском государственном университете узбекского языка и

литературы имени Алишера Навои (справка Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои No 01/4-921 от 12 марта 2025 года). В результате достигнуто совершенствование механизмов проектирования и технологизации современного процесса литературного образования на основе эвристического подхода;

Выводы и предложения по оптимизации методов организации уроков литературы на основе эвристического подхода, включая эвристическое наблюдение, связанное с творческим восприятием учащимися художественных произведений, творческую фантазию, индивидуальные проекты, виртуальные визиты, творческое воображение, методы сравнения исторических фактов и интерпретаций литературных произведений, написание скетчей (коротких драматических или прозаических произведений, отражающих повседневные эпизоды), стихотворений в прозе, использование цифровых технологий и графических тестов, были применены при реализации инновационного проекта IL-402104474 на тему “Создание электронной платформы “Bolalar adabiyoti.uz” и ее мобильного приложения”, выполненного в 2021-2023 годах в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои (справка Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои No 01/4-922 от 12 марта 2025 года). В результате педагогическое, методическое и дидактическое обеспечение литературного образования было усовершенствовано на основе систематического применения видов эвристической деятельности, направленной на творческий поиск.

Научные выводы о подходах к преподаванию литературы как науки: межпредметные связи, междисциплинарная интеграция, организация самостоятельного обучения, повышение творческого потенциала учащихся посредством творческих заданий на основе эвристического подхода; способы работы над текстом художественного произведения, сравнительный анализ художественных произведений с другими видами искусства, применение эвристических методов и подходов в изучении творчества писателя в связи с его личностью были использованы в качестве информации при подготовке сценариев программы “Поле истории”, транслируемой на телеканале “История Узбекистана” Национальной телерадиокомпании Узбекистана. (Справка Государственного учреждения Национальной телерадиокомпании Узбекистана “Телерадиоканал Узбекистана” No 01-33/526 от 14 июля 2025 г.). В результате обеспечено совершенствование научного уровня и содержательности научно-популярных материалов, подготовленных для передач.

Структура и объем диссертации. Исследовательская работа состоит из введения, трех глав, заключения, списка использованной литературы и приложений, общим объемом 181 страница.

E'LON QILINGAN ISHLAR RO'YXATI
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ
LIST OF PUBLISHED WORKS
I bo'lim (I часть; I part)

1. Yuldasheva M. Adabiy ta'limda evristik yondashuvga qo'yiladigan psixologik, pedagogik, metodik talablar // Til va adabiyot ta'limi. – Toshkent, 2023. – № 4. – B. 54 – 55. (13.00.02. № 8)
2. Yuldasheva M. Nasriy asarlarni ijodiy o'zlashtirish imkoniyatlari // Til va adabiyot ta'limi. – Toshkent, 2024. – № 4. – B. 129–132. (13.00.02; № 8)
3. Yuldasheva M. Adabiyot darslarida o'quvchilarning ijodkorlik qobiliyatini rivojlantirish // O'zMU xabarлари. – Toshkent, 2024. – № 1/6. – B. 418 – 421. (13.00.02; № 15)
4. Yuldasheva M. Lirik asarlar tahlilida evristik yondashuvdan foydalanish usullari // Til va adabiyot ta'limi. – Toshkent, 2025. – № 4. – B. 146 – 150. (13.00.02; № 8)
5. Yuldasheva M. Improving the Effectiveness of Literary Education by Using Modern Information Technology // American Journal of Education and Evaluation Studies, Vol.1, No.7 (Oct, 2024), 192. – P. 192 – 195. (Impact factor 12.51)
6. Yuldasheva M. Adabiyot darslarida evristik metod yordamida o'quvchilar faolligini oshirish. “Globallashtirish davrida turli tizimli tillar munosabati” mavzusidagi Xalqaro ilmiy-amaliy anjuman. – Navoiy, 2023. – B. 71 – 76.
7. Yuldasheva M. Navoiyning “Sab'ai Sayyor” dostonida hukmdorlar timsoli / Ба конференцияи онлайн илмӣ-амалии байналмилалӣ дар мавзӯзи “Масъалаҳои мубрами филологияи ўзбеку тоҷик”. – Tojikiston, 2020. – B. 145 – 149.
8. Yuldasheva M. Adabiyot darslarini tashkil etishda ijodiy individuallik. “Global ta'lim va milliy metodika taraqqiyoti” mavzusidagi an'anaviy VII respublika ilmiy-amaliy anjuman materiallari. – Toshkent, ToshDO'TAU, 2023. – B. 160 – 164.
9. Yuldasheva M. Adabiyot darslarini evristik yondashuv asosida tashkil etish / Ilm-fan va innovatsiya ilmiy-amaliy Respublika konferensiyasi. – Toshkent, 2023. – B. 93 – 94.
10. Yuldasheva M. Evristik topshiriqlar yordamida o'quvchilarning ijodiy fikrlashini rivojlantirish / “Ta'lim sifati: islohotlar, muammolar, yechimlar va istiqbollari” mavzusidagi xalqaro ilmiy-amaliy konferensiya. – Andijon, 2024. – B. 999 – 1003.
11. Yuldasheva M. Adabiyot darslarida o'quvchilarning evristik faoliyatini oshirish / “Ta'limda zamonaviy texnologiyalar: muammolar, yechimlar va istiqbollari” mavzusidagi xalqaro ilmiy-amaliy konferensiya to'plami. – Toshkent, 2024. – B. 584 – 587.

II bo‘lim (II часть; II part)

12. Yuldasheva M. Heuristic Approach – student activity developing important tool // Central Asian Journal of Literature, Philosophy and Culture. Volume: 04 Issue: 06 June, 2023. – P. 158 – 161. (Impact factor 8.42)

13. Yuldasheva M. Badiiy asarni evristik tahlil etish yo‘llari // O‘zbekiston: til va madaniyat. Metodika. – Toshkent, 2023. – № 1. – B. 113 – 119. (13.00.02)

14. Yuldasheva M. Evristik yondashuvning ustuvor jihatlari // O‘zbekiston: til va madaniyat. Metodika. – Toshkent, 2023. – № 4. – B. 65 – 74. (13.00.02).

15. Yuldasheva M. Use of Heuristic tasks in the organization of literature classes // Procedia of Philosophical and Pedagogical Sciences. 2023. Volume-2 | Issue-10. – P. 118 – 124. (Impact factor 8.2)

16. Yuldasheva M. Adabiyot darslarini zamonaviy metodlar asosida tashkil etish // O‘zbekiston: til va madaniyat. Metodika. – Toshkent, 2024. – № 4. – B. 83 – 90. (13.00.02).

17. Yuldasheva M., Inoyatova M., Tojiboyeva X., Oymatova N. Using Electronic Works And Discourse Analysis In Literature Lessons // Journal of Neonatal Surgery. 2025. Volume: 14 | Issue: 10s. – P. 674 – 682. (Scopus). <https://www.jneonatsurg.com/index.php/jns/article/view/2905>

18. Yuldasheva M., Nurmuhammadov J., Qambarova S., Olimjanov O., Inomjonova S. Adabiyot. Ijod maktablarining 8-sinflari uchun darslik. 1-qism. – Toshkent: Zamin Nashr, 2022. – 204 b.

19. Yuldasheva M., Nurmuhammadov J., Qambarova S., Olimjanov O., Inomjonova S. Adabiyot. Ijod maktablarining 8-sinflari uchun darslik. 2-qism. – Toshkent: Zamin Nashr, 2022. – 248 b.

20. Yuldasheva M., Nurmuhammadov J., Qambarova S., Olimjanov O., Inomjonova S. Adabiyot. Ijod maktablarining 9-sinflari uchun darslik. 1-qism. – Toshkent: Zamin Nashr, 2022. – 224 b.

21. Yuldasheva M., Nurmuhammadov J., Qambarova S., Olimjanov O., Inomjonova S. Adabiyot. Ijod maktablarining 9-sinflari uchun darslik. 2-qism. – Toshkent: Zamin Nashr, 2022. – 224 b.

22. Yuldasheva M. “Navoiyning “Xamsa” dostonlarida hukmdorlar obrazining badiiy talqini” / “Mumtoz adabiyotning dolzarb muammolari” mavzusidagi Respublika ilmiy-nazariy anjumani. – Toshkent, 2020. – B. 167 – 170.

23. Yuldasheva M. “Navoiyning “Sab’ai Sayyor” dostonida sohaga oid atamalarning ifodalanishi” / “Zamonaviy filologiyaning dolzarb muammolari va yechimlari” mavzusidagi xalqaro konferensiya. – Toshkent, 2021. – B. 11 – 15.

24. Yuldasheva M. “Hayrat ul-abror” dostonida ideal podshoh” obrazi / “Akademik Azizxon Qayumovning ilmiy-ijodiy merosi” mavzusidagi Respublika ilmiy-amaliy anjumani. – Toshkent, 2021. – B. 88 – 91.

25. Yuldasheva M. “Saddi Iskandariy” dostonida hukmdorlar obrazi haqida / “Global ta’lim va milliy metodika taraqqiyoti” mavzusidagi V an’naviy Respublika ilmiy-amaliy anjumani. – Toshkent, 2021. – B. 348 – 352.

26. Yuldasheva M. Navoiyning “Saddi Iskandariy” dostonida Iskandar va

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