

Experience of teaching ghazal genre in schools of Uzbekistan

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Abstract. The literature curriculum includes samples of lyrical works of various genres, and among them, especially the classical lyric genre – ghazals, requires a special approach. In the learning process, traditional methods of interpretation and are widely used in the analysis of the text of ghazals. But today there is a growing need for new approaches and the use of modern methods and technologies in the interpretation of gazelles. This article describes the description and essence of the new methodology "System Analysis" in teaching the ghazal genre in secondary schools. It explores interactive methods that serve to reveal the content of gazelles, the possibilities of digital technologies to increase student interest in classes, the impact of such activities on the level of acquisition of relevant skills by students. The content of the experimental work carried out in various regions of Uzbekistan is explained, and the results are calculated using mathematical and statistical methods. Apart from all the oft-sited, the current state of teaching ghazal genre samples in secondary schools was studied and practical recommendations were given for its improvement.

1 Introduction

Delivering the layers of the meaning of classical works – gazelles to the readers has been one of the main tasks of the education system since ancient times. For this purpose, various methods of analysis and training were used. The forms and methods of teaching used today in the modern school are largely based on them. Nevertheless, it cannot be denied that the great changes in world science find their expression in philological education.

Until now, in the analysis of prose and poetry, methods such as expressive reading, work on the vocabulary and meaning, translation of poetic works into prose, interpretation of individual words, concepts, stanzas or entire works, commenting have been relatively actively used. However, we do not have scientifically based methodological recommendations on what criteria are used in the analysis process, what stages of analysis and theoretical patterns are there in this process. In connection with the presence of such methodological and practical needs, we studied new approaches to understanding and explaining the literature [1 -13]. Along with the methods of descriptive, hermeneutic, comparative historical analysis in world philology, one of the most popular methods is the method of ontological analysis. Although this method is intended for the philological

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analysis of a work of art, it can be widely used in educational analysis as well. In order to accomplish this task, we adapted the method of ontological analysis to educational analysis, conditionally called it as the “System Analysis” method, and used it in the analysis of gazelles. With the help of this method, each stanza of the ghazal was analyzed separately in the layers of formal and meaningful content. The essence of this method and the possibilities of its use are described in detail in our previous work [11].

2 Experimental part

In order to test the effectiveness and efficiency of the proposed new approach and interactive methods for analyzing gazelles, experimental work was carried out at the school in different regions. During the 2020-2022 academic year, testing was conducted at school No. 329 of Yangihayot district of Tashkent city, at school No. 60 of Asaka district of Andijan region and at secondary school No. 7 of Kokan city of Fergana region. Organization of experimental work was carried out at three stages:

Stage I: founder; Stage II: forming; Stage III: final.

At the initial stage, the current situation associated with the teaching of samples of the ghazal genre was observed in secondary schools. For this, the classes allotted for the ghazal genre in the current curriculum in literary criticism, materials related to the ghazal genre in textbooks were carefully studied and critically analyzed. In order to determine what methods and techniques, examples of the ghazal genre delivered to students today, their role in the development of scientific and aesthetic thinking of students, the degree of influence of the shortcomings identified in textbooks on the effectiveness of the lesson, problems and difficulties in teaching this genre interviews and questioning of subject teachers were conducted. The course of the lesson was observed and analyzed, the existing shortcomings were identified and ways to eliminate them were developed.

Based on the above observations, special attention in the analysis of the gazelle was paid to the following aspects, taking into account the identified shortcomings:

- full-fledged work on the text of the ghazal, parsing it into stanzas, a new approach that helps to achieve the goal in a short time, abandoning the unsystematic or waterfall path, allows to systematize the analysis of the ghazal - "System analysis" method of use (developed on the basis of the method of ontological analysis);
- fully provide students with a dictionary of incomprehensible and explanatory words found in gazelles;
- provide readers with concepts, images, historical and legendary figures, texts and information that serve to directly reveal the content of the ghazal before analysis;
- identify in advance the artistic techniques found in the ghazal and familiarize students with this theoretical information before analysis;
- development of a system of special questions and tasks for each gazelle;
- effective use of modern interactive methods and capabilities of digital technologies in explaining, consolidating and doing homework, monitoring and testing students' knowledge, and their regular use.

Based on these criteria, at the second formative stage of the experimental work, samples for analysis and questions were created for each ghazal, and a system of non-standard tasks was formed that encouraged students to comprehend the text in a different way. Emphasis was placed on presenting these sample analyzes and question sets to the student using digital technology. After all, “In increasing the effectiveness of literary education, first of all, the pedagogical skill of the teacher and his approach to the educational process are important. Today, the level of pedagogical skills of teachers of literature requires a creative, technological approach to the process of conveying to students each lesson and the topic being studied” [14].

We also made good use of teaching materials to help with the analysis of the ghazal, which should be read before and after the analysis of the ghazal. For Avaz Utar's ghazal named "Til" (Language), "Information about the Polyglot" was extracted from the journal "Gulkhan", for Uvaisi's ghazal "Uvaysiyman" an excerpt from Ergash Ochilov's article "Zakhidlar va Sufily", for Lutfiy's "Hoh inon, hoh inonma" (Believe or not) the story "Yaqub and Yusuf" and others biographical and scientific texts were creatively used. Acquaintance with this information helped students broaden their horizons and better understand the meaning of the ghazal. Small excerpts from the works aroused the interest of students and had a positive effect on increasing motivation to read the full form.

Various methods were also used to assess students' knowledge of the gazelle. These include written assignments, questions, essays and tests. For example, serious attention was paid to the preparation of tests, the questions in them were not based on only facts, the answers to them can be found not on the basis of the textbook material, but only a student who carefully observes the analysis during the lesson and carefully approaches the text can show a high result.

The approach to homework on gazelles was creative as well. The students were given tasks that serve to develop the competencies of independent research, creativity, working with information, awareness of the news of science and technology and their use. For example, in the ninth grade, Ogakhi's marvelous gazelle "Let there be Navruz" was given as homework: Writing a congratulation on Navruz to friend (or parents, grandmother, teacher). Using comparisons when writing congratulations, desires and intentions.

In the seventh grade, for Uvaisi's gazelle "I miss you" was given the following creative task: to write a poem with the content of the gazelle "I miss you", in which the heroes are father and son, Yakub and Yusuf, who lived separately for many years from each other. Students should have justified their opinion after which verse of the ghazal would they place the content. Regarding the ghazal "School" by Avaz O'tar was given the following task: to prepare a video fragment or video presentation (3-5 minutes) providing information about the text of the ghazal or the school where students study (president, creativity, specialized schools).

Knowledge, skills and abilities of students in the analysis and development of gazelles were assessed at three different levels. They are the following:

high – determines the formal features of the ghazal genre, fully understands the content of the verse with the help of a dictionary, determines the theme of the ghazal, can identify and interpret the artistic techniques used in the verse, the creator's goal arising from their use, tries to substantiate, expressively reads the ghazals and memorizes them;

medium – determines the formal features of the ghazal genre, partially understands the content of the verse with the help of a dictionary, can determine the theme of the ghazal, determines the artistic techniques used in the verse, expressively reads and memorizes the ghazal;

lower – partially determines the formal features of the ghazal genre, finds it difficult to understand the content of the verse from the dictionary, creates confusion when determining the theme of the ghazal, cannot determine the artistic techniques used in the verse, does not understand the ghazal, may not remember.

At the final stage of the experimental work, the results of the classes conducted in the control and experimental classes were compared, as well as the indicators of student learning. The results obtained were calculated using the method of mathematical and statistical analysis.

3 Results and discussion

In the experimental work, participants in the experimental and control classes were selected, and their distribution was described in the following Table 1:

Table 1. Distribution was described in the following

| № | Educational institutions | Number of students in experimental class | Number of students in class of control | Total number of students |
|----------|---|---|---|---------------------------------|
| 1 | Secondary school No. 329 of the Yangihayot district, Tashkent | 201 | 207 | 408 |
| 2 | Secondary school No. 60 of Asaka district, Andijan region | 188 | 190 | 378 |
| 3 | Secondary school No. 7 Kokan city, Fergana region | 192 | 184 | 376 |
| | Total | 581 | 581 | 1162 |

Table 2. At the beginning of the experiment, the results of the initial level of students' knowledge about the ghazal were studied

| Educational institutions | Classes | Class of experiment | | | | Control classes | | | |
|---|----------------|----------------------------|-------------|----------------|------------|---------------------------|-------------|----------------|------------|
| | | Number of students | high | Average | low | Number of students | high | Average | low |
| Secondary school No. 329 of the Yangihayot district, Tashkent | Class 6 | 36 | 2 | 11 | 23 | 33 | 1 | 12 | 20 |
| | Class 7 | 31 | 2 | 10 | 19 | 33 | 2 | 11 | 20 |
| | Class 8 | 36 | 3 | 11 | 22 | 37 | 3 | 12 | 22 |
| | Class 9 | 33 | 2 | 12 | 19 | 33 | 2 | 12 | 19 |
| | Class 10 | 32 | 2 | 11 | 19 | 27 | 1 | 11 | 15 |
| | Class 11 | 39 | 3 | 13 | 23 | 38 | 3 | 12 | 23 |
| | Total | 207 | 14 | 68 | 125 | 201 | 12 | 70 | 119 |
| Secondary school No. 7 Kokan city, Fergana region | Class 6 | 32 | 1 | 11 | 20 | 33 | 2 | 9 | 22 |
| | Class 7 | 29 | 1 | 10 | 18 | 31 | 1 | 11 | 19 |
| | Class 8 | 30 | 2 | 12 | 16 | 32 | 2 | 13 | 17 |
| | Class 9 | 35 | 2 | 13 | 20 | 33 | 2 | 12 | 19 |
| | Class 10 | 35 | 3 | 12 | 20 | 32 | 2 | 12 | 18 |

| | | | | | | | | | |
|--------------------------|----------|---------------------|------|---------|-----|--------------------|------|---------|-----|
| | Class 11 | 29 | 1 | 11 | 17 | 27 | 1 | 10 | 16 |
| | Total | 190 | 10 | 69 | 111 | 188 | 10 | 67 | 111 |
| Educational institutions | Classes | Class of experiment | | | | Control classes | | | |
| | | Number of students | high | Average | low | Number of students | high | Average | low |
| | Class 7 | 32 | 2 | 9 | 21 | 34 | 2 | 10 | 22 |
| | Class 8 | 32 | 1 | 10 | 21 | 33 | 1 | 10 | 22 |
| | Class 9 | 34 | 2 | 11 | 21 | 34 | 1 | 13 | 20 |
| | Class 10 | 27 | 1 | 10 | 16 | 27 | 1 | 10 | 16 |
| | Class 11 | 25 | 1 | 9 | 15 | 29 | 1 | 11 | 17 |
| | Total | 184 | 9 | 59 | 116 | 192 | 8 | 64 | 120 |
| Total | Class 6 | 102 | 5 | 32 | 65 | 101 | 6 | 30 | 65 |
| | Class 7 | 92 | 5 | 29 | 58 | 98 | 5 | 31 | 62 |
| | Class 8 | 98 | 6 | 33 | 59 | 102 | 6 | 34 | 62 |
| | Class 9 | 102 | 6 | 36 | 60 | 100 | 5 | 37 | 58 |
| | Class 10 | 94 | 6 | 33 | 55 | 86 | 5 | 33 | 48 |
| | Class 11 | 93 | 5 | 33 | 55 | 94 | 5 | 34 | 55 |
| | Total | 581 | 33 | 196 | 352 | 581 | 32 | 201 | 348 |

In the experimental work, participants' knowledge of the ghazal was assessed using written work, questions and assignments, essays and tests. In the experimental work, two-stage results were obtained at the beginning and at the end of the experiment in order to determine the level of knowledge and effectiveness of the study. These results are reflected in the following tabular charts Table 2.

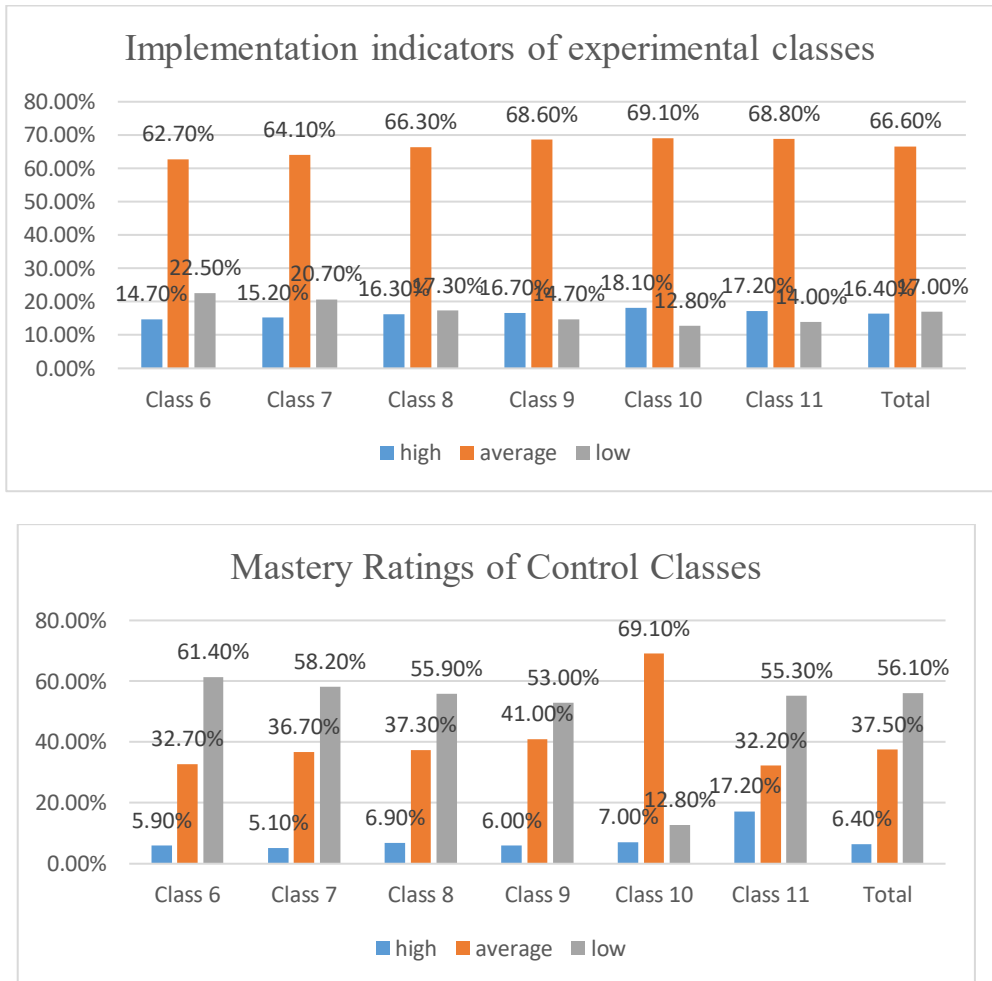


Fig. 1. At the end of the experiment, the results of the final level of students' knowledge about the ghazal were summed up

According to preliminary results, the low level of mastery of knowledge in the experimental classes was 60.5% (352 students), in the control classes - 59.9% (348 students), in the experimental classes - the average level of mastery was 33.7% (196 students), 34.6% (201 students) in control classes, 5.7% (33 students) in experimental classes the ratings were almost the same Figure 1.

In the diagram above, the performance indicators of each educational institution in the class section are summarized and presented in numbers and percentages. According to the final results, the indicators of low-level assimilation in the experimental classes amounted to 17.0% (99 students), in the control classes - 56.1% (326 students), in the experimental classes - 66.6% (387 students), 37.5% (218 students) in the control classes, 16.4% (95 students) in the classes with a high level of skill), which amounted to 6.4% (37 students) in the control classes, differences in mastery levels were in both classes, with low levels of mastery in Compared to the control class of 39.1%, it can be seen that it has decreased by 29.1%, and the high skill level score has increased by 10%.

Based on the comparative analysis of the results of the study using mathematical and statistical methods, a conclusion was made according to the rationale for their reliability and accuracy. We conducted a statistical analysis of the results obtained in our study based on the Fisher Criterion. The following statistical functions and indicators were used. For statistical analysis of experimental work, the Student-Fisher compatibility test was used. The following statistical indicators and statistical hypotheses were chosen:

The following people took part in the experimental work:

Average value for experience classes:

$$\bar{X} = \frac{1}{n} \sum_{i=1}^{n=3} n_i x_i \quad (1)$$

Average value for control classes:

$$\bar{Y} = \frac{1}{n} \sum_{i=1}^{n=3} n_i y_i \quad (2)$$

The ratio of the average value of the experimental classes to the average value of the control groups was taken as the efficiency coefficient $\eta = \frac{\bar{X}}{\bar{Y}}$ and was calculated using the above formulas.

According to the selected mathematical-statistical criteria, the N_0 hypothesis is determined with the mean value X of the experimental class and the mean value Y of the control class are equal to $X = Y$ or $X < Y$, the n_1 hypothesis $X > Y$ is accepted and the efficiency coefficient is determined.

It also compares the critical and empirical Student-Fisher values. If $F(t_{kp}) > F(emp)$, the hypothesis N_0 is accepted, otherwise the hypothesis N_1 is accepted.

Here $F(t_{kp}) = \frac{1-2\alpha}{2}$ the critical point of the Laplace function for statistics is t_{kr} . Fisher's empirical value is calculated by this formula:

$$Femp = \frac{\bar{X} - \bar{Y}}{\sqrt{\frac{D_m}{M} + \frac{D_n}{N}}} \quad (3)$$

According to the above hypothesis, $X > Y$ is required. Here are the approximate deviations of the experimental and control classes:

$$D_m = \sum_{i=1}^{n=3} n_i (x_i - \bar{x})^2 / (m-1) \text{ and } D_n = \sum_{i=1}^{n=3} n_i (y_i - \bar{y})^2 / (n-1) \quad (4)$$

mean square deviations: $\tau_m = \sqrt{D_m}$, $\tau_n = \sqrt{D_n}$

variation indices: $\delta_m = \frac{\tau_m}{\bar{X}}$, $\delta_n = \frac{\tau_n}{\bar{Y}}$

confidence deviations: in experimental classes $\Delta_m = t_\gamma \cdot \frac{D_m}{\sqrt{m}}$,

Confidence intervals for the results obtained in the control classes: $\Delta_n = t_\gamma \cdot \frac{D_n}{\sqrt{n}}$

in the lessons of experience $\bar{X} - t_\gamma \cdot \frac{D_m}{\sqrt{m}} \leq a_x \leq \bar{X} + t_\gamma \cdot \frac{D_m}{\sqrt{m}}$

in control classes $\bar{Y} - t_\gamma \cdot \frac{D_n}{\sqrt{n}} \leq a_y \leq \bar{Y} + t_\gamma \cdot \frac{D_n}{\sqrt{n}}$

indicators of the quality of research work as an estimated value:

$$K_{yc\sigma} = \frac{(\bar{X} - \Delta_m)}{(\bar{Y} + \Delta_n)} > 1; \tag{5}$$

As an indicator of the level of knowledge of students, the values of the fulfillment of conditions $K_{\sigma\sigma} = (\bar{X} - \Delta_m) - (\bar{Y} - \Delta_n) > 0$ were checked.

Table 3. Statistical table of the results of the initial level of knowledge of ghazal at the beginning of the experiment (according to Figure 1) CE – Class of control CC – Class of control

| Classes | | Class 6 | Class 7 | Class 8 | Class 9 | Class 10 | Class 10 | Total |
|----------------------|--------------------|---------|---------|---------|---------|----------|----------|-------|
| Experimental class | Number of students | 102 | 92 | 98 | 102 | 94 | 93 | 581 |
| | High | 5 | 5 | 6 | 6 | 6 | 5 | 33 |
| | Average | 32 | 29 | 33 | 36 | 33 | 33 | 196 |
| | low | 65 | 58 | 59 | 60 | 55 | 55 | 352 |
| Class of control | Number of students | 101 | 98 | 102 | 100 | 86 | 94 | 581 |
| | High | 6 | 5 | 6 | 5 | 5 | 5 | 32 |
| | Average | 30 | 31 | 34 | 37 | 33 | 34 | 201 |
| | low | 65 | 62 | 62 | 58 | 48 | 55 | 348 |
| Average number | CE | 3,41 | 3,42 | 3,46 | 3,47 | 3,48 | 3,46 | 3,45 |
| | CC | 3,42 | 3,42 | 3,45 | 3,47 | 3,50 | 3,47 | 3,46 |
| Efficiency | | 1,00 | 1,00 | 1,00 | 1,00 | 0,99 | 1,00 | 1,00 |
| selection variance | CE | 0,34 | 0,36 | 0,37 | 0,37 | 0,38 | 0,36 | 0,36 |
| | CC | 0,37 | 0,35 | 0,37 | 0,35 | 0,37 | 0,36 | 0,36 |
| squared deviation | CE | 0,59 | 0,60 | 0,61 | 0,61 | 0,62 | 0,60 | 0,60 |
| | CC | 0,60 | 0,59 | 0,61 | 0,59 | 0,61 | 0,60 | 0,60 |
| variation indicators | CE | 0,17 | 0,17 | 0,18 | 0,18 | 0,18 | 0,17 | 0,17 |
| | CC | 0,18 | 0,17 | 0,18 | 0,17 | 0,17 | 0,17 | 0,17 |
| Empirical | | -0,05 | 0,06 | 0,10 | 0,01 | 0,23 | 0,07 | 0,15 |
| Critic | | 1,67 | 1,67 | 1,67 | 1,67 | 1,67 | 1,67 | 1,67 |
| safe exception | CE | 0,06 | 0,06 | 0,06 | 0,06 | 0,07 | 0,06 | 0,03 |
| | NS | 0,06 | 0,06 | 0,06 | 0,06 | 0,07 | 0,06 | 0,02 |

| | | | | | | | | |
|----------------------------------|----|------|------|------|------|------|------|------|
| confidence interval | CE | 3,35 | 3,36 | 3,40 | 3,41 | 3,41 | 3,40 | 3,43 |
| | | 3,47 | 3,49 | 3,52 | 3,53 | 3,54 | 3,52 | 3,48 |
| | NS | 3,36 | 3,36 | 3,39 | 3,41 | 3,43 | 3,41 | 3,43 |
| | | 3,48 | 3,48 | 3,51 | 3,53 | 3,57 | 3,53 | 3,48 |
| training effectiveness indicator | | 0,97 | 0,97 | 0,97 | 0,97 | 0,96 | 0,96 | 0,98 |
| knowledge level indicator | | 0,00 | 0,00 | 0,01 | 0,00 | 0,02 | 0,01 | 0,01 |

In order to adapt the verification of this pedagogical hypothesis to the elements of mathematical statistics, the results obtained in the experimental classes were taken as the 1st sample, and the indicators of the results obtained in the control classes were taken as the 2nd sample. Table 2 and Figure 1 are taken as a statistical series consisting of samples. Here are tables consisting of the results of experimental tests and statistical calculations:

Therefore, in the overall results, the average assimilation indicators are almost equal to each other, the Fisher empirical value is less than the critical value, the learning quality assessment indicator is less than one, and the assessment of the students' knowledge level, since the indicator is less than zero, is the basis for accepting the N_0 hypothesis. This allows us to conclude that the results obtained at the beginning of the experiment are equal to each other. Now let's get acquainted with the final indicators after the experiment. Statistical analysis of the results obtained as a result of the work of students at the end of the experiment in all educational institutions.

Table 4. At the end of the experiment, the results of the final level of knowledge of the students of the control class about the ghazal were presented.

| Educational institutions | | Overall | | | | | | |
|--------------------------|----|----------|----------|---------|---------|-----------|----------|--------|
| Classes | | Clas s 6 | Clas s 7 | Class 8 | Class 9 | Clas s 10 | Class 11 | Tota l |
| Mean value | CE | 3,92 | 3,95 | 3,99 | 4,02 | 4,05 | 4,03 | 3,99 |
| | CC | 3,45 | 3,47 | 3,51 | 3,53 | 3,55 | 3,52 | 3,50 |
| Effeciency | | 1,14 | 1,14 | 1,14 | 1,14 | 1,14 | 1,15 | 1,14 |
| selectio n varianc e | CE | 0,37 | 0,36 | 0,34 | 0,32 | 0,31 | 0,31 | 0,33 |
| | CC | 0,37 | 0,35 | 0,39 | 0,37 | 0,39 | 0,40 | 0,38 |
| squared deviati on | CE | 0,61 | 0,60 | 0,58 | 0,56 | 0,56 | 0,56 | 0,58 |
| | CC | 0,61 | 0,60 | 0,63 | 0,61 | 0,63 | 0,63 | 0,61 |
| variatio n indicat ors | CE | 0,16 | 0,15 | 0,15 | 0,14 | 0,14 | 0,14 | 0,14 |
| | CC | 0,18 | 0,17 | 0,18 | 0,17 | 0,18 | 0,18 | 0,18 |
| empirical value | | 5,58 | 5,49 | 5,62 | 5,92 | 5,72 | 5,84 | 14,01 |
| critical value | | 1,67 | 1,67 | 1,67 | 1,67 | 1,67 | 1,67 | 1,67 |
| Excepti on | CE | 0,06 | 0,06 | 0,06 | 0,05 | 0,05 | 0,05 | 0,02 |
| | CC | 0,06 | 0,06 | 0,06 | 0,06 | 0,07 | 0,07 | 0,03 |
| confide | CE | 3,86 | 3,88 | 3,93 | 3,97 | 4,00 | 3,98 | 3,97 |
| | | 3,98 | 4,01 | 4,05 | 4,07 | 4,11 | 4,09 | 4,02 |

| | | | | | | | | |
|----------------------------------|----|------|------|------|------|------|------|------|
| nce interval | NS | 3,38 | 3,41 | 3,45 | 3,47 | 3,48 | 3,45 | 3,48 |
| | | 3,51 | 3,53 | 3,57 | 3,59 | 3,62 | 3,59 | 3,53 |
| training effectiveness indicator | | 1,10 | 1,10 | 1,10 | 1,10 | 1,11 | 1,11 | 1,13 |
| knowledge level indicator | | 0,48 | 0,47 | 0,49 | 0,50 | 0,52 | 0,53 | 0,49 |

4 Conclusion

The results of the statistical analysis showed that the performance indicators of students in all educational institutions increased by 1.14 times compared to the experimental and control classes. Also, Fisher's empirical value is greater than the critical value, confidence intervals do not intersect with each other, and the indicator of student learning effectiveness is greater than one, and the indicator of the level of knowledge is greater than zero, which is a difference, and the N_0 hypothesis is rejected, and the N_1 hypothesis is accepted. In general, the results of our study show that the tasks we set for improving the teaching of ghazals in secondary schools are correct.

Moreover, in the process of teaching examples of the ghazal genre, the use of the "Systematic Analysis" method based on the method of ontological analysis in the interpretation of the ghazal, as well as the use of interactive methods in the reinforcing part of the lesson gives positive effect. It is obvious that in education, there is a need to update the forms and means of presenting information, literary material and their analysis to the modern student. Especially today, when the influence of digital technologies has become a natural requirement, their proper use improves the quality of education, and most importantly, the educational process creates harmony with the interests of the student. "Internet technologies and strong Internet connections open up various new opportunities for teachers and students, the implementation of the latest trends. In fact, in today's global climate, although the use of electronic media and cyberspace in teaching and learning are integral elements of education, the focus is on how to use information and communication technologies (ICTs) and virtual learning environments (VLEs) as a major part of modern peace. Particular attention should be paid to the ability of information and communication technologies to meet the requirements of the modern era" [1, See also: 9, 3 - 6]. The educational process should use the huge potential of digital technologies. In improving the methods of teaching the ghazal, it is necessary to use the possibilities of digital technologies to the maximum. Undoubtedly, it is an important factor determining the further development and future of the methodology of teaching literature.

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