

## PRINCIPLES AND METHODS OF ANALYZING POETIC TEXTS IN PRIMARY EDUCATION

**Saidova Zakiraxon Tolibovna**

BukhDPI II stage basic doctoral student.

<https://doi.org/10.5281/zenodo.15163656>

**Abstract.** *This article provides a scientific, theoretical and methodological analysis of the principles and methods of analyzing poetic texts in primary education.*

**Keywords:** *linguists, methodologists, L.V. Shcherba, A.M. Peshkovsky, V.V. Vinogradov, B.A. Larin, reading skills, active language, etc.*

## ПРИНЦИПЫ И МЕТОДЫ АНАЛИЗА ПОЭТИЧЕСКИХ ТЕКСТОВ В НАЧАЛЬНОМ ОБРАЗОВАНИИ

**Аннотация.** *В статье дан научно-теоретический и методический анализ принципов и методов анализа поэтических текстов в начальном образовании.*

**Ключевые слова:** *лингвисты, методисты, Л.В. Щерба, А.М. Пешковский, В.В. Виноградов, Б.А. Ларин, навыки чтения, активная речь и др.*

It is difficult to educate a person with linguistic and literary-aesthetic skills without the joint efforts of literary scholars, linguists, and methodologists. It is formed inextricably linked with the acquisition of reading skills, which constitute the obligatory basis for obtaining a purposeful "specific" result from reading a work of art. As noted by famous Russian scholars L.V. Shcherba, A.M. Peshkovsky, V.V. Vinogradov, B.A. Larin, and others[1], linguistic analysis of a text, like literary analysis, is an effective means of developing active language skills. Different types of analysis correspond to different tasks of interpreting a literary text, which we will consider in terms of their interaction within the framework of linguo-aesthetic analysis.

G.O. Vinokur emphasized that "along with the problem of language construction, there is also the problem of language use," combining phonetics, grammar, and semasiology as a science that studies the structure of language, and especially emphasizing stylistics as a science that studies[2].

V.V. Vinogradov highlights two methods of studying a literary text: "First, the task of understanding and revealing the system of speech means selected by the writer from the treasury of the national language is carried out on the basis of the composition of the literary work in relation to the forms and elements of the national language, its styles, as well as the means of literary communication.

On the other hand, "the method of linguistic research of the style of a literary work as a whole verbal and artistic unity, as a separate type of aesthetic, stylistic verbal structure," he indicates. In this case, "the elements or members of a literary work are considered and understood in their relationships in the context of a whole"[3].

Thus, the first path involves the movement of research thought from the particular to the general, the second - from the general to the particular. Moreover, the first path, as it were, represents the "external" aspect of linguo-aesthetic analysis (linguistic units of the text are compared with the corresponding linguistic units located outside this text "with the forms and elements of the national language and its styles, as well as with the literary means of speech communication"), and the second path - the "internal" aspect of linguo-aesthetic analysis (linguistic units are considered in their "relationship in the context of the whole"). Both of these paths are closely interconnected.

Linguistic analysis proceeds from language to idea. Literary analysis proceeds from ideological content to language. In both cases, the position of the creator of the literary text is modeled. If the goal of the creator of the literary text system is to realize the content and form in the linguistic material, the goal of the reader is to concretize the content and form in the form of a meaning that has personal significance, to assimilate it in his speech. Linguistic-aesthetic analysis of a literary text is aimed at solving this problem, based on the unity of the rational-logical approach, a systematic consideration of the literary text with emotional and intuitive perception, and the principle of concretization of the reader.

In the implementation of the methodological process, certain principles are important, which can be conditionally grouped as follows;

- the principle of differentiation and integrity of analysis;
- the principle of symbolism ("a sense of universality through specific images" and its transmission to consciousness);
- the principle of synergy (Greek *synergeia* - interaction) assumes the participation of the student in artistic creation, the student's consciousness as a sphere of meaning formation. ▸

The description of the principles of linguo-aesthetic analysis of a literary text reflects the understanding of poetic language as a special form of aesthetic study of reality, an active means of creating artistic generalizations.

In a literary text, the word acquires a bright individual color. The explanation of its semantic nuances corresponding to a certain artistic concept is one of the most important tasks of linguistic interpretation based on understanding the aesthetic essence of language.

Each time, a work of art is recreated, transformed and read differently in the reader's perception.

It should be noted that reading and analyzing a work of art is the main means of developing a schoolchild - a reader who has consistently mastered all the stages of perception of speech art, the connection between which has been repeatedly emphasized in the discipline of methodology.

Analysis is aware of the results of reading, includes elements of analysis, but leads to a conscious attitude to the text. Of course, analysis as an important type of activity can be carried out only on the basis of previous reading activity, while preserving the direct emotional and figurative side of perception.

Reading objectifies the literary text and, with the help of artistic experience, transfers the images and situations of the work to the plane of the reader's personal associations. The analysis is aimed at connecting the reader's impressions with ideas about the work based on the comparison of these subjective perceptions and the logic of the work of art reflected in the microworld of the word - the general composition of the image and text.

School analysis differs from scientific analysis in its tasks, scope and methods of teaching. Its goal is to create a reader's interpretation of the work and connect it with the scientific study of the text, to align the reader's subjective thoughts with the objective meaning of the work.

The methodology is based on scientific achievements, but changes the methods of scientific interpretation of texts, therefore we consider the use of methods of linguo-aesthetic analysis of the artistic text in scientific research to be a necessary point in solving the problem we have set ourselves.

Linguistic commentary as a methodological technique N.M. Shankim. "A linguistic commentary on any work of art or its fragment is, in particular, an explanation of the dark places that prevent its correct understanding and perception as a certain system of information and images", - he believes.

The scientist notes that, depending on the methodological tasks set and the stage of training, the commentary can be of an elementary segmentation and interpretation nature, - manifested in the form of detailed explanations included in the general content. The scope of the philological and cultural-historical commentary of the text or part of it is the first stage of the linguistic analysis of a literary work. Linguistic commentary is aimed at explaining the meaning of various elements of the language used by the writer in order to eliminate the ambiguity that may arise in the understanding of certain obsolete words and forms by readers.



## REFERENCES

1. Винокур Г.О. Культура языка. Очерки лингвистической технологии. - М.: Работник просвещения, 1925.- 216 с.
2. Виноградов В.В. Проблемы содержания и формы литературного произведения. Издательство МГУ. 1958.- 323 с.
3. Ahmadovich K. H., Bahriddinovna S. G. Development and practical application of acmeological technologies of student assessment diagnose //Asian Journal of Multidimensional Research. – 2022. – Т. 11. – №. 6. – С. 141-145.
4. Ahmadovich K. H., ZokirovnaZ A. G. THE PROBLEM OF HUMAN EDUCATION AND MORALITY IN FOLKLORE //Gospodarka i Innowacje. – 2022. – Т. 25. – С. 133-137.
5. Ahmadovich K. H., Nodirkulovna A. I. Theory of Fairy Tales in Primary Grades, The Nature of the Fairy Tale Genre //American Journal of Social and Humanitarian Research. – 2022. – Т. 3. – №. 7. – С. 130-133.
6. Ahmadovich H. H. Expression of Folklorisms in the Works of Ghafur Ghulam //European Journal of Life Safety and Stability (2660-9630). – 2022. – Т. 14. – С. 101-105.
7. Шарипова Н. ИСПОЛЬЗОВАНИЕ АНГЛИЦИЗМОВ В РАЗНЫХ ЖАНРАХ СМИ //Development of pedagogical technologies in modern sciences. – 2024. – Т. 3. – №. 1. – С. 57-59.
8. Sharipova N. IMPROVING THE METHODOLOGY OF DEVELOPING DESIGN SKILLS IN STUDENTS //Modern Science and Research. – 2023. – Т. 2. – №. 12. – С. 578-583.
9. Asror o'g'li A. A. PRINCE OF AFGHANISTAN ISAK KHAN ORIENTALIST DN IN THE INTERPRETATION OF LOGOPHET //Web of Semantics: Journal of Interdisciplinary Science. – 2024. – Т. 2. – №. 5. – С. 82-85.
10. Asror o'g'li A. A. History of Afghanistan-Bukhara Relations in the Process of Incorporation of Bukhara Emirate into Russian Customs System //American Journal of Social and Humanitarian Research. – 2022. – Т. 3. – №. 11. – С. 339-342.
11. Akhmadjon A. HISTORY OF BUKHARA-AFGAN RELATIONS IN THE PROCESS OF INCLUSION INTO THE RUSSIAN CUSTOMS SYSTEM //International Journal of Philosophical Studies and Social Sciences. – 2023. – Т. 3. – №. 3. – С. 39-46.
12. Ahmadov A. XX ASR BOSHLARIDA BUXORO VA AFG'ONISTON EMIGRATSIYASI VA REMIGRATSIYASI //Modern Science and Research. – 2025. – Т. 4. – №. 1. – С. 842-845.
13. Ahmadov A. BUXORO AMIRLIGIDAGI AFG'ONLAR: HAYOTI VA FAOLIYATI XUSUSIDA //Modern Science and Research. – 2025. – Т. 4. – №. 2. – С. 1304-1308.

14. Ahmadov A. DURRONIYLAR DAVLATI VA BUXORO AMIRLIGI O'RTASIDAGI DIPLOMATIK MUNOSABATLAR XUSUSIDA //Modern Science and Research. – 2025. – T. 4. – №. 2. – C. 58-62.
15. Ahmadov A. BXSР VA AFG'ONISTON O'RTASIDAGI SAVDO-SOTIQ ALOQALARI XUSUSIDA //Modern Science and Research. – 2025. – T. 4. – №. 3. – C. 380-383.