

NARRATIVE APPROACH AS A METHODOLOGICAL BASIS IN PEDAGOGICAL RESEARCH

Yuldoshev Utkir Jumakuzievich

Associate Professor of the Department of Pedagogy
Kokand State University

Annotation: This article analyzes the narrative approach as a methodological basis in pedagogical research, emphasizing its potential for understanding communicative processes, reflection, and the formation of learners' personal meanings. Drawing on the ideas of M. White and D. Epston, the study examines narrative as a means of representing and reinterpreting social reality through individual experience, values, and temporal sequencing of events. Particular attention is paid to the role of narrative schemas in modeling human activity, goal setting, decision-making, and emotional responses. The article also highlights the application of the narrative approach in educational practice, especially through narrative games, which create conditions for active engagement, motivation, and the development of learners' cognitive, emotional, and social competencies. The findings suggest that the narrative approach offers effective methodological tools for integrating personal development, moral responsibility, and information culture within the educational and upbringing processes of general education institutions.

Keywords: narrative approach; pedagogical research; narrative methodology; reflection; communication; narrative schema; educational practice; narrative games; learner motivation; information culture.

In pedagogical research, the narrative approach is presented as a specific methodology (M. White, D. Epston). At this stage of the research, in determining the value of the subject of communication, we decided to turn to the concept of "narrative," which aims to explore communicative processes from new perspectives. Among the issues discussed, it is particularly important to identify acts of thought within narratives that fully correspond to communicative action, interaction, and reflection.

The act (event) referred to as "narration," regardless of the extent to which it is initially intended to transmit information about a "story," is equally aimed at expressing a personal attitude toward the presented story. Thus, this concept is significant from the standpoint of its direct influence on the emotional sphere of learners.

Based on the above, it can be emphasized that every piece of information contains "useful" content and that there are opportunities to influence and apply it within individual conditions. Accordingly, by receiving such information, learners are able to form a personal attitude toward the information they will encounter in the future. These considerations allow us to assume that reflection fills the sphere of communicative forms of all pedagogical processes and participates as a core component of the narrative.

The key features of the narrative approach are expressed in the form of experiences accumulated by individuals, acquired in various situations and capable of directly influencing their lived lives. Within the framework of the approach under consideration, a system of pedagogical ideas and cultures is reflected, encompassing a wide spectrum of relationships—from the immediate environment surrounding an individual to various educational institutions.

According to a number of scholars [1, 2, 3], the fundamental basis of human consciousness is manifested in a cognitive schema that integrates the following functional "obligations":

1. representing the surrounding reality;

2. transforming the aggregate of information presented within that reality.

The narrative schema is expressed through a model that represents the structural composition of re-presenting reality. This model encompasses a specific sphere of human activity and makes it possible to model its subsequent changes. Such modeled subsequent changes may include:

1. the agents (characters) involved in the presented conditions and situations;
2. positive and negative values, as well as the actions and implementation plans of the characters' main goals;
3. consequences as the result of achieving these goals;
4. options for overcoming difficulties in achieving goals and the necessary conditions for doing so.

At the same time, the narrative schema is capable of exerting a significant influence on the set of methods used for acquiring knowledge, analyzing it, storing it, and directing it toward practical activity. Within this understanding, it is important to acknowledge that in situations where learners experience uncertainty, latent tendencies may arise related to their adaptation to goals. In fact, this is reflected in the decisions they make and the emotions they experience in specific situations. Such a mechanism operates when learners possess personal and social experiences acquired during communicative interactions, which ultimately manifest in external forms of behavior and conduct.

When studying the characteristics of narrative, it is necessary to take into account its temporal feature, which ensures the identification of time relations determined by the moment of being present where a situation (event) occurs. Such an approach gives rise to situations and events that are expressed within a chain of temporal sequence, arranged in accordance with their semantic load, and that define a space of possibilities for the interpretation of values.

Based on the above, it is important to note that narratives re-reflect the entire space of social realities by combining the level of social interaction with the development of impressions accumulated in life experience, together with individually manifested characteristics.

One of the forms in which the narrative approach is widely used in educational practice is the narrative game. Such activities implemented in the learning process represent a dynamic model that incorporates a so-called "simplified" reality, reproducing an actually existing situation and environment. When organizing a narrative game, learners are introduced into a game situation in which new experiences and worldviews are presented, while individually formed perceptions are also preserved. This is because newly presented experiences and worldviews may often differ from socially recognized and traditionally accepted perceptions.

For the purpose of organizing collective activity, it is first necessary to teach all participants the basic modes of action. In creating productive interaction, it is also important to take into account the reflection of the participants.

Narrative games that are competently and properly organized allow participants to "live through" the proposed event and gain personal experience. For learners, new emotional experiences are accumulated, and the formed emotional background (situation, environment) makes it possible to activate their interest in the issue raised in the game. In general, the above-mentioned factors lead to active engagement within the framework of the proposed events and are capable of significantly increasing learners' level of motivation. Thus, in the course of game activity, learners' patterns of behavior are restructured depending on their previously formed individual behavioral characteristics.

Based on the content discussed above, the following conclusion can be drawn: the narrative approach examined in this part of the study demonstrates its great potential when applied to the pedagogical process, which makes it possible to speak about the feasibility of using it in the educational and upbringing activities of general education institutions.

An analysis of the identified advantages of the narrative approach allows us to conclude that this approach incorporates some of the most effective solutions to the problem of integrating personal characteristics in a child's development over time. In turn, this creates a foundation for moral responsibility for the situations generated by learners' actions.

The changes presented in the approaches discussed in this study form a set of methodological tools for the optimal reinterpretation of theoretical materials related to the given research topic and for determining its future prospects. Within the framework of the theory of the presented approaches, considering the possibilities of forming students' information culture consists not only in developing their abilities to collect, analyze, and present information, but also in viewing the world as a mode of social practice and as a way of thinking within the scope of educational and upbringing activities.

References

1. Bronnikov, I.A. The Future of Political Internet Technologies: Two Development Scenarios. *Power*, 2014, No. 01, p. 47.
2. Schechtman, M. *Staying Alive: Personal Identity, Practical Concerns, and the Unity of a Life*. Oxford: Oxford University Press, 2014. 224 p.
3. Schechtman, M. *The Constitution of Selves*. Ithaca: Cornell University Press, 2007. 192 p.
4. УЗБЕКИСТАН, О. П. (2021). ТА'ЛИМ ТИЗИМИДА INNOVATSIYA, INTEGRATSIYA VA YANGI TEXNOLOGIYALAR ИННОВАЦИЯ, ИНТЕГРАЦИЯ И НОВЫЕ ТЕХНОЛОГИИ В СИСТЕМЕ ОБРАЗОВАНИЯ INNOVATION, INTEGRATION AND NEW.
5. Erkaboyeva, N. S. (2023). INSON KAPITALI-IJTIMOIIY DAVLATNING ASOSI SIFATIDA. *Academic research in educational sciences*, 4(KSPI Conference 1), 31-37.
6. Erkaboeva, N. S., & Turdaliyeva, M. I. K. (2022). Theoretical Principles Of Education Of National Ethics Skills In Educational Institution Students. *JournalNX*, 8(12), 352-354.
7. Azamovna, R. G. Use of Virtual Environment and 3d Multimedia Electronic Textbooks in Higher Education. *JournalNX*, 8(12), 255-261.
8. Erkaboeva, N. S., & Musaeva, D. A. K. (2022). Factors of developing the professional competence of a teacher of a special education institution. *JournalNX*, 8(12), 109-111.
9. Nigora, Y. M. I. K. E. (2022). Stages Of Formation And Development Of Mediamadaniatin. *Galaxy International Interdisciplinary Research Journal*, 10(12), 272-274.
10. Erkaboyeva, N. S. (2016). Features of Modern Uzbek Families. *Ученый XXI века*, (4-1), 36-39.
11. Эркабоева, Н. Ш. (2016). FEATURES OF MODERN UZBEK FAMILIES. *Ученый XXI века*, (4-1 (17)), 36-39.
12. Эркабоева, Н., Усмонбоева, М., Иргашова, М., & Хўжаназарова, Н. (2012). Педагогик маҳорат: схема ва расмларда. Т.:“Наврўз, 35.