JOURNAL OF MULTIDISCIPLINARY SCIENCES AND INNOVATIONS
VOLUME 04, ISSUE 11
MOPNTHLY JOURNALS
ISSN NUMBER: 2751-4390
IMPACT FACTOR: 9,08

THE ROLE OF DEBATE–DISCUSSION IN THE ANALYSIS OF A LITERARY WORK

Axmedova Shoira Nematovna,
Professor at Asia International University,
Doctor of Philological Sciences

Abstract: The article discusses the role of the debate–discussion method in the analysis of literary texts and demonstrates ways of analyzing the novel *"The Wise Sisyphus"* by the Uzbek writer Kh. Dostmuhammad with students based on this method.
Keywords: literary text, analysis, debate, discussion method, education, educational value, assessment.

The **debate–discussion** method is a teaching approach conducted in the form of mutual debate and exchange of opinions with learners on a particular topic.

This method is applied with the assumption that any topic or problem will be discussed on the basis of existing knowledge and experience. The task of moderating the debate–discussion may be assigned to one of the learners or carried out by the teacher. It is necessary to conduct the debate freely and strive to involve every student in the discussion.

When applying the **debate–discussion** method, students are generally required to observe the following rules:

- a culture of listening to opinions and ideas;
- avoiding repetition of expressed ideas;
- mutual respect for one another.

In teaching literature, this method is considered effective in analyzing literary works and deeply comprehending their essence. For example, the new novel *"The Wise Sisyphus"* by the writer Khurshid Dostmuhammad can be analyzed using this method.

The instructor conducting the session selects the topic of the discussion: *"The novel 'The Wise Sisyphus' by Khurshid Dostmuhammad in the perception of students."*

The following questions related to the topic are developed:

A) What do you know about Kh. Dostmuhammad's place in the literary process?

B) Why was the writer's first novel titled *"The Market"*?

C) What is the main idea of the novel *"The Wise Sisyphus"*?

D) What information do you have about Sisyphus? What type of literary image does he represent?

E) In your opinion, how does the writer's new novel influence the reader's consciousness and thinking? How would you evaluate it?

The teacher poses a problem-based question to the students and invites them to a discussion. At this stage, students themselves may also ask questions to one another.

The teacher divides the students into two groups: supporters and critics.

The supporters express their views on the writer's achievements in novel-writing during the independence period, using the analysis of the novel as an example (this novel is considered one of the writer's achievements; the work teaches the reader patience and, most importantly, strong will; if a person is able to understand themselves, they can overcome any difficulty, etc.).

The critics, on the other hand, point out aspects of the work they do not find appealing (it does not resemble traditional novels; its plot and narration of events may bore the reader; it may seem uninteresting, etc.).

Thus, the debate continues. Experts appointed from among the students observe the discussion.

The teacher or the experts record the responses given to the questions, that is, the various ideas and opinions expressed. To perform this task, one of the students may be appointed as a

secretary. At this stage, it is necessary to create conditions for students to express their opinions freely: *"Even if it is incorrect, it is still your opinion."*

The teacher, together with the experts, classifies, generalizes, and analyzes the expressed ideas and viewpoints. Naturally, positive opinions and evaluations of the novel *"The Wise Sisyphus"* constitute the majority (we have applied this method in practice using the analysis of this very work as an example).

As a result of the analysis, the most acceptable solution to the stated problem is selected. Based on the above debate–discussion, the novel *"The Wise Sisyphus"* was evaluated by a majority vote as follows: despite certain shortcomings, Kh. Dostmuhammad's new novel will find its readership. This is because it advances the idea of what human patience and endurance are capable of, the ability to find meaning in a seemingly meaningless life, and the necessity for a person to achieve self-awareness in order to do so. Although the work does not resemble traditional novels, the group of supporters concluded that it can win the hearts of readers of the independence period and was therefore encouraged. At the same time, the group of critics, who analyzed the work attentively, was also evaluated.

It becomes evident that the use of the **debate–discussion** method is of great importance in teaching literature-related disciplines in philological fields of higher education, particularly in the analysis of literary works. First, it encourages students to think independently; second, it creates opportunities for students to strive to prove the validity of their opinions; third, it contributes to the development of students' abilities to listen, analyze, and improve their oral speech skills.

References:

1. Akhmedova Sh. Genres of Uzbek literary criticism. Tashkent. "Fan". 1998.

2. Akhmedova Sh., Davronova Sh. Genres of Uzbek literary criticism. Textbook.Tashkent.2023.

3. Akhmedova Sh. Ma'rifatparvar jadid krizitchili. Germania. Glebe Edit. 2023.

4. Akhmedova, Sh. N., and D. T. Nazarova. The issue of mastery in literaryportraiture.Conference on the role and importance of science in the modern world. Vol. 1. No. 4. 2024.

5. Akhmedova, Shoira, and Sofiya Mahmudova. "A CRITICAL BIOGRAPHICALESSAYONABU ALI IBN SINA." Oriental renaissance: Innovative, educational, natural andsocialsciences 2.7 (2022): 795-799.

6.Akhmedova Sh. N. Literary-aesthetic views of Khurshid Davron: //Obrazovanieiinnovatsionnye issledovaniya mejdunarodnyi nauchno-metodicheskiy zurnal. – 2022. –no. 6.2.Special issue. - S. 20-28.

7. Akhmedova, Shoira Nematova. "Progress portrait painting and period globalizationandliterary education." Russia-Uzbekistan. International educational and social-culturaltechnologies: vector development (2019): 12-14.