

**FORMATION OF AESTHETIC AND COMMUNICATIVE LITERACY IN
ACADEMIC LYCEUM STUDENTS THROUGH LINGUOPOETIC ANALYSIS OF
LITERARY TEXTS (ON THE EXAMPLE OF WORKS BY ABDULLA QODIRIY AND
UTKIR HOSHIMOV).**

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Annotatsiya. Ushbu maqolada akademik litsey o'quvchilarining ona tili ta'limida estetik va kommunikativ savodxonligini oshirish muammolari tadqiq etiladi. Tadqiqotning bosh maqsadi — Abdulla Qodiriy va O'tkir Hoshimov asarlari misolida badiiy matnning lingvopoetik tahlili orqali o'quvchilarning lingvistik kompetensiyalarini rivojlantirish metodikasini ishlab chiqish va uning samaradorligini eksperimental asoslashdan iborat. Ishda qiyosiy-tipologik, komponent tahlil va eksperimental-pedagogik metodlardan foydalanildi. Natijalar shuni ko'rsatadiki, an'anaviy grammatik yondashuvdan lingvopoetik matn tahliliga o'tish o'quvchilarning nutqiy mahoratini hamda estetik idrokini sezilarli darajada o'stiradi. Maqola xulosalari akademik litseylar uchun ona tili darsliklari va uslubiy qo'llanmalar yaratishda amaliy ahamiyatga ega.

Kalit so'zlar: lingvopoetika, badiiy matn tahlili, estetik savodxonlik, kommunikativ kompetensiya, akademik litsey, Abdulla Qodiriy, O'tkir Hoshimov, ona tili metodikasi.

Аннотация. В данной статье исследуются проблемы повышения эстетической и коммуникативной грамотности учащихся академических лицеев в процессе обучения родному языку. Основная цель исследования — разработка и экспериментальное обоснование методики развития лингвистических компетенций учащихся посредством лингвопоэтического анализа художественного текста на примере произведений Абдуллы Кадыри и Уткира Хашимова. В работе использовались сравнительно-типологический метод, компонентный анализ и экспериментально-педагогические методы. Результаты показывают, что переход от традиционного грамматического подхода к лингвопоэтическому анализу текста значительно повышает речевые навыки и эстетическое восприятие учащихся. Выводы статьи имеют практическое значение для создания учебников и методических пособий по родному языку для академических лицеев.

Ключевые слова: лингвопоэтика, анализ художественного текста, эстетическая грамотность, коммуникативная компетенция, академический лицей, Абдулла Кадыри, Уткир Хашимов, методика родного языка.

Abstract. This article investigates the problems of enhancing the aesthetic and communicative literacy of academic lyceum students within native language education. The primary objective of the research is to develop and experimentally substantiate a methodology for developing students' linguistic competencies through the linguopoetic analysis of literary texts, specifically focusing on the masterpieces of Abdulla Qodiriy and Utkir Hoshimov. Comparative-typological, component, and experimental-pedagogical methods were employed throughout the study. The results demonstrate that shifting from a traditional, grammar-centric approach to structured linguopoetic text analysis significantly advances students' communicative proficiency and aesthetic perception. The conclusions of this paper possess substantial practical



value for designing native language textbooks and pedagogical manuals tailored for academic lyceums.

Keywords: linguopoetics, literary text analysis, aesthetic literacy, communicative competence, academic lyceum, Abdulla Qodiriy, Utkir Hoshimov, native language methodology.

INTRODUCTION

In the contemporary paradigm of philological education, the transition from an informational-knowledge-oriented approach to a competence-based model represents a critical necessity. For academic lyceums in Uzbekistan, which serve as an institutional bridge between secondary education and specialized higher education, developing an individual's speech culture, critical capacity, and aesthetic sense is of paramount importance. Traditionally, native language (ona tili) instruction has operated under a structurally isolated system, prioritizing morpho-syntactic parsing over functional textual analysis. Consequently, while students master abstract grammatical taxonomies, they frequently exhibit deficiencies in practical communicative proficiency and aesthetic literacy.

Linguopoetics, which operates at the intersection of linguistics, stylistics, and literary criticism, addresses this gap by treating the text as an integrated artistic ecosystem where linguistic components cannot be separated from its aesthetic objectives. In an academic lyceum setting, introducing students to the artistic frameworks of classic authors like Abdulla Qodiriy, the founder of Uzbek realistic prose, and Utkir Hoshimov, a master of psychological realism, offers an optimal foundation for this study. The structural tension in current secondary-specialized philological training lies between the rich expressive resources of national literature and the mechanical, rule-bound nature of classroom delivery. This study addresses how a structured linguopoetic analysis of classic Uzbek prose systematically improves both the aesthetic appreciation and the functional communicative literacy of academic lyceum students.

METHODS

To measure the educational impact of linguopoetic analysis, a rigorous, mixed-methods experimental study was conducted over an academic semester at an institutional academic lyceum. The experimental framework involved two distinct cohorts of second-year academic lyceum students: a Control Group (CG) consisting of 30 students, instructed via standard curricular guidelines emphasizing traditional reproductive grammar learning, rule memorization, and sentence parsing; and an Experimental Group (EG) consisting of 32 students, exposed to a specialized pedagogical intervention focused on systematic linguopoetic analysis.

The intervention in the Experimental Group replaced standard mechanical exercises with a comprehensive four-tier analytical framework applied directly to selected prose extracts from Abdulla Qodiriy's novel "O'tkan kunlar" and Utkir Hoshimov's novel "Ikki eshik orasi". This framework integrated the phonostylistic level (sound symbolism and assonance in monologues), the lexico-semantic level (archaic structures and context-dependent synonym groups), the troponymic level (deconstructing metaphors and synecdoches), and the syntactic-pragmatic level (rhetorical questions and speech patterns). Students were evaluated before and after the intervention across two main competencies using a 100-point rubric, split equally into an Aesthetic Literacy Assessment (50 points) evaluating the ability to identify stylistic devices and explain authorial subtext, and a Communicative Literacy Assessment (50 points) testing vocabulary variation, argumentative logic, and context-appropriate expression.

RESULTS

The data collected at the end of the semester revealed clear differences between the two groups, with the control group showing only minor, organic growth, while the experimental group demonstrated substantial progress across all evaluated areas. Quantitative performance



metrics were compiled to track the absolute changes between the pre-test and post-test mean scores across both cohorts.

Competency Dimension	Cohort Group	Pre-Test Mean (Max 50)	Post-Test Mean (Max 50)	Net Statistical Gain (%)
Aesthetic Literacy	Control Group (CG)	31.2	33.4	+4.4%
	Experimental Group (EG)	30.8	44.6	+27.6%
Communicative Literacy	Control Group (CG)	33.5	35.1	+3.2%
	Experimental Group (EG)	32.9	43.8	+21.8%

In addition to the quantitative scores, micro-level textual diagnostics were tracked during the post-test evaluations. Regarding synonymic substitution capacity when analyzing character emotional states, EG students utilized an average of 4.3 descriptive synonyms, whereas CG students relied on a narrower set of 1.6 repetitive terms. Furthermore, the stylistic device identification rate showed that EG students successfully identified and explained the pragmatic function of implicit metaphors and inversions at an 87.5% accuracy level, while CG students achieved a baseline accuracy of only 41.2%, frequently confusing basic grammatical structures with stylistic devices.

DISCUSSION

The quantitative results validate the idea that text cannot be fully understood through isolated grammatical rules. When students treat a literary text as a dynamic communicative system, they move away from passive memorization and begin actively engaging with the language. In the Experimental Group, analyzing Qodiriy's "O'tkan kunlar" focused heavily on how the author uses specific lexical layers to convey deep social and psychological realities. For instance, looking closely at Kumush's speech ("Yig'lamang, begim, taqdirida borini ko'rurmiz...") reveals a precise use of traditional honorifics and subtle mood markers. Through traditional parsing, a student simply labels "begim" as a possessive noun and "ko'rurmiz" as a first-person plural verb. The linguopoetic approach, however, asks students to explore the underlying pragmatics, such as why the character chooses a plural verb form instead of a singular one, and how the archaic lexical tone reflects her inner resilience and cultural background.

Similarly, Utkir Hoshimov's prose in "Ikki eshik orasi" relies on psychological realism built through rhythmic syntax, parallel structures, and colloquial speech patterns. When exploring an internal monologue ("Dunyo g'alati ekan. Kecha ko'rganing bugun yo'q. Bugun bor gap ertaga afsona..."), students broke down Hoshimov's use of syntactic parallelism and temporal antonyms (kecha/bugun, bugun/ertaga). Rather than just identifying these as basic contrasting words, students examined how the rhythmic, clipped syntax mirrors the character's internal anxiety and grief. This exercise directly expanded the students' communicative literacy, allowing them to observe firsthand how rearranging sentence structures can alter the tone, pace, and emotional clarity of an argument. While the linguopoetic model delivers clear benefits, implementing it widely presents certain challenges, including the requirement for higher teacher readiness in functional stylistics and the necessity of carefully curating high-quality literary passages instead of disconnected examples.

CONCLUSION

Transitioning native language education in academic lyceums from mechanical sentence parsing to structured linguopoetic text analysis marks a significant step forward for student development. By studying the rich, layered prose of Abdulla Qodiriy and Utkir Hoshimov, students build a deeper appreciation for literary aesthetics while sharpening their practical



communication skills. The experimental data confirms this impact, showing a +27.6% improvement in aesthetic literacy and a +21.8% increase in communicative competence for the experimental group. To build on these results, future curriculum designs for academic lyceums should focus on integrating functional grammar with stylistic analysis. Developing specialized workbooks and training teachers in these integrated methods will help move native language classes away from rote memorization, turning them into active environments for creative and analytical growth.

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