HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

RENEWING UZBEKISTAN: FROM NATIONAL REVIVAL TOWARD NATIONAL UPSURGE, AND THE SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS OF ORGANIZING HOMEWORK IN LITERATURE LESSONS AT GENERAL SECONDARY SCHOOLS

Nazarova Dilnoza Eraliyevna
Uzbekistan National Pedagogical University named after Nizomiy
Associate Professor, Department of History,
Doctor of Philosophy (PhD) in Historical Sciences.
Orazaliyeva Aydana Nurlan qizi
Native Language and Literature (Kazakh Language and Literature)
First-year Master's student
doi:https://doi.org/10.5281/zenodo.23803549

Abstract: The article examines the significance of the ideas of national revival and national upsurge in Renewing Uzbekistan for the educational process, as well as the organization of homework for literature lessons in general secondary schools on a scientific and methodological basis. It analyzes the instructional, educational, and developmental functions of homework, ways of adapting tasks to students' age and individual abilities, and ways of fostering independent thinking and a culture of reading.
Keywords: Renewing Uzbekistan, national revival, national upsurge, literature education, homework, independent learning, literary text, reading culture, pedagogical technology, methodology.

Introduction

Improving the quality of education in Renewing Uzbekistan and raising the younger generation to be spiritually well-rounded, independent-thinking, and respectful of national values is one of the key directions of the country's development [1; 2]. The principle of "From national revival to national upsurge" is closely tied to the in-depth study of historical memory, the native language, literature, culture, and spiritual heritage. In this respect, literature as a subject holds a special place in shaping students' artistic and aesthetic taste, fostering an understanding of human virtues, and strengthening national identity.

The effectiveness of a literature lesson is not determined by classroom work alone. Homework plays an important role in consolidating the knowledge gained in class, reading literary works independently, analyzing characters' conduct, and expressing a personal attitude. Well-planned homework directs students toward inquiry, reflection, and drawing conclusions rather than toward repeating ready-made information.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

The purpose of this article is to reveal the connection between the idea of national upsurge and literature education, and to present the main scientific and methodological principles and practical methods of organizing homework in general secondary schools.

1. The Unity of the Idea of National Upsurge and Literature Education

National revival means understanding a people's historical and cultural heritage, preserving national values, and passing them on to future generations. National upsurge, in turn, requires combining this heritage with modern knowledge, thinking, and a creative approach. Literature reflects a people's worldview, moral standards, historical experience, and aspirations [5]. Therefore, studying literary works enriches students not only in terms of knowledge but also in terms of their spiritual world.

By studying the works of Alisher Navoiy, Zahiriddin Muhammad Bobur, Abay Qunanbayuli, and other writers in literature lessons, students come to understand such concepts as humanism, patriotism, justice, diligence, and enlightenment. This educational potential should be carried over into homework as well. For example, students may be asked to select an important passage from a work, explain a character's decision, or compare an idea in the work with present-day life.

In doing so, the teacher should not force students to accept a single ready-made conclusion, but should instead create conditions for them to express independent opinions grounded in the text. Such an approach develops literary thinking, argumentation, and the ability to express one's own point of view in a cultured manner.

2. Scientific and Methodological Foundations of Organizing Homework

Homework is purposeful learning activity aimed at consolidating the knowledge acquired in class, preparing for a new topic, and developing students' independent learning skills [3; 4]. Its effectiveness depends on the task having a clear purpose, being suited to students' abilities, and being accompanied by feedback on the completed work.

The first principle is purposefulness. Every task should be linked to the objective of the lesson [4]. If techniques of character creation were studied in the lesson, the homework directs students to analyze, on the basis of textual evidence, a character's appearance, speech, behavior, and relationships with other characters.

The second principle is taking age and individual characteristics into account. Giving all students tasks of the same level of difficulty is not always effective. Alongside the main task, the teacher may also offer optional creative or supplementary assignments. The tasks should not overburden students and should be clear enough to be completed independently.

The third principle is consistency and systematicity. It is advisable for homework to become more complex step by step, from simple retelling to text analysis, comparison, argumentation, and creative interpretation. This approach increases students' self-confidence and their independent working skills.

The fourth principle is independence and creativity. Tasks should not limit students to merely copying information from the textbook. Assignments such as formulating questions, writing a letter to a

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

character, presenting the events of a work in a table, proposing an alternative ending, or preparing a short review of a book they have read encourage creative thinking.

The fifth principle is assessment and feedback. Students need to know the clear criteria by which their work will be assessed. For example, citing evidence from the text, coherence of ideas, use of literary terms, and literacy can be set as separate criteria. A brief, clear recommendation from the teacher helps students recognize their mistakes and improve their subsequent work.

3. Effective Types of Homework in Literature Lessons

The type of homework is chosen according to the work being studied, the objective of the lesson, and students' level of preparation. Besides traditional tasks, analytical, creative, research-oriented, and digital forms can also be used.

Text-based tasks help students read a work attentively. For example, students are asked to mark important episodes, explain unfamiliar words, find sentences that express the main idea of the work, and write commentary on them. Such activity lays the groundwork for a deep understanding of the text

In analytical tasks, students select evidence that reveals a character's nature, compare relationships between characters, or try to identify the author's position [5]. For example, a question such as "How do you assess the character's decision? Support your opinion with two pieces of evidence from the work" demands deeper thinking than simple retelling.

Creative tasks develop students' imagination and skills of artistic expression. These include writing a diary in a character's voice, finding an alternative title for a work, narrating an event from another character's perspective, or preparing a short review of a book. In such tasks, attention is paid to whether the creative work fits the content of the work and is based on the text.

In research-oriented tasks, students gather information from reliable sources about the author's life, the period in which the work was created, the historical setting, or the prototypes of literary characters. Such assignments teach students to cite their sources, to present the information they obtain in their own words, and to distinguish fact from personal opinion.

Digital tasks can also be useful: a student may record a short audio review, create an electronic concept map, or prepare questions about a work they have read. However, a digital tool must not replace the purpose of the task, and an alternative format should be offered to students with limited technical capabilities.

4. Planning, Checking, and Assessing Homework

To organize homework effectively, it is advisable for the teacher to follow several stages. First, the objective of the lesson is determined and a task suited to that objective is selected. Then the procedure, scope, deadline, and assessment criteria of the task are explained. If, at the end of the lesson, students are asked to restate the task in their own words, misunderstandings are eliminated in advance.

For example, to analyze a character in a literary work, the following task may be given: "Choose three actions that reveal the character's nature. For each, cite evidence from the work and write your own

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

response." In assessment, the teacher takes into account the accuracy of the evidence, the coherence of the analysis, the soundness of the personal opinion, and writing literacy.

Checking should not consist merely of recording whether the task was completed or not. Methods such as peer review, discussion in small groups, and self-assessment can be used. Here, criticism should be expressed respectfully, and opinions should be based on clear criteria. The teacher may summarize common mistakes and give a brief explanation in the next lesson.

The amount of homework is also an important methodological issue. The accumulation of assignments from several subjects can negatively affect students' rest and other activities. Therefore, the literature teacher should consider the necessity of the assignment, the approximate time needed to complete it, and the students' age. A high-quality, purposeful task is more effective than an excessive volume of mechanical exercises.

Conclusion. Overall, the aspiration from national revival to national upsurge in Renewing Uzbekistan is inseparably linked with improving the content of education, enriching the spiritual world of the younger generation, and developing the capacity for independent thinking. Literature as a subject has great potential for fostering an understanding of national and universal human values, artistic thinking, and a culture of reading.

Organizing homework in general secondary schools on a scientific and methodological basis, in addition to consolidating the knowledge gained in class, develops students' skills in independent learning, text analysis, expressing opinions supported by evidence, and creative work. To this end, tasks must be purposeful, consistent, suited to students' abilities, and varied in content.

Thus, properly planning homework, checking it against clear criteria, and giving meaningful feedback increase the effectiveness of literature education. Education organized by combining national heritage with modern pedagogical approaches serves to raise a generation that is spiritually mature, independent-thinking, and respectful of national values.

References:

1. Law of the Republic of Uzbekistan "On Education." No. ZRU-637, 23 September 2020. (In Uzbek)
2. Decree of the President of the Republic of Uzbekistan No. PD-60 of 28 January 2022 "On the Development Strategy of New Uzbekistan for 2022–2026." (In Uzbek)
3. Yo'ldosh Q. Scientific and Theoretical Foundations of Teaching Literature. Tashkent: O'qituvchi, 1996. (In Uzbek)
4. Zunnunov A., Hotamov N., Ibrohimov A., Esonov J. Methodology of Teaching Literature. Tashkent: O'qituvchi, 1992. (In Uzbek)
5. Quronov D. Fundamentals of Literary Theory. Tashkent: Akademnashr, 2018. (In Uzbek)