

**WORKING ON QUESTIONS AND TASKS BASED
ON LITERARY WORKS**

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ANNOTATION: *This article explores the role of working with questions and tasks based on literary works in developing students' abilities to consciously comprehend and analyze artistic texts. It highlights how various levels of questions, as well as creative and analytical tasks, contribute to the formation of critical thinking, text-analysis competence, and independent interpretation skills. The study also discusses the didactic principles of designing question systems, methods of applying them in the classroom, and pedagogical recommendations for increasing their effectiveness. The article examines opportunities for enhancing student engagement in literature lessons and fostering a deeper understanding of the content of literary texts.*

KEYWORDS: *literary education, system of questions, tasks, literary text, analysis, critical thinking, learning tasks, methodological approach, student engagement, working with text.*

One of the supplementary materials that ensures students' mastery of textbook content is the set of questions and tasks prepared on the essence and content of a literary work. Professor A. Zunnunov divides these didactic materials included in textbooks into three groups:¹

Those that serve to reinforce knowledge;

Those that enable learners to acquire logical thinking skills;

Those that provide opportunities to apply acquired knowledge in practice.

In the process of literary education, correct analysis of works and studying

¹ Zunnunov A. O'zbek tili va adabiyoti darsliklari mezonlari. – Toshkent: O'ZPFITI, 1994. 13-b

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them deeply through questions and tasks is possible. Nowadays, this is considered one of the most effective methods. In addition, it is advisable to include in the “Literature” textbooks such questions and tasks that help reveal the essence of the studied work, identify its artistic appeal, value and expressiveness, grasp the national spirit reflected in the text, encourage independent thinking, and express personal attitudes. These questions and tasks serve as the main tools of several methods such as conversation, inductive reasoning, and brainstorming. They also play a leading role in checking homework. Any question posed by a teacher should be constructed in such a way that it requires extensive responses from students, increases their cognitive activity, encourages reasoning and comparison – which fully corresponds to the goals of literary education. When questions are used rhetorically, they help to emphasize the important aspects of the studied material. They enable students to see the essential points more clearly and mentally connect previously learned knowledge with new information, thus contributing to deeper comprehension. If, during the lesson, the teacher does not pose questions that require student participation, it is impossible to achieve their serious engagement with the topic. When the teacher uses both rhetorical questions and those requiring answers, rhetorical questions intensify students’ attention and prepare them for higher-level cognitive activities such as generalizations and conclusions. Questions requiring answers, on the other hand, encourage students not only to identify and justify necessary facts but also to express their thoughts independently. Students become more active when they are presented with questions that require independent reasoning and evaluation. Such tasks can be accomplished through consistent and relatively simple discussions. Thus, any supplementary question that imposes certain requirements on students accelerates their cognitive activity. Questions directing students to supplement or correct certain facts do not necessarily ensure independent thinking. This issue is solved by posing additional questions that require mental effort and aim to reveal the specific aspects of newly learned knowledge.

Students usually respond easily and freely to supplementary questions aimed

at recalling certain events. However, when they face more complex questions, they experience some difficulty – especially at the initial stage of problem-solving. Later, complex educational tasks challenge students' equilibrium, forcing their memory and thinking to work actively. In the process of independently searching for answers to the teacher's questions, students undergo certain difficulties and experience a degree of challenge. By creating complex situations through questions, the teacher enhances students' knowledge and mental activity, supports deeper comprehension of phenomena, enriches their experience, and helps them independently find solutions to complex problems. Creating such an extraordinary educational – situation surprising a student with a question – evokes strong emotions because it contradicts their previous assumptions. Wonder is the beginning of understanding and the path leading to knowledge. When answering questions, students often find the general principle correctly, yet they cannot justify it. When they are asked to explain why it is so or to prove their statement, they become confused even if they know many relevant facts. The student must reorganize the facts and knowledge they possess into a new system, into the new direction required by the teacher's question. At first, this is difficult for the learner; however, once the facts are clarified and the task proves to be within their intellectual abilities, their thinking becomes active, they overcome difficulties, and they independently find the solution. A teacher who strives for the intellectual development of students formulates questions in accordance with the topic. This itself creates favorable conditions for students' cognitive activity. The teacher encourages students to avoid ready-made patterns, not to merely retell the material, but to generalize their views around key ideas, to extract only what is necessary for the answer, and to express their thoughts not with stereotypical phrases but in their own words. Such activity requires students to explain the causes of a phenomenon, to base their reasoning on solid scientific logic, to evaluate events objectively, and to generalize observations. In such situations, supplementary questions are very helpful. The strength of supplementary questions lies in the fact that they rely on previously acquired knowledge. The goal is not to merely repeat what has been learned, but to use it in a new direction. This

encourages students to seek novelty and identify the unknown. Making effective use of their existing knowledge and performing generalizations partially eases their cognitive load, and answering questions compels students to think. In national pedagogy, questioning as a form of intellectual activity has not been sufficiently studied so far. The motivating power and effectiveness of questions have not been clearly identified. Does a question belong to the logical form of thinking, or is it merely a linguistic phenomenon? How important are questions in the process of learning? What are their functions in acquiring knowledge?

In S. Matjonov's research, textbook questions and tasks are classified into specific groups, and their role in organizing students' independent activity and developing their creative thinking is discussed. The role of the question as a teaching method cannot be defined without understanding it as a cognitive phenomenon. It is clear that a question stands between what the learner knows and does not know; at the same time, it serves as a special form guiding them toward acquiring new concepts and knowledge. The teacher does not ask questions to clarify something unknown to themselves. Rather, through the question, they stimulate the student's thinking and encourage the acquisition of new knowledge. A question is an effective tool that leads thinking from ignorance to knowledge, from incomplete or unclear understanding to full and accurate comprehension. The degree of a child's intellectual independence appears in their interest in learning, their desire to understand the essence of the subject, and whether they are satisfied with superficial knowledge. This is also reflected in the questions they ask. The more questions a student asks about a subject, the stronger their interest in that subject. Thus, questions are not only a measure of the depth of interest but also a sign of developing independent thinking. There are various methods in pedagogical practice that encourage students to ask questions. However, deep and meaningful student-generated questions are still not widespread in educational practice. Teachers try to encourage questioning through different methods, but current teaching practices do not adequately motivate students to ask questions or identify and solve problems. When the teacher provides ready-made and correct conclusions, the student does

not feel the need to engage in intellectual effort, and therefore no deep interest in the subject arises. Where there is no interest, there are no questions. Students' questions should be formed directly from the text, prompting them to seek new information, identify causes and relationships, and uncover internal logical patterns. These questions may also lay the foundation for more profound and logical questions in the future. The teacher must pay special attention to such questions and encourage the more meaningful ones. Through such questions, the student learns to divide the material into meaningful parts, identify unexpected problems, compare, and select the best among them. Sometimes, in the answers of their peers, students may learn something entirely new for themselves. Questions aimed at clarifying certain points require special attention. Adolescents often ask questions just to clarify something; after receiving a confirmation or rejection, they then ask why it is so. Student questions aimed at obtaining new information expand their worldview and enrich their knowledge. Such questions usually inspire more active behavior. A student who receives new information often moves on to practical activity, consulting the recommended literature mentioned in the answer. Students strive to formulate different questions and express their thoughts correctly in the form of questions. Their questions reveal the degree to which the main ideas and problems of the material have been deeply understood. Students questioning each other also has many positive effects: it increases students' overall activity and develops a critical attitude toward both their own questions and their peers' answers. Thus, questions that develop students' thinking, eliminate superficial knowledge, and stimulate change in understanding also indicate genuine interest in the subject. Some questions reflect superficial curiosity, while others show a desire for deep study. A large number of questions during a lesson is a significant achievement for the teacher. To ensure that students acquire such questioning habits, the teacher must encourage them to ask questions and strive to structure every lesson accordingly. Posing questions in new and altered forms – different from familiar patterns – also plays an important role in developing independent thinking. In such cases, students' thinking begins to function independently. Students try to formulate diverse

questions and express their thoughts correctly in the form of questions. Questions show how deeply the main ideas and problems of the learning material have been mastered. Students questioning their classmates also has many positive qualities: it increases the activity of all learners, and both the question and the peer's response gradually develop a critical perspective. Thus, questions that develop students' thinking, eliminate superficial knowledge, and bring flexibility to the learning process also demonstrate genuine interest in the subject. While some questions reflect superficial curiosity, others indicate a desire to study the subject in depth. The abundance of questions in a lesson is a great achievement of a teacher. To ensure that students remain engaged and directed, the teacher must teach them how to ask questions and try to organize each lesson accordingly. Questions posed in forms different from those previously studied also play an important role in shaping independent thinking. In such situations, the learner's thinking begins to work independently. When a task requires an answer, this method also encourages learners to express their thoughts in their own words. This approach has both educational and developmental value. Answers to the main questions do not always fully and systematically cover all aspects of the phenomenon being studied. In such cases, additional questions become necessary. These are questions aimed at recalling and stimulating thought, serving certain purposes and therefore being formulated clearly. Questions aimed at recollection help ensure that the student's answer follows a certain sequence, expresses the studied material fully and accurately, and maintains coherence. Asking such additional questions increases mental activity in any situation. This increased activity appears as students' desire to answer the posed question. When additional questions direct the student to restore forgotten aspects of the material or correct mistakes, they become particularly significant. However, the role of such questions in ensuring independent thinking is somewhat limited. The second group of additional questions requires learners to consolidate their knowledge and creatively apply it to solve newly emerging issues during the questioning process. An additional question posed to one student also encourages others in the class to think. Additional questions that require reasoning

are also used when the student's thinking becomes vague or revolves around general statements. Additional questions that require proof increase mental activity due to their complexity. However, answers should not consist only of memorized phrases. If two different opinions are expressed, it is advisable for the teacher to ask students themselves to justify which one is correct. A repeated problem does not create difficulty; when it is based on the learner's existing knowledge, it accelerates their thinking ability. Questions that create challenging situations are useful not only when students find correct solutions, but also when they fail to do so. The fact that students themselves find the solution to a difficult issue indicates that the logical relationships of the phenomenon have been understood. Even if the desired result is not achieved, once learners realize that the problem lies within the scope of the studied content, they begin to work with awareness and activity. Most importantly, independent and critical thinking gradually develops during this process. If over a long period teachers systematically apply pedagogical influences that require active thinking, independent thinking will be formed. With any question, the teacher must be able to strongly influence the student's thinking, perception, and emotions. Achieving changes in students' cognitive activity requires a long period and numerous purposeful pedagogical efforts, along with necessary conditions. A positive attitude toward the learning process strengthens mental activity and ensures persistence of positive engagement. Helping the learner is an essential task for the teacher in any type of teaching. This duty requires attentiveness, keen observation, and understanding of the learner's level of thinking. At the same time, the teacher must determine the degree of assistance that does not interfere with the student's abilities or independence, and must know the ways that teach the learner to overcome difficulties independently. When helping students, the teacher should not overlook the fact that at each stage of the learning process, learners need to gain experience in independent work. If this requirement is fulfilled only formally, and the learner is left alone with a difficult task without experience in solving it, their cognitive ability and independent thinking may suffer. Likewise, excessive help that completely removes difficulty also hinders the development of independent

thinking.

In conclusion, rhetorical questions that require thoughtful answers, as well as additional questions and tasks, have their own significant role in organizing students independent thinking and activity. Designing effective questions and tasks based on literary works plays a crucial role in developing students critical thinking interpretative skills and aesthetic appreciation. Well-structured questions guide learners to explore deeper meanings analyze literary devices and connect thematic ideas with real-life contexts.

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