



METHODOLOGY OF COMPARATIVE STUDY OF WORLD LITERATURE IN EXTRACURRICULAR READING CLASSES OF SECONDARY SCHOOLS

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ABSTRACT

This article examines the methodical system of comparative-typological study of world literature masterpieces in connection with national literature during extracurricular reading classes in secondary schools. Methods for expanding students' artistic thinking, forming their aesthetic taste, and developing skills in comparative analysis are highlighted within the context of Uzbek literature. Interactive methods and recommendations aimed at increasing lesson effectiveness are proposed

INTRODUCTION

In today's era of rapid globalization and intercultural dialogue, the spiritual outlook of the younger generation cannot be formed solely within a national framework. In general education schools, literature lessons—particularly extracurricular reading activities—serve as a unique bridge that introduces students to the global cultural landscape. Comparing masterpieces of world literature with the finest examples of Uzbek literature not only opens the doors to foreign creative worlds for students but also creates a foundation for a deeper appreciation of the charm and uniqueness of their own national literature.

LITERATURE REVIEW

A comparative approach is not merely placing two works side by side; rather, it involves seeking common aspects in human destiny, plotlines, and ideals. In this regard, the comparative-typological method (comparativism) relies on the theoretical concepts of scholars such as A.N. Veselovsky, V.Ya. Propp, and M.M. Bakhtin. For instance, V.Ya. Propp, in his work "Morphology of the Folktale," proved the functional unity of fairy tales and demonstrated the structural similarities in plot construction across different global folklore traditions.

The pedagogical significance of comparative analysis in extracurricular reading classes is immense. Since core literature lessons follow a specific established framework and timeline, extracurricular reading activities offer an open space for creative freedom. Utilizing comparative methods here fosters the student's subjective reception capacity. When comparing world literature masterpieces with national literature, the following structural and methodological stages are expected to yield effective results:

- Identifying thematic commonalities: Finding similar plots and motifs across world folklore and literature (e.g., love, loyalty, friendship, patriotism).
- Parallelisms and differences in character systems: Comparing the spiritual world, conflicts, and tragedies of Eastern and Western protagonists.
- Uniqueness of artistic expression tools: Analyzing each nation's specific mode of thinking and symbolic representation.

During lessons, it is necessary to organize the activities based on concrete comparative models that account for the psychological and age characteristics of the students. Below, we present examples of parallel analysis that can be applied in practice: a comparative analysis of Ernest Hemingway's novella "The Old Man and the Sea" and Toghay Murod's work "The Night the Horse Neighed".

In both works, the central themes revolve around the relationship between human and nature, the philosophy of vitality, and the trials of human willpower. While Hemingway's protagonist Santiago demonstrates human indomitability through his struggle against the great fish and the sea, Toghay Murod's protagonist Ziyodulla Chavandoz fights for his national values and honor, symbolized by his horse. Through these two characters, students contrast Western individualism (personal willpower) with Eastern collectivism (national pride).

Similarly, comparing Antoine de Saint-Exupéry's fairy tale-novella "The Little Prince" with the lyrical pathos and symbolism in Abdulla Qodiriy's "Days Gone By"—specifically looking at the relationship between the Little Prince and his Rose—helps instill concepts of pure, untainted love, loyalty, and responsibility ("We become responsible forever for what we have tamed") within the framework of Uzbek literature values.

Typological differences: While protagonists in Uzbek works fight more for "the liberation of the people and the motherland," Western tales (such as "Jack and the Beanstalk") often highlight motivations of individual wealth and personal triumph. This comparison helps students comprehend historical development phases and shifts in the mentality of different peoples.

A comparative learning system should avoid merely turning the lesson into a dual-column table. Methodologically, each text must first be comprehended individually, then compared, and finally synthesized. A. Zunnunov emphasizes the necessity of systematically studying the content, form, imagery, and educational-aesthetic impact of a literary work during literature lessons [7]. The process of teaching folklore literature also benefits from a three-stage structural approach: independent comprehension of the text, comparative analysis, and philosophical generalization. In the first stage, the student identifies the theme, imagery, mood of the lyrical hero, and the central question of each poem. In the second stage, motifs, poetic devices, historical context, and the author's stance are analyzed. In the third stage, the student answers a broader question supported by evidence: "What does each culture express about this shared human experience?"

During the lesson's motivation phase, students must be actively engaged in observation. The teacher can organize the comparative-typological analysis during the lesson using the following interactive techniques:

"Venn Diagram": The most convenient method to visually demonstrate the points of intersection as well as the distinct differences between the protagonists or plots of two works.

"Dialogue of Cultures" Role-play: Students engage in an interactive debate/dialogue on behalf of Uzbek and world literature protagonists (for example, an interview regarding psychological crises between Shakespeare's Hamlet and Akbarali from Cho'lpon's "Night and Day").

"Conceptual Table": A structural format where the ideological orientation, authorial perspective, and artistic solutions of the works are compared systematically.

CONCLUSION AND DISCUSSION

The methodology of conducting comparative studies of world literature in secondary school extracurricular reading classes expands students' horizons of thought and teaches them how to interpret and independently critique a text. Most importantly, this approach helps students discover answers to the existential question "Who am I?" through the mirror of global culture. Understanding universal human ideals through the lens of our national literature enhances the efficiency of cultivating well-rounded, fully developed individuals.

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