



TEACHING THE PLOT AND COMPOSITION OF LITERARY
WORK

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Annotation: *The article examines the methods of teaching the plot and compositional structure of a literary work. It reveals the importance of identifying the stages of plot development and the connection between compositional elements during literary analysis.*

Keywords: *literary analysis, plot, composition, literary work, methodology, method, climax, conflict.*

Teaching literary works is the core of literature education. The plot structure and composition play a crucial role in uncovering the ideological content, artistic nature, and author's perspective of a literary work. The plot represents the sequence of events, while the composition is the means by which these events are united into an integral artistic structure. A literary work is a holistic artistic system that reflects the writer's aesthetic worldview and way of representing reality. In literature teaching, the teacher's main goal is to help students delve into the inner structure of the text, understanding its content and form as a unified whole. In this regard, analyzing the plot-compositional structure of a literary work is one of the most important stages in deeply comprehending it. A literary work, as an artistic reflection of life, achieves its aesthetic effect and coherence largely through its plot and composition. The plot and composition form the "framework" of a literary work, ensuring the internal connection of events and the logical development of characters' actions. Bitibaeva emphasizes in her works: «The main goal in teaching a literary work is to reach the student's heart, to make them feel the power of artistic expression, and to reveal the ideological and aesthetic nature of the work.»⁴⁴ From this perspective, analyzing the plot and composition is an effective way to understand the structural foundation of a literary text. The term plot (from the French subject – "theme, content") refers to the sequence of events in a literary work that develop through the actions of characters. Composition (from the Latin *compositio* – "structure, combination") denotes the system that ensures the structural integrity and interconnection of the parts of the work. According to literary scholar Z. Qabdolov, "The plot is the core of the action in a work, while the composition is the structural framework that ensures the connection of events.»⁴⁵ Therefore, the teacher should guide students to distinguish between these two concepts while perceiving their unity. B. Zhumakaeva, in her

⁴⁴ Бітібаева К. Әдебиетті оқыту әдістемесі.- Алматы, «Рауан», 1997.- 288 бет.

⁴⁵ Қабдолов З. Сөз өнері.- Алматы: Санат, 2002



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

Methodology of Teaching Literary Works, suggests the following stages for plot analysis:

- Identifying the cause and exposition of the event;
- Tracing the development and conflict of the story;
- Analyzing the climax and the character's decisive moment;
- Determining the resolution and outcome;
- Evaluating the relationship between the character's actions and the course of events.

Such a systematic approach helps students comprehend the work as a whole. Q. Bitibaeva also notes: «Students should not be taught through ready-made analyses; they must learn to interpret the work through their own thoughts and feelings.» Hence, in teaching the plot, the teacher acts as a guide, while the student becomes a researcher. When teaching composition, the teacher should emphasize visual representation of structural parts (beginning, development, conflict, climax, resolution) using diagrams, tables, and charts. Methodologist A. Qongyratbaev writes: «Presenting the composition of a literary work in schematic form is an effective way to activate students' thinking processes.»⁴⁶ For example, when analyzing M. Auezov's story «The Karash-Karash Incident», comparing Baktygul's life path with the compositional structure of the story helps to reveal its central idea.

- “Mind Map” – to visualize the plot and composition;
- “Role Reading” – to help students empathize with characters and feel the flow of events;
- “Dialogue with the Text” – to build a personal and emotional connection between the student and the literary work.

Debate and Comparative Analysis Methods – A Pathway to Understanding the Author's Idea through Comparing Plot Conflicts. These methods aim not merely to retell the content of a literary work but to guide students toward a deep analytical and spiritual comprehension of it. The Convergence of Methodological Views of Q. Bitibaeva and B. Zhumakaeva Q. Bitibaeva places special emphasis on a personality-oriented approach in teaching literature: «Teaching literature is a means of spiritual education. Analyzing the plot of each literary work is a way to understand life's truth, human destiny, and the ideas of society.» Meanwhile, B. Zhumakaeva highly values the teacher's creative freedom and methodological flexibility in the learning process: «When analyzing the structure of a literary work, the teacher should not be limited by ready-made schemes but should aim to develop the student's independent and critical thinking.» Combining the ideas of these two scholars makes it clear that the most effective way to teach literature is to lead the student toward discovering the inner world of the work. Teaching the plot and compositional structure of a literary work is a key to developing students' aesthetic taste

⁴⁶ Коныратаев Э. Эдебиетті оқыту методикасы. – Алматы: Мектеп, 1985

MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

and fostering a deep understanding of literature. In this regard, the methodological works of Q. Bitibaeva and B. Zhumakaeva serve as modern models of literature teaching. During the teaching process, the teacher should not act merely as an information provider but as a creative guide. The main goal in analyzing the plot and composition is to develop students' skills of thinking, comparison, analysis, and evaluation. Now, let us analyze Magzhan Zhumabayev's poem "Batyr Bayan" from a plot perspective in

Plot (Sequence of Events): The poem's plot is closely related to real historical events — the period of national unity and struggle against invaders during the reign of Abylai Khan.

Exposition: The poem begins with Abylai Khan calling the people to defend the country. As danger approaches, the warriors gather and prepare for battle. At this point, the reader is introduced to Batyr Bayan — a brave, just, and patriotic warrior devoted to his homeland.

Rising Action: News reaches Abylai's court that Bayan's younger brother, Noyan, has fled with a Kalmyk girl. This event awakens Bayan's inner conflict — between his civic duty and his personal emotions.

Development: Bayan pursues his brother and the Kalmyk girl. Their love becomes a great trial before his eyes: on one side stands national honor, and on the other — his brother's life.

Climax: Placing his duty and national honor above all else, Bayan shoots and kills his brother and the girl. This act marks his spiritual tragedy but also serves as proof of his loyalty to his nation.

Turning Point (Emotional Peak): The death of Noyan and his beloved is the most tragic and emotionally intense moment of the poem. Bayan experiences deep inner torment but resolves to continue fighting for his country's honor.

Resolution: Bayan dies heroically in battle against the enemy. His death symbolizes not the fall of an individual, but the triumph of national pride. Abylai honors Bayan's bravery and elevates him to the status of a national hero.

The conclusion, a student who perceives a literary work as an integrated system is guided toward artistic thinking and spiritual insight. Therefore, when teaching plot and composition, it is essential to connect theory with life experience and the author's worldview with the student's emotional perception. The main objective of teaching plot and composition is to develop students' abilities to think, analyze, and synthesize, nurturing them as independent and reflective readers of literature.

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**MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS**

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