

The Role Of Interpretation In The Process Of Understanding And Analyzing A Literary Work

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Abstract: This article highlights the role and significance of interpretation in the process of teaching and analyzing a literary work. A deep understanding of a literary text, including its conceptual content and ideological-spiritual essence, is considered an important factor in shaping students' thinking. The article recommends effective methods such as narration, working with keywords, and the spiral method in teaching literary texts. The process of understanding a literary work is evaluated as an essential stage in developing students' aesthetic taste, vocabulary, and thinking skills.

Keywords: Literary work, interpretation, analysis, conceptual content, literary text, narration, working with keywords, spiral method.

Introduction

A literary work is a complex and multifaceted phenomenon. There are various approaches and methods for teaching and analyzing literary works. This is because any given literary text can be studied and analyzed through multiple perspectives such as text theory, poetics, hermeneutics, and stylistics. A literary work is not only a source of language but also a reflection of national mentality and values, a mirror of human thought, and a map of the culture and worldview of the peoples of the world.

A literary text contains a greater reservoir of information than what can be directly conveyed through language, words, or speech. Sometimes a small detail can reveal the essence of a literary work, while in other cases, the entire work may serve to explain a single detail. From this point of view, the correct perception and understanding of a literary work is extremely important. Interpretation leads to an understanding of this very conceptual content of the literary work. Conceptual content emerges from the unity and interaction of extralinguistic factors—namely pragmatic, social, cultural, and psychological elements—within the literary text. The way to perceive and understand them is through interpretation.

Interpretation is one of the complex issues in literary studies that still requires comprehensive and in-depth research. Today, there are relatively few studies that clearly distinguish between interpretation and analysis when reading a literary work. In order to analyze a literary work, it is first necessary to perceive and understand it. It is precisely this process of perception, internalization, and cognitive processing that is encompassed by interpretation.

Analysis and Methods

The term “*interpretation*” has been explained in different ways in scientific literature. In fact, the term originates from the Latin word “*interpretatio*,” meaning mediation, and refers to the process of perceiving, understanding, discussing, drawing conclusions, and creatively reworking a literary work. In the explanatory dictionary of the Kazakh language, it is defined as “discussing and explaining the meaning or content of something; a creative inquiry based on an individual interpretation of any literary work.” In the explanatory dictionary of the Uzbek language, the term is interpreted as “commenting, explaining, and clarifying.”

In literary studies, the concept of interpretation holds a special place. It systematizes the relationship between the natural perception of a literary work and its analytical understanding, comparing the thinking of an ordinary reader with that of a professional literary scholar. On this basis, it elevates the reader's perception of a literary work to a scientific level. First and foremost, interpretation in a literary work is carried out to understand its content, meaning, and hidden ideas. In this regard, the Russian scholar A. B. Yesin writes: “The essence of interpretation can be expressed in the formula ‘Interpretation is one's own understanding,’ where the word ‘own’ is of great importance. ‘Own’ refers to what a person understands based on their life experience.” Here, “one's own understanding” does not mean interpreting the work in a way that contradicts the author, but rather perceiving it personally in order to grasp its inner essence and approach the author's intended idea. Thus, understanding and perceiving a literary work through interpretation is considered a fundamental condition. In literary scholarship, interpretation is defined as understanding, comprehending, and

deeply analyzing the general meaning, content, idea, and concept of a literary work. From the above, it can be concluded that interpretation is essentially the process of understanding and perceiving a literary work.

According to the views of the Italian philosopher Emilio Betti in his scientific work *“General Theory of Interpretation,”* interpretation is a process involving three components: the subjective perspective of the author, the subjective perspective of the interpreter, and a representative form that serves as a medium between the two. In Betti’s theory, the concept of “representative form” is defined as the objective representation of a phenomenon shared among human subjects. Its main function is to convey the meaning and content embedded in the entirety of the literary text.

Researcher Q. T. Januzakova emphasizes that there are several types of interpretation:

- **Reader’s interpretation** – based on the reader’s initial impressions, emotions, and feelings after reading the work.
- **Scientific interpretation** – where a literary scholar generalizes, clarifies, and verifies initial impressions through scientific analysis.
- **Creative-imagery interpretation** – transferring a literary work into another form of art (for example, adapting it into a film or a stage performance).

Thus, first and foremost, a literary work must be perceived by the reader, and interpretation is carried out to understand its true essence and deeper layers.

Reading a literary work is not merely obtaining information from a text. In this respect, there is a significant difference between mastering a literary work and learning materials from other disciplines. A literary work is a complex system based on figurative language and poetic expression. Beyond the denotative meanings of linguistic units, it is essential to analyze their connotative, poetic, and figurative meanings by examining the contexts in which words are used. It is not enough to understand the “product” of the author’s worldview and creative exploration solely through the development of events; the reader must immerse themselves in the artistic world, engage their thinking, and interpret the work critically. These aspects constitute the functional tasks of teaching literature.

Most active methods used in working with literary texts are implemented within a verbal system. These include working with vocabulary, discussion, expressive reading, research, explanation, and narration. In literature classes, beginning the teaching of a literary work with narration has its own significance. Narration is the initial product of interpreting a literary text. It is an active learning activity that not only helps determine the level of students’ understanding but also serves as an initial guide to the structural system of the literary work. According to methodologist A. M. Laushina, it is considered a process that reflects the intellectual activity of the learner.

Narration is a process of thought and cognition that involves the creative “reworking” of a literary text.

Results

Analyzing key concepts in a literary work and paying attention to words whose meanings have not yet been mastered allows for a much broader understanding compared to ineffective tasks such as “tell the words you did not understand from the text” or “write explanations for the words you did not understand.”

When initially perceiving and understanding lyrical works, work with key concepts is carried out. Methodologist-scholar A. Qonyratbayev states: “Another distinctive feature of lyrical poems is that, due to their small size and concise expression of ideas, the importance, semantic features, and weight of each word increase.” Identifying precisely these meaningful and significant words in the poem helps ensure a full and comprehensive understanding of the text.

For example, in the 5th grade of schools where instruction is conducted in Kazakh, the poem “Yoshlikdan bilim izlab yugurmadim” by Abay Qo‘nanbayev is studied.

If the key word combinations presented in the poem are considered as objects that require special attention to their meanings, then the main concepts of the poet’s advice to the younger generation are expressed through the highlighted words such as “qo‘lim quruq” (empty-handed), “qo‘l cho‘zdumu” (did I reach out), “bilim” (knowledge), “adab” (manners/ethics), “mansab” (position/status), and “yuksaklarga qanot qoqdim” (I strove for heights).

Ensuring that no words or phrases in a literary work remain unclear or unused in a student’s life creates an opportunity to enhance their level of understanding of the literary text. In this way, we enrich students’

vocabulary and broaden their worldview. This is because the key concepts in every literary work serve as the foundation for comprehending the text and retaining it in long-term memory.

Discussion

In the methodology of teaching literature, it is appropriate to use the spiral method when teaching the life and works of a particular poet or writer. This is because the spiral method is one of the key methodological principles in education. Its advantages are as follows:

- learning material is taught from simple to complex;
- in the process of revisiting each topic, students reinforce their previous knowledge and discover new aspects;
- thus, students' knowledge gradually expands and deepens step by step.

As we can observe, although the main principle remains general, as the grade level increases, students' cognitive and learning activities become more complex and develop further. In grades 5–6, students understand the content of a literary work; in grades 7–8, they analyze its content and reveal its ideological and spiritual aspects; and in higher grades, they begin to interpret it from philosophical, historical, and aesthetic perspectives.

In understanding and perceiving lyrical works, emphasis is mainly placed on identifying key words to reveal the ideological content. For example, in grade 6, Abay's poem "*Do Not Envy Everything*" is studied. To perceive and understand the work, attention should be paid to the following:

1. Identify the key words in the poem.
2. Determine what kind of human behavior the poet criticizes through the idea "Do not envy everything."
3. Explain the meaning of the word "Ezma" in the poem and describe the type of person it refers to, etc.

Conclusion

In conclusion, to understand a literary work, it is necessary to study the text either in its entirety or through selected excerpts. Understanding and interpreting the essence and significance of a literary work is considered the first step of interpretation. As emphasized in scholarly literature, interpretation encompasses several processes, including understanding and perceiving the literary work, forming hypotheses, grasping the main idea, and comparing interpretations.

Reading a literary work with comprehension represents a meeting between the author and the reader within the artistic world, as well as a kind of dialogic interaction between them. On this basis, the reader learns to evaluate the literary text in an individual way, and thus the initial stages of interpretation are formed.

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