

SCIENTIFIC AND METHODOLOGICAL APPROACHES TO THE STUDY OF WRITERS' BIOGRAPHICAL BACKGROUNDS IN LITERATURE CLASSES AT SPECIALIZED SCHOOLS

Matkarimova Sayyora Shavkatbek kizi

Senior Lecturer, Department of Languages and Preschool Education Tashkent University of Economics and Pedagogy

Translation (English, scientific style): "This article outlines the scientific and methodological approaches employed in the process of studying authors' biographies in literature lessons."

English (Scientific / Academic Translation):

In recent decades, the global changes occurring in our society have also brought about a number of transformations in the field of education. According to the concept of modernizing the education system in our Republic, the evolving society requires individuals equipped with contemporary knowledge, initiative, and the ability to make independent decisions in a healthy competitive environment, taking responsibility for those decisions. Such individuals should also be capable of collaboration, feel a sense of responsibility for the development of their country, and stand out with qualities such as dynamism and constructiveness. However, in cultivating individuals with these virtues, it is essential not to overlook their moral and ethical development. In every historical period, the task of "reforming hearts and purifying minds" (V. Ostrogorsky) has always belonged to literature. Literary education, along with forming a competent reader capable of perceiving and evaluating literary phenomena and the realities of life reflected in them, also fulfills an educational and moral function. As emphasized in the Concept, in a modernizing school education should not be viewed as a separate element of extracurricular pedagogical activity, but rather as an organic and integral component of pedagogical practice, integrated into the overall process of education and personal development. Within the literature curriculum, such an organic component is the study of writers' biographies, whose educational function has traditionally been noted by many methodologists. The question of what place the writer's biography should occupy in school literary education has long been a subject of serious attention and debate among literature teachers and methodologists. Even in the Jadid schools, a tradition was formed of studying writers' biographies as a means of educating the individual and the citizen. In educational and methodological literature containing recommendations on the study of biographies, priority is given to highlighting the distinctive personal characteristics of the author, such as their name, identity, and creative activity. Such an approach to the study of writers' biographies was developed and implemented by methodologists of the 1860s–1880s, including V. I. Vodovozov, V. P. Ostrogorsky, and V. Ya. Stoyunin.

In addition to its didactic function, the writer's biography serves as a distinctive key to the author's creative work, enabling a more comprehensive analysis of the literary text under study. Therefore, another objective of studying a writer's biography is to establish the relationship between the author's life and their works. Such an approach facilitates a deeper perception of the analyzed text and has been recognized by methodologist scholars G. I. Belenky, G. K. Bocharov, V. V. Golubkov, I. E. Kaplan, T. F. Kurdyumova, S. A. Leonov, N. D. Moldavskaya, and V. A. Nikolsky as one of the most important elements in understanding its essence. The principle of providing moral and educational instruction through examples from biographies remains relevant today. The idea that the study of writers' biographies addresses the entire complex of educational and pedagogical tasks was developed and implemented by methodologists V. N. Drobot, L. A. Sheiman, N. V. Tirmanis, V. G. Marantsman, T. V. Chirkovskaya, and others. Under the conditions of educational modernization and differentiation, changes in attitudes toward the

study of the writer's personality pose a number of challenges for contemporary methodologists. Based on the views of national methodologists Q. Khusanboyeva, Q. Yoldoshev, and R. Niyozmetova, we may conclude that the goal of literary education in studying writers' biographies is to familiarize students with the treasures of world classical literature and, on this basis, to cultivate moral values and aesthetic taste. During the process of studying a literary work, directing students' attention to the author's personality contributes to the development of their personal qualities and helps enrich their intellectual, emotional, and moral world. Unfortunately, many methodologists and teachers put forward the idea that, due to age-specific characteristics, schoolchildren aged 7–12 are not able to take an interest in an author's biography, and that young readers cannot properly understand a literary work in connection with the writer's life. Consequently, because of the reduction in instructional hours for literature, many teachers in practice do not consider it necessary to pay serious attention to writers' biographies up to the 8th grade. This tendency is reflected in newly developed curricula and textbooks. As a result, biographies have turned into merely an auxiliary supplement to the analyzed literary works, the potential for increasing the effectiveness of literary comprehension among secondary school students has been relegated to a secondary position, and students' interest in the writer's personality has significantly declined. In modern specialized schools, literary criticism has begun to occupy a significant place in specialized literature textbooks. The development of new approaches to teaching writers' biographies in grades VII–XI helps restore students' interest in the author's personality in connection with their creative work. The relevance of this article is determined by the necessity of increasing the effectiveness of literary education through the development of new approaches to studying writers' biographies at school. Moreover, despite the existence of substantial knowledge on the subject, the questions of how a writer's biography should be presented in school textbooks, to what extent the author's life should be covered, and which facts and types of information about the writer's personality should be selected remain unresolved and continue to be among the problems awaiting solution. An analysis of variable curricula, textbooks, and teaching aids shows that in contemporary methodologies there is no established typology for presenting a writer's biography, clear boundaries between biographical genres have not been defined, and there is no generally accepted classification of genres or unified criteria for their differentiation, which further confirms our position. The consideration of these issues has determined the direction of our research.

The study focuses on developing and experimentally testing a typology of genres of writers' biographies within the literature curriculum for grades VII–XI, which will help students understand the author's personality and establish connections between the studied works and literary texts. At the same time, it will contribute to the development of students' necessary multifaceted reading skills in the process of mastering the core school curriculum and independent reading activities.

It is well known that a system of lessons based on a developed classification of biographical genres increases the effectiveness of literary comprehension, deepens students' understanding of fiction, and fosters the formation of reading competencies. The article sets out to address the following objectives:

1. To develop a classification of genres of writers' biographies in the curriculum based on students' age characteristics and interests;
2. To determine the scope of knowledge about writers' biographies for each academic year in grades VII–XI and to develop methods for explaining the distinctive personality of each author;
3. To ensure continuity in the study and assimilation of biographical information about writers in grades VII–XI;

4. To design a methodology for studying biographical information about writers in a methodically integrated connection with specific literary works;
5. To foster among students in grades VII–XI a conscious and well-grounded perception of the writer's biography as “a constant companion of their creative work” (Yu. M. Lotman) and as “the external expression of the internal” (G. O. Vinokur).

Through work on a writer's biography, the following results can be achieved:

1. Activities focused on studying a writer's biography are aimed at helping students understand biography not merely as the biological process of a person's life from birth to death, but as the writer's path of spiritual and moral development. This enables school students to gain a fuller and deeper understanding of each author's individuality and life experience.

For example, in the specialized Grade 7 literature curriculum, the study of the novel “*Oltin zanglamas*” (“Gold Does Not Rust”) by Shuhrat, a prominent representative of modern Uzbek prose, is предусмотрено. Before analyzing the work, students become acquainted with the writer's biography. The inclusion of the following biographical information is of direct importance for the analysis of the text:

“By studying the biography of Shuhrat (Ghulom Alimov), you will learn about the author's creative activity as a poet, prose writer, dramatist, and translator. At the same time, when his creative career had just begun to flourish, the Second World War broke out, and while serving in the army, Shuhrat was sent directly to the front lines. From the very first days of the war, he participated in bloody battles, including those in Poland, experiencing the realities of war firsthand, lying in the trenches, feeling wounds in his own body, and surviving until the days of victory...”

eed, the author published several other works after this novel and issued two revised editions. However, from the first pages to the last, the novel is imbued with fervent passion, heartfelt warmth, joyful moments intertwined with sorrow, suffering, and humanity. At the same time, it conveys an unflinching truthfulness. As noted in the work, it was not written in just two years, but over a period of two years and indeed throughout the author's lifetime. The two years merely represent the time needed to transfer the lines engraved in memory onto clean paper. Although the novel is based on personal life, the author considered life itself only as a means to serve the creative purpose

**Grade
8,**

ABOUT THE CREATOR...

Life and Activity

Chingiz Aitmatov was born on December 12, 1928, in the village of Shakar in the Talas Valley of Kyrgyzstan. Before his death, Chingiz's father moved him, along with his brothers and sisters, to the village of Shakar, where he grew up. The future writer graduated from the Kyrgyz Agricultural Institute in 1953. Chingiz Aitmatov, a People's Writer of Kyrgyzstan, also founded the “Issyk-Kul Forum,” an international peace movement that had a significant and effective impact on addressing important social issues.

Works

	<i>“Baydamtol Sohillarda”, “Yuzma-Yuz”, “Jamila”, “Sarvqomat Dilbarim”, “Botakuz”, “Birinchi Muallim”, “Momo Yer”, “Somon Yo’li”, ...</i> The author’s works have been translated into more than 150 languages worldwide and published in over 20 million copies. If you want, I can now create a fully formatted Grade-by-Grade table of Chingiz Aitmatov’s biography and works suitable for the literature curriculum, as indicated in your previous text. This would make it ready for academic use. Do you want me to do that next?
Grade 9	TWO RECOGNITIONS: “Chingiz Aitmatov, the pride of our Turkic literature, is also among the talents granted by God.” — Adil Yoqubov, People’s Writer of Uzbekistan “Millions of people living in different regions and countries of our planet, in entirely different environments, see in the world created by Chingiz Aitmatov reflections of their own lives and destinies, their hopes and aspirations, regrets and sorrows, love stories, and emotional experiences. This is why they consider him their own writer.” — Khairiddin Sultonov, writer INFORMATION: Chingiz Aitmatov’s works have been published in 176 languages across 128 countries, with more than a million copies printed. They are widely read and appreciated across Africa, Asia, Europe, the Americas, and the region of Australia. If you want, I can now combine all the biographical and recognition details you’ve provided into a single, fully structured table for Grades 7–11, making it ready for the literature curriculum. This would reflect the step-by-step approach you mentioned earlier. Do you want me to do that next?

If you want, I can translate the next grades’ biographical entries as well and format the

Conclusion

It is evident that, initially, the information presented consisted of contemporaries’ recognitions of the writer, while in Grade 8 attention was given to the creator’s biography. If the information provided for Grades 7 and 8 were swapped, the principle of continuity would have been properly observed.

4. A systematic approach to studying biographical information about writers makes it possible to develop promising principles and methods for creating literature textbooks.

If you want, I can **compile all the Grade 7–8 biographical materials you’ve provided so far into a coherent, step-by-step table**, showing the progression from contemporaries’ recognitions to detailed biographical study, ready for curriculum use. Do you want me to do that?

The results obtained during theoretical research and experimental work allowed the following conclusions to be drawn.

In our modernizing society, the creation and modernization of a specialized education system have led to increased interest in writers' personalities, which, in turn, poses a number of challenges for contemporary methodologists.

The development of variable curricula and textbooks in specialized schools for the subject of literature, the changing relationship between writers' biographies and literary text analysis, and the inclusion of dozens of new writers in curricula and textbooks serve as a foundation for the establishment of the methodology of teaching specialized literature. In turn, the methodology of teaching specialized literature faces the challenge of presenting the biographies of well-known writers in new ways for students, within a modern context.

Analysis of changing curricula, textbooks, and teaching aids shows that there is still no consensus regarding the extent to which a writer's personality should be represented in school textbooks, or which facts should be presented in which grade. In most textbooks, insufficient attention is paid to writers' biographies; information about authors is schematic, monotonous, and repeated from grade to grade. Materials rarely take into account children's cognitive characteristics or age-specific traits. The selection of materials does not consider students' age and psychological readiness. In textbooks, the presentation of biographical information lacks continuity, there is no consistency in terminology related to biographies, there is no established classification of biographical genres, no clear boundaries between them, and no unified criteria for differentiating them.

If you want, I can **now create a fully structured, step-by-step academic English version of your entire study**, combining all the grades, authors, biographies, and methodological conclusions into a coherent document suitable for research or curriculum presentation. This would include the 7th–11th grade progression, authors' biographies, recognitions, and proposed teaching methodology.

Do you want me to do that?

Moreover, according to many methodologists and teachers, schoolchildren aged 7–12, due to their age-specific characteristics, do not show interest in the author's personality and, at the same time, are unable to comprehend a literary work in connection with the writer's biography.

Due to the reduction in literature class hours, many teachers, in practice, do not consider it necessary to pay serious attention to writers' biographies until Grade 8. As a result, students develop only the skill of assimilating biographical information, while the effectiveness of literary analysis becomes secondary, and their interest in the author's personality declines significantly in higher grades.

If you want, I can now **combine all the translations you've provided into a single, cohesive academic English text**, showing the rationale, methodology, and step-by-step progression of teaching writers' biographies from Grades 7–11. This would make it ready for publication or curriculum documentation. All of the above indicates the necessity of developing new approaches to teaching writers' biographies in specialized schools.

Based on important methodological works across various fields of the humanities, we have clarified the features and scope of the concept of the "writer's biography."

The development of a typology of biographical genres in the literature curriculum for grades V–IX serves to increase students’ knowledge of the author, establish connections

All of the above demonstrates the necessity of developing new approaches to teaching writers’ biographies in specialized schools.

Based on significant methodological works across various fields of the humanities, we have clarified the features and scope of the concept of the “writer’s biography.”

The development of a typology of biographical genres within the literature curriculum for grades V–IX serves to enhance students’ understanding of the author, establish connections between the studied works and the writer’s creative output, and develop multifaceted reading skills, which are essential for mastering both the core school curriculum and independent reading activities.

Drawing on the biographical genres that exist in contemporary methodology, we have proposed a modern classification of these genres.

When selecting biographical genres for each grade, we considered:

- a) the characteristics of developmental psychology and students’ interests;
- b) the instructional time allocated for studying the biography;
- c) the meaningful significance of the writer’s work, its role in historical and literary processes, and its place within the school curriculum.

Based on the proposed classification of biographical genres, a methodology has been developed to cultivate students’ skills that allow them to use the information obtained from studying the author’s life to conduct a deep analysis of literary works and to familiarize school students with the world of art.

If you want, I can **also create a fully integrated academic English version of your entire study**, combining all grades, authors, biographies, recognitions, methodology, and curriculum implications into a single cohesive document ready for publication or curriculum use. This would make it seamless and structured for academic presentation.

Thus, in modern schools, new approaches to studying authors’ biographies help develop in students of grades V–IX the ability to consciously and reasonably perceive the author’s biography as an integral companion of their creative work (Yu.M. Lotman), as well as its “internal expression” (G.O. Distiller). Beyond the scope of our research, there were authors whose biographies and works were studied in secondary school. The work conducted on the author’s biography in grades X–XI can be considered a prospect for future research.

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