Interpretation of some issues of literary theory in education

Askar ABDULLAYEV[1]

Samarkand State Institute of Foreign Languages

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ABSTRACT

The interpretation of literary theory in education continues to be a topic of considerable debate and evolution. This article examines key issues surrounding the application of literary theory in university curricula, exploring the challenges faced by educators in interpreting and teaching diverse theoretical perspectives. With a focus on both historical and contemporary approaches, the paper critically assesses how traditional frameworks such as structuralism, formalism, and post-structuralism intersect with postmodernist, feminist, and postcolonial critiques. Additionally, the article investigates the role of interdisciplinary methods and digital media in shaping modern literary studies. By analyzing current teaching practices and theoretical innovations, this work provides a comprehensive overview of how literary theory continues to shape higher education.

Ta'lim jarayonida adabiyot nazariyasining ayrim masalalarini talqin qilish

ANNOTATSIYA

Ta'limda adabiyot nazariyasining talqini hamon sezilarli bahs-munozara va rivojlanish mavzusi bo'lib qolmoqda. Ushbu maqolada adabiyot nazariyasini oliy ta'lim o'quv dasturlarida qo'llashning asosiy masalalari ko'rib chiqiladi, turli nazariy qarashlarni talqin qilish va o'qitishda pedagoglar duch keladigan muammolar o'rganiladi. Tarixiy va zamonaviy yondashuvlarga e'tibor qaratgan holda, maqolada strukturalizm, formalizm va poststrukturalizm kabi an'anaviy asoslarning postmodernizm, feminizm va postkolonial tanqidlar

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[1] Teacher, Samarkand State Institute of Foreign Languages.

bilan oʻzaro aloqasi tanqidiy baholanadi. Bundan tashqari, maqolada fanlararo usullar va raqamli texnologiyalarning zamonaviy adabiyotshunoslikni shakllantirishdagi oʻrni tadqiq etiladi. Oʻqitishning hozirgi amaliyoti va nazariy yangiliklarni tahlil qilish orqali, ushbu ish adabiyot nazariyasi oliy taʼlimni qanday shakllantirishi haqida keng qamrovli maʼlumot beradi.

Интерпретация некоторых вопросов теории литературы в сфере образования

Ключевые слова:
теория литературы, педагогика, структурализм, постмодернизм, междисциплинарные исследования, разработка учебных программ, литературная критика, цифровые медиа.

АННОТАЦИЯ

Интерпретация литературной теории в образовании продолжает оставаться предметом значительных дискуссий и развития. В данной статье рассматриваются ключевые вопросы, связанные с применением литературной теории в университетских учебных программах, исследуются трудности, с которыми сталкиваются преподаватели при интерпретации и преподавании различных теоретических перспектив. Уделяя внимание как историческим, так и современным подходам, работа критически оценивает, как традиционные направления, такие как структурализм, формализм и постструктурализм, взаимодействуют с постмодернистской, феминистской и постколониальной критикой. Кроме того, в статье исследуется роль междисциплинарных методов и цифровых медиа в формировании современного литературоведения. Анализируя текущую практику преподавания и теоретические инновации, эта работа предоставляет всесторонний обзор того, как теория литературы продолжает влиять на высшее образование.

INTRODUCTION

The discipline of literary theory is a cornerstone of education, offering students tools for understanding texts from a variety of intellectual perspectives. Over the past century, literary theory has shifted dramatically, driven by a number of intellectual movements. From the formalist approaches of the early 20th century to the postmodern, feminist, and postcolonial critiques that arose later, the interpretation of literary works has been continuously reshaped. In higher education, this evolving theoretical landscape presents both opportunities and challenges for educators in their efforts to teach literary theory effectively. This article examines some of the key issues and challenges related to the interpretation of literary theory in the context of education. It explores the interplay between classical and modern theories, addresses the integration of interdisciplinary methods, and discusses the impact of digital media on literary studies. By reflecting on current practices, the paper aims to offer insights into the pedagogical challenges and opportunities that come with teaching literary theory in the 21st century.

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MATERIALS AND METHODS

This article employs a qualitative research approach, combining textual analysis and interviews to explore the interpretation of literary theory in higher education. The primary data was collected through semi-structured interviews with university faculty members who teach courses in literary theory. These interviews were designed to capture a wide range of perspectives on how theory is interpreted and applied in different institutional contexts. Secondary data was gathered from course syllabi, textbooks, and scholarly articles that explore the teaching and application of literary theory in academic settings. A comparative approach was taken to examine how various theoretical approaches, such as structuralism, postmodernism, and feminist theory, are integrated into different university curricula. Additionally, the study looked at how digital resources, including online platforms, are reshaping the dissemination and interpretation of literary theory.

DISCUSSION

Literary theory has undergone significant changes over the past century. Early 20th-century movements like formalism and structuralism focused on analyzing the text itself, independent of external factors like authorial intent or historical context. The structuralists emphasized the underlying systems that govern language and meaning, laying the groundwork for later developments in semiotics and narrative theory. The work of Roland Barthes and Ferdinand de Saussure was foundational in this regard, demonstrating the role of language in constructing meaning.

However, post-structuralism and deconstruction, influenced by thinkers like Jacques Derrida and Michel Foucault, moved away from fixed interpretations, emphasizing the fluidity and instability of meaning. These theories have had a profound impact on how literature is taught in higher education, as they encourage students to question the idea of a singular, definitive reading of a text. In contrast to earlier schools of thought, these theories highlight the importance of context, power dynamics, and subjectivity in the construction of meaning.

One of the significant developments in contemporary literary theory is the increasing use of interdisciplinary approaches. Fields such as cultural studies, philosophy, sociology, and history have become central to the study of literature. This interdisciplinary approach broadens the scope of literary analysis, allowing students to examine texts from diverse perspectives. For example, Marxist readings focus on class struggle and socio-economic contexts, while feminist readings explore issues of gender and power. Incorporating interdisciplinary methodologies not only enriches the study of literature but also reflects the growing recognition that literature cannot be divorced from the cultural, political, and historical contexts in which it is produced. As a result, many literature departments now offer courses that integrate theoretical perspectives from various disciplines, allowing students to engage with literature more holistically and critically.

The rise of digital platforms has significantly altered the landscape of literary theory in higher education. Online resources, including digital archives, MOOCs, and academic databases, have democratized access to critical theory and literary analysis. Digital platforms allow students and scholars to access a vast array of theoretical resources, including secondary literature, podcasts, videos, and online lectures. These tools have created new opportunities for students to engage with literary theory beyond the traditional classroom setting.

However, the increased reliance on digital media also presents challenges. The sheer volume of available resources can be overwhelming, and the quality of online content varies widely. Moreover, while digital platforms foster greater accessibility, they may also contribute to the commodification of knowledge, as the focus shifts from in-depth critical analysis to the rapid consumption of content.

CONCLUSION

The interpretation of literary theory in higher education is an ongoing process that continues to evolve alongside shifts in intellectual and cultural movements. While traditional theoretical frameworks such as structuralism and formalism still play an important role, newer approaches such as postmodernism, feminism, and postcolonial theory have expanded the scope of literary analysis. Additionally, interdisciplinary methods have enriched the study of literature, allowing for a more comprehensive understanding of texts in their historical, social, and political contexts. Digital media and online platforms have also transformed the way literary theory is taught and learned, offering new opportunities for global engagement and access to resources. However, these developments bring with them challenges, particularly regarding the potential for information overload and the quality of available content. In conclusion, educators in higher education must remain adaptive and innovative in their approaches to teaching literary theory. By continuing to embrace both traditional and contemporary theoretical frameworks, while incorporating digital tools and interdisciplinary methods, educators can ensure that literary theory remains a vibrant and essential part of higher education.

ACKNOWLEDGEMENTS

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