



ENHANCING THE QUALITY OF EDUCATION THROUGH THE RESPONSIBILITY AND INNOVATIVE APPROACHES OF LITERATURE TEACHERS

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Abstract

The stability and progress of society largely depend on the quality of education. In particular, the subject of literature plays a crucial role not only in imparting knowledge but also in shaping students' thinking, aesthetic taste, spirituality, and national pride. A literature teacher with modern pedagogical approaches, broad literary insight, and the ability to inspire independent thinking among students is considered the cornerstone of quality education. This article discusses the role, responsibility, and methodological mastery of literature teachers in the educational process, as well as their contribution to improving the quality of education.

Keywords: Literature, spirituality, quality of education, teacher's mastery, independent thinking, innovative method, creativity.

Introduction

In today's era of globalization, the quality of literature education is closely connected with the moral and spiritual development of society. As President **Shavkat Mirziyoyev** emphasized: "In building the foundation for the development of New Uzbekistan, knowledgeable and broad-minded youth must become our main support".



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These words are directly related to the field of literature because it is through literature that students deeply understand national values, history, linguistic richness, and human virtues.

In the Republic of Uzbekistan, a number of reforms have been implemented to improve the quality of education. In particular, the **Presidential Decree of November 6, 2020**, titled “*On further improving the system of assessing the quality of education*”, marked an important stage in this direction. This document aims to align education with international standards, enhance teacher qualifications, and introduce innovative approaches into the learning process.

A literature teacher is not merely an instructor but a person who nurtures the students’ hearts and shapes their spiritual world. Through the power of words, teachers awaken such values as patriotism, honesty, compassion, and humanity in their students.

As President Mirziyoyev noted: “The quality of education in schools directly depends on the responsibility of teachers and administrators. If a teacher works on self-improvement, there will surely be results”.

This idea is particularly relevant for literature teachers. They do not simply teach the texts in textbooks but connect literary works with real life, guiding students to think, discuss, and analyze independently.

A modern literature lesson should be integrated with contemporary technologies. The use of **digital educational tools, interactive methods, online tests, audiobooks, dramatization, cluster, and cinquain** techniques can significantly increase the effectiveness of lessons.

For example, while studying the novel “*O‘tkan kunlar*” (*Bygone Days*), dividing students into small groups and assigning them the task of analyzing the characters’ traits helps them develop not only reading but also analytical and evaluative skills.

Monitoring activities by literature teachers play an important role in ensuring educational quality. The teacher regularly evaluates students’ progress through their written works, expressive reading, and oral analyses.

As stated in the **President’s Address to the Oliy Majlis on January 24, 2020**: “One of our most important tasks is to improve the quality of education by strengthening our position in international assessment programs”.



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Therefore, teachers should employ approaches consistent with international assessment systems such as **PISA** and **PIRLS**, helping students develop logical reasoning, analytical thinking, and problem-solving skills. Moreover, it is crucial to conduct regular **diagnostic assessments** to identify students' analytical and critical thinking abilities in literature. Through such evaluation, the teacher determines how well students understand the content of a literary work, their attitude toward the characters, and their comprehension of the author's main idea. Such monitoring serves not only to track the individual development of students but also to evaluate the overall effectiveness of the teaching process. Especially when based on **PISA** and **PIRLS** standards, using assignments that involve text analysis, drawing well-grounded conclusions, identifying the author's position, and understanding cause-and-effect relationships between events helps to develop students' **functional literacy**.

Through this approach, students not only read a literary work but also connect it with real-life experiences, analyze and evaluate it. This contributes to the ultimate goal of literature education – the formation of a thinking, analytical individual who views life through an aesthetic lens.

As a result, the monitoring system serves as a **roadmap for development** for both the teacher and the student: the teacher refines their methodology, while the student consolidates their knowledge and enhances their analytical thinking skills.

In literature lessons, sincere dialogue and creative collaboration between teacher and student are of great importance. The words of **Mahmudxo'ja Behbudi**, "*The school is the heart of the nation*," are particularly relevant in this context.

During lessons, the teacher should encourage students to be active, think creatively, and draw independent conclusions. Recognizing small achievements, offering encouragement, and listening to students' opinions inspire them to learn. A wise parable says that a learned teacher used to ask his students questions every day. One day, a student asked: "Teacher, you know more than anyone. Why do you keep asking us questions?"

The teacher replied:

"Because the spark in your thoughts is my inspiration. If I stop asking, that spark will fade".



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This story beautifully illustrates the necessity of **creative collaboration between teacher and student**.

A literature teacher is the most important **spiritual guide** in school. They shape the intellectual, moral, and aesthetic worldview of the younger generation. Therefore, a teacher should perceive themselves not only as an instructor of a subject but also as a **nation's mentor**, a **guardian of spirituality**, and a **leader of thought**.

The teacher's openness to innovation, continuous self-improvement, creativity, and leadership qualities are the key factors that determine **the quality of education and the future of the nation**.

President **Shavkat Mirziyoyev** perfectly expressed this idea: "The higher the responsibility of teachers and leaders, the higher the quality of education will be". Therefore, the **dedication, initiative, and mastery** of literature teachers define the intellectual strength of the younger generation and the **spiritual advancement of the nation**.

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