



The Application Of Interactive And Integrated Methods In Teaching Muhammad Yusuf's Poetry To Primary Education Students

Rakhimbayev Jurabek Sobirovich

Teacher Of the Department Of "Pedagogy And Exact Sciences" Urgench
Ranch Technological University, Uzbekistan

ABSTRACT

This article examines the specific features of teaching the poetry of the outstanding Uzbek poet Muhammad Yusuf to students majoring in Primary Education. Since future primary school teachers will themselves be responsible for introducing young children to the world of literature, their own literary competence, emotional perception, and methodological skill in working with poetic texts require special pedagogical attention. The article substantiates the necessity of applying interactive methods (clustering, brainstorming, role-play, literary quizzes) together with an integrated approach that connects literary analysis with pedagogy, psychology, and methods of teaching native language and reading, in order to prepare competent and creatively minded primary school teachers capable of cultivating aesthetic taste and national values in young learners.

KEYWORDS: Muhammad Yusuf, primary education, interactive methods, integrated approach, poetry teaching, teacher training, literary competence.

INTRODUCTION

The quality of literary education a nation provides to its children largely depends on the professional and creative competence of primary school teachers. It is precisely at the primary stage of education that a child forms his or her first attitude toward the native language, toward books, and toward poetic word. Consequently, students of the Primary Education specialty, who will soon become the first literary guides for millions of children, must themselves possess a deep and emotionally rich understanding of national poetry.

Muhammad Yusuf (1954–2001), one of the most beloved and widely read Uzbek poets of the late twentieth century, occupies a special place in this respect. His poetry is characterized by simplicity of language, vivid and accessible imagery, and profound emotional sincerity concerning themes such as the Motherland, mother, childhood, and human dignity. These very qualities make his verses exceptionally suitable material not only for direct classroom use with young children, but also for the professional training of the future teachers who will one day read these poems aloud to their pupils.

The relevance of the present study lies in the fact that, despite the wide use of Muhammad Yusuf's poetry in school curricula, the methodology of preparing Primary Education students specifically to teach this poetry — through interactive and integrated approaches suited to the psychological characteristics of young learners — has not yet received sufficient scholarly attention. This article aims to fill this gap by proposing a methodologically grounded

framework for the effective use of interactive and integrated methods in this specific pedagogical context.

The purpose of the article is to identify and substantiate the most effective interactive and integrated methods for teaching Muhammad Yusuf's poetry within the Primary Education curriculum, taking into account both the professional needs of future teachers and the age-related characteristics of the pupils they will eventually teach.

Theoretical Background: Why Primary Education Students Need a Special Approach

Unlike students of philological faculties, who are trained primarily as literary specialists, students of Primary Education are being prepared as generalist teachers who must simultaneously master pedagogy, child psychology, methods of teaching several subjects, and a working knowledge of literature sufficient for classroom use. Their engagement with a poetic text such as Muhammad Yusuf's verse therefore has a dual purpose: first, to enrich their own aesthetic and emotional world; second, and more importantly, to equip them with concrete methodological tools for transmitting that same aesthetic experience to seven- to ten-year-old children.

From a pedagogical standpoint, this dual purpose requires an integrated approach, in which the study of a literary text is deliberately connected with courses in pedagogy (methods of organizing a lesson), psychology (age-appropriate perception of art), and methods of teaching native language and reading in primary school. Studying a poem in isolation, as a purely literary object, would leave future teachers without the practical skills needed to adapt that same poem for a young audience.

At the same time, interactive methods are indispensable in this process, because interactivity itself models the very classroom techniques that Primary Education students will later use with their own pupils. When a lecturer uses brainstorming, role-play, or a literary quiz while teaching a poem by Muhammad Yusuf, the student experiences the method not only as a learner but simultaneously as an observer and future practitioner of that same method.

Interactive Methods in Practice

Among the range of interactive techniques available, several have proven particularly effective when applied to Muhammad Yusuf's poetry within Primary Education programs. The clustering method allows students to visually organize the key images and emotions found in a poem (for example, the poem's associations with the Motherland: soil, mother, childhood home, native language), which helps them later design similar visual organizers for young pupils.

Brainstorming sessions, in which students freely generate associations connected to a given theme — such as "What does the word Motherland mean to a child?" — before reading the actual poem, activate prior knowledge and emotional readiness, a technique directly transferable to primary classrooms. Role-play and dramatization, in which students recite or act out the mood of a poem, develop expressive reading skills that are essential for a primary school teacher, since the teacher's own expressive delivery largely determines how vividly children will perceive a poetic text.

Literary quizzes and short competitive games based on the content and imagery of Muhammad Yusuf's poems increase motivation and engagement, while also serving as a model that students can adapt, in simplified form, for their future first- to fourth-grade pupils. Group discussion techniques, such as "think-pair-share," further train students in articulating their personal



interpretation of a poem, a skill they will need when guiding classroom discussions with young children.

An Integrated Model for the Primary Education Curriculum

Based on the analysis above, an integrated model for teaching Muhammad Yusuf's poetry to Primary Education students can be proposed, consisting of three interconnected stages. The first stage, literary-emotional immersion, focuses on the students' own perception and appreciation of the poem through interactive reading and discussion, without immediate reference to teaching methodology.

The second stage, methodological transformation, requires students to analyze how the same poem could be adapted for children of a specific age group (for instance, comparing how a poem about the Motherland might be introduced to first-graders versus fourth-graders), integrating knowledge from developmental psychology and primary teaching methods. The third stage, micro-teaching practice, involves students actually delivering a short lesson fragment based on the poem to their peers, who act as young pupils, followed by structured feedback from the instructor and fellow students.

This three-stage model ensures that the study of Muhammad Yusuf's poetry is never treated as an end in itself within the Primary Education program, but rather as a vehicle for developing the full range of competencies — literary, psychological, pedagogical, and communicative — that a future primary school teacher requires. Preliminary observation of pilot sessions organized according to this model indicates increased student engagement and greater confidence in students' ability to explain poetic content to a young audience in simple, age-appropriate language.

Challenges and Recommendations

Several challenges accompany the implementation of this integrated and interactive model. Limited instructional time within an already dense Primary Education curriculum restricts the number of poems that can be studied in depth. Additionally, not all instructors of literature courses possess sufficient training in child psychology and primary teaching methods, which can weaken the integrative dimension of the approach.

To address these challenges, it is recommended that literature courses for Primary Education students be developed jointly by specialists in literature and specialists in primary pedagogy, ensuring genuine interdisciplinary coherence rather than superficial combination of subjects. It is further recommended that a compact anthology of Muhammad Yusuf's poems, accompanied by ready-made interactive lesson templates suitable for primary school use, be compiled specifically for this student population, reducing the burden of independent material preparation and standardizing quality across teacher-training institutions.

Finally, incorporating simple digital tools — such as short audio recordings of expressive readings, or online quiz platforms — can further reinforce both the interactive and integrated dimensions of instruction, while also modeling for future teachers how modern technology can be responsibly used in a primary school classroom.

Conclusion

The poetry of Muhammad Yusuf, with its accessible language, vivid imagery, and deep national and human values, provides an especially valuable resource for the professional training of

Primary Education students. However, its pedagogical potential can only be fully realized through a deliberate combination of interactive teaching methods and an integrated curricular approach that connects literary study with pedagogy, psychology, and primary teaching methodology.

The three-stage model proposed in this article — literary-emotional immersion, methodological transformation, and micro-teaching practice — offers a practical framework through which future primary school teachers can develop both a personal love for national poetry and the concrete professional skills needed to pass that love on to the next generation. Further empirical research, including controlled pedagogical experiments across several teacher-training institutions, would be valuable in quantitatively confirming the effectiveness of this model.

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