

RETSEPTIV POETIKA NAZARIYASINING AMALIY TADBIQI MUAMMOLARI

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Annotatsiya

Ushbu maqolada retseptiv poetika nazariyasining amaliy tadbiqi xususida so'z yuritiladi. Retseptiv poetika metodidan dars jarayonida foydalanishning bir nechta ijobiy xususiyatlari bilan birgalikda noafzalliklariga ham turli mutaxassislar tomonidan to'xtalib o'tilgan. Tanqidiy hamda erkin fikrlash ushbu metodning kitobxonlarda rivojlantirishi mumkin bo'lgan afzalliklari sifatida maqolada qayd etiladi.

Kalit so'zlar: retseptiv poetika nazariyasi, retseptiv poetika metodi, kitobxon, empatya, interpretatsiya, pedagogik mashg'ulotlar.

Retseptiv poetika metodidan foydalanganda o'qituvchining o'rnini xususida so'z yuritilgan ekan, Roen va Karolides (2005) buni quyidagicha asoslaydi, retseptiv poetika yondashuvi o'qituvchini badiiy asarning mazmun-mohiyatini ochuvchi asosiy shaxs sifatida emas, balki bahs-munozaralarga yo'naltiruvchi, matnning dastlabki talqinini erkin holda bayon etishda o'ziga xos tushunchalarga ega bo'lishni rag'batlantiruvchi shaxs sifatida tan oladi. "O'qituvchining ovozi bir paytning o'zida boshqaruvchi va qatnashuvchi sifatida namoyon bo'ladi" – *"The teacher's voice is at once that of the shepherd and of a partner participant"* (p. 60)¹. Larsonning fikricha, ustozlar barcha o'quvchilarni bir paytda jalb etish uchun o'z mashg'ulotlariga kompyuter texnologiyalarini ham kiritishlari mumkin. Internet bloglari, jurnallar va muzokaralar o'quvchilarga o'z o'quv malakalarini oshirishda real hayot bilan hamohang tarzda mashg'ul bo'lishga yordam beradi (Larson, 2009)².

Retseptiv poetika nazariyasi barcha talqinlarni to'g'ri deb hisoblamaydi. Mitchell (1993) buni shunday izohlaydi, o'qituvchilar ushbu metoddan foydalanish vaqtida ikkilanadilar va mashg'ulotlar tartibsiz holda o'tadi deb hisoblaydilar – *"wonder if using a reader response approach means that anything goes and that their classrooms will become a loosey-goosey mess"* (p. 42)³. Graves ushbu salbiy jihatlarning oldini olish maqsadida quyidagi fikrni aytib

¹ Roen, D., & Karolides, N. (2005). Louise Rosenblatt: A life in literacy. *The ALAN Review*, 32(3), 59–61. doi:10.21061/alan.v32i3.a.10

² Larson, L. (2009). Reader response meets new literacies: Empowering readers in online learning communities. *The Reading Teacher*, 62(8), 638–648. doi:10.1598/RT.62.8.2

³ Mitchell, D. (1993). Reader response theory: Some practical applications for the high school literature classroom. *Language Arts*

o'tadi: ayni bir talqinni matnga nisbatan to'g'ri deb hisoblash uchun o'quvchilar o'z javoblarini matnda ko'rsatib, dalillar bilan isbotlashlari kerak(Graves et al., 2011)⁴.

Probst(1994) Adabiyot yoki Yozuv darslarida retseptiv poetika metodidan foydalanishning bir necha afzalliklari xususida so'z yuritadi. Yuqoridagi mashg'ulotlar davomida metodning natijasi sifatida quyidagi yutuqlarga erishiladi:

- O'quvchilar o'zlarining fe'l-atvori va tajribalariga nazar solgan holda o'zlarini anglaydilar
- Oquvchilar o'zaro tushunish hamda empatya jihatlarini rivojlantirish orqali boshqalarni anglaydilar
- O'quvchilar inson faoliyatidagi turli-tuman tushunchalar, hayotiy tajribalari, ular yashayotgan jamiyat va madaniyatlar haqida ma'lumotga ega bo'ladilar
- O'quvchilar badiiy asar qaytariqa hissiyotlarimiz va hayollarimizga ta'sir eta olishini hamda asar kitobxonga ba'zi tushunchalarni o'ziga xos usullarda ko'rsata olishini o'rganadilar⁵.

Tucker ham o'z ilmiy ishlarida retseptiv poetika metodini tadbqiq etishning afzalliklari haqida bahs yuritadi hamda adabiyotga kirish qo'llanmasida retseptiv poetika nazariyasining ijobiy xususiyatlari haqida so'z yuritadi. Tuckerning fikriga ko'ra , (2000, p. 199) yuqorida qayd etilgan metodning ijobiy tomonlari quyidagilar:

- Bu metod o'quvchilar uchun o'rganilayotgan vazifaning aloqadorlik xususiyatini his qilishga imkon yaratadi.
- Bu metod ularga adabiyot bilan passiv holda emas, balki faol ravishda shug'ullanish imkonini beradi.
- Badiiy asar mazmunini anglayoladigan tanqidchi-kitobxonga aylantiradi.
- O'z fikrlarini erkin bayon eta olish imkonini yaratadi⁶.

Buckler ham huddi shu o'quv qo'llanmada adabiyot mashg'ulotlarida retseptiv poetika nazariyasidan foydalanishning ijobiy tomonlarini ta'kidlaydi (2000, p. 200) : "retseptiv poetika nazariyasining pedagogik jihatdan tadbqiq shundaki, ushbu nazariya o'quvchiga bog'lash va aloqa o'rnatishga yordam bergan holda badiiy asar hamda hayotiy tajribani bir biriga bog'lashga yordam beradi."- *"...the most valuable pedagogical application in of reader-response criticism creates a link between real-life experience and work –helping the student to connect-and then builds on that connection."*⁷. Mashg'ulotlar davomida retseptiv poetika nazariyasini tadbqiq etish uchun o'qituvchi matn hamda kitobxonlarning talqinini tushunish

⁴ Graves, M., Juel, C., Graves, B., & Dewitz, P. (2011). Teaching reading in the 21st century: Motivating all learners (5th ed.). Boston, MA: Pearson. doi:10.1598/RT.64.7.9

⁵ Probst, E. (1994). Reader-response theory and the English curriculum. English Journal, 83, (3) 37-44.

⁶ Tucker, L.P. (2000). Liberating students through reader-response pedagogy in the Introductory Literature Course. TETYC December, NCTE.

⁷ Tucker, L.P. (2000). Liberating students through reader-response pedagogy in the Introductory Literature Course. TETYC December, NCTE.p. 200.

davomida interpretatsiyalarni yaratishi, talabalarga javoblarini taqdim etishga ko'maklashishi, bahsni to'g'ri olib borishi uchun yo'l ko'rsatuvchi vazifasini bajarishi kerak.

Retseptiv poetika yondashuvi kitobxonlarga mavzu doirasida tizimli tassavvurni faollashtirib, asar mohiyatini ochib berishga turtki bo'ladi. Bundan tashqari, ushbu yondashuv ularda maqsad, ma'naviy qadryatlar va hayotiy tajribalarning takomillashishiga yordam beradi. Retseptiv poetika yondashuvi o'quvchilarga tazyiqdan holi sinf muhitida o'z fikrlarini erkin bayon etish imkoniyatini beradi ⁸.

Shunday ekan, retseptiv poetika yondashuvi til o'rgatishda bir nechta ijobiy xususiyatlarga ega:

- 1) matnning bir nechta talqinini inobatga oladi;
- 2) mashg'ulotlarning bahslarga boy bo'lishini ta'minlaydi;
- 3) mustaqil o'rganishni mustahkamlaydi;
- 4) o'quvchilar o'z fikr va hissiyotlarini bayon etishini rag'batlantiradi;
- 5) so'zlash va insho yozish ko'nikmalarini uzluksizligini ta'minlaydi;
- 6) boshqalarning fikriga quloq solish va hurmat qilish kabi qadryatlarni rivojlantiradi. ⁹

Retseptiv poetika yondashuvi adabiy asarni tahlil etishda juda ham samarali usul hisoblanadi, zero, o'quvchi o'qituvchining javoblarini qabul qilib, passiv holatga kirgandan ko'ra, o'zining asarga nisbatan xulosalarini shakllantiradi (Mitchell, 1993)¹⁰.

Xulosa o'rnida aytish mumkinki, retseptiv poetika nazariyasini adabiyot mashg'ulotlariga tadbiq etishning afzalliklari son-sanoqsizdir. Buning uchun quyidagilarni sanab o'tish joiz: badiiy asar bilan mashg'ul bo'lishni kitobxonlarga o'rgatish, tanqidiy o'qishning muhim jihatlarini o'quvchilarga singdirish, badiiy asarni mavzuga bog'lagan holda va samarali tarzda o'qitish hamda badiiy asarni o'qish jarayonida talabarning ishtirokini oshirish kabilar shu jumladandir.

Foydalanilgan adabiyotlar ro'yhati:

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3. Iskhak, S. (2013). Catering for students' needs to promote aesthetic experience in EFL

⁸ Iskhak, S. (2013). Catering for students' needs to promote aesthetic experience in EFL literature class with reference to response centered curriculum. CELT (A journal of culture, English language teaching and literature), 13.1, 66-86.

⁹ Ekstam, J. (2018) «Metacognition and Reader Response: the use of reading logs in the environment-building classroom», Acta Didactica Norge, 12(2), s. Art. 7, 27 sider. (doi: 10.5617/adno.6093.)

¹⁰ Mitchell, D. (1993). Reader response theory: Some practical applications for the high school literature classroom. Language Arts

literature class with reference to response centered curriculum. CELT (A journal of culture, English language teaching and literature), 13.1, 66-86.

4. Larson, L. (2009). Reader response meets new literacies: Empowering readers in online learning communities. *The Reading Teacher*, 62(8), 638–648. doi:10.1598/RT.62.8.2

5. Mitchell, D. (1993). Reader response theory: Some practical applications for the high school literature classroom. *Language Arts*

6. Mitchell, D. (1993). Reader response theory: Some practical applications for the high school literature classroom. *Language Arts*

7. Probst, E. (1994). Reader-response theory and the English curriculum. *English Journal*, 83, (3) 37-44.

8. Roen, D., & Karolides, N. (2005). Louise Rosenblatt: A life in literacy. *The ALAN Review*, 32(3), 59–61. doi:10.21061/alan.v32i3.a.10

9. Tucker, L.P. (2000). Liberating students through reader-response pedagogy in the Introductory Literature Course. TETYC December, NCTE.

10. Tucker, L.P. (2000). Liberating students through reader-response pedagogy in the Introductory Literature Course. TETYC December, NCTE.p. 200.