

A METHODOLOGICAL MODEL FOR TEACHING JADID LITERATURE THROUGH MULTIMEDIA TOOLS AND ITS PEDAGOGICAL EFFECTIVENESS

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Abstract

This article examines the theoretical and methodological foundations, methodological model, and pedagogical effectiveness of teaching Jadid literature through multimedia tools in general secondary education. The relevance of the study is determined by the need to combine conventional text-based literary instruction with purposeful use of audio, video, visual materials, infographics, electronic presentations, and interactive tasks in order to communicate the complex historical, social, educational, and literary dimensions of Jadid literature to contemporary learners. The study aims to integrate multimedia tools methodologically into the teaching of Jadid literature and to evaluate the pedagogical effectiveness of the proposed approach through an educational experiment. Scientific and literary analysis, comparative analysis, a systemic approach, observation, interviews, questionnaires, testing, pedagogical experimentation, and mathematical-statistical analysis were employed. A total of 306 students participated in the experiment, including 154 students in the experimental groups and 152 students in the control groups. The findings indicate that multimedia-supported instruction positively influenced students' ability to interpret Jadid works within their historical and literary context, analyze literary texts, evaluate authorial positions, formulate independent conclusions, and demonstrate greater learning engagement. Mathematical-statistical analysis also confirmed the superiority of the experimental-group outcomes over those of the control group. The scientific contribution of the study lies in systematizing a methodological model for integrating multimedia technologies into the teaching of Jadid literature and experimentally substantiating its pedagogical effectiveness.

Keywords: Jadid literature, multimedia tools, literature teaching methodology, methodological model, literary analysis, digital education, pedagogical experiment, interactive learning, learning engagement, historical-literary thinking.

Introduction

The increasing integration of information, communication, and multimedia technologies into contemporary education has transformed the ways in which educational content can be presented, interpreted, and learned. This transformation is also relevant to literary education, where teaching does not necessarily have to be restricted to the verbal text alone. Multimedia resources make it possible to situate a literary work within its historical, cultural, aesthetic, and social environment through several complementary modes of representation. The theoretical foundations of multimedia learning emphasize the importance of coordinating verbal and visual information in the learning process (Mayer, 2020; Moreno, 2015), whereas cognitive load perspectives draw attention to the need to select multimedia elements according to instructional purposes rather than merely increasing the amount of information presented to learners (Sweller, 2017).

These considerations are particularly significant for the teaching of Jadid literature. Jadid literature represents a complex historical and literary phenomenon closely connected with the national awakening of the late nineteenth and early twentieth centuries, enlightenment, educational reform, the new-method schools, the press, theatre, national identity, and ideas of social transformation. Consequently, interpreting Jadid literary works separately from the historical and sociocultural environment in which they emerged may restrict students' ability to understand their broader meanings.

Qosimov (2004) examines Uzbek literature of the National Awakening period and highlights the place of Jadid writers in the development of national literary thought. Yo'ldoshev (2006), in turn, stresses the importance of understanding literary development in relation to the historical development of society. Research on Jadid literary studies has also systematized important scholarly approaches to the literary and educational significance of the period (To'rayeva, 2023).

At the same time, research into pedagogical technologies has established theoretical foundations for organizing instruction systematically and integrating educational tools with pedagogical objectives (Bespalko, 1989; Kolechenko, 2002; Selevko, 1998). Studies of multimedia and digital learning have further examined the pedagogical potential of multimedia representation, new media, and technology-enhanced learning environments (Manovich, 2013; Quinn, 2018; Bates, 2019).

Despite these developments, there remains a need for an integrated methodological framework that connects the historical and literary characteristics of Jadid literature with the didactic potential of multimedia technologies and evaluates such an approach experimentally in general secondary education. This intersection constitutes the principal research gap addressed in the present study.

Accordingly, the purpose of this article is to describe a methodological model for teaching Jadid literature through multimedia tools and to evaluate its influence on students' literary-analytical skills and learning engagement on the basis of experimental findings.

LITERATURE REVIEW

The scholarly foundations of teaching Jadid literature through multimedia can be considered within two interrelated areas. The first concerns Jadid literature, the National Awakening, and literature education, while the second concerns pedagogical technologies and multimedia learning.

Kosimov (2004) analyzes Uzbek literature of the National Awakening as a historical and literary phenomenon and examines the educational, national, and social ideas advanced by Jadid writers. This perspective is important for literature teaching because it indicates that the historical circumstances and enlightenment objectives of Jadid literature should be considered when interpreting individual texts.

Yuldoshev (2006) approaches literary development in relation to the historical development of society. Applied to classroom instruction, this position provides a theoretical basis for establishing relationships among the literary text, its historical period, and the author's worldview.

Turaeva (2023), examining the study of Uzbek Jadid literature through the scholarly legacy of Begali Kosimov, systematizes approaches that have emerged within Jadid literary studies. Kalandarova and Juraev (2022), through their analysis of Abdulla Avlani, demonstrate the close relationship between literary and pedagogical activities within the Jadid movement. Collectively, these studies suggest that Jadid literature should be understood not merely as an aesthetic phenomenon but also as part of a broader educational and enlightenment project.

In the field of educational technology, Bepalko (1989), Kolechenko (2002), and Selevko (1998) address the systematic organization of instruction and the purposeful application of pedagogical technologies. Their approaches are relevant to the present study because multimedia should not function as an external technological addition to a lesson. Rather, it should be integrated with instructional objectives, content, teaching methods, learning activities, and assessment.

Mayer (2020) emphasizes the relationship between verbal and visual representations in multimedia learning. Moreno (2015) considers cognitive and affective processes in multimedia environments. Sweller (2017), through the perspective of cognitive load theory, draws attention to the relationship between the form and quantity of information and learners' cognitive processing. These approaches suggest that simply presenting a literary text together with images, videos, audio recordings, and infographics does not automatically improve learning. Multimedia components need to perform identifiable didactic functions.

Manovich (2013) analyzes the characteristics of new media and digital culture, while Quinn (2018) considers the design of technology-enhanced learning environments. Bates (2019) addresses the pedagogical and organizational dimensions of digital teaching and learning. These approaches support a shift from treating students as passive recipients of digital

information toward engaging them as learners who select, compare, analyze, and interpret information.

The literature reviewed therefore demonstrates that the historical and methodological foundations of Jadid literature and the general pedagogical potential of multimedia learning have both received scholarly attention. However, the selection of multimedia tools according to the specific historical-literary characteristics of Jadid texts, their integration into literary analysis, and experimental evaluation of the resulting methodology remain areas requiring further methodological investigation. The present research addresses this gap.

METHODOLOGY

The study was designed to develop a methodology for teaching Jadid literature through multimedia tools in general secondary schools and to determine its pedagogical effectiveness.

The research object was the process of teaching the Jadid movement and selected examples of Jadid literature in general secondary education. The research subject comprised the educational content and multimedia tools used to improve the methodology of teaching Jadid literature.

The methods included scientific analysis, literary analysis, generalization, interviews, pedagogical observation, questionnaires, testing, comparative analysis, a systemic approach, description, and mathematical-statistical analysis. Theoretical methods were used to identify the scholarly and methodological foundations of Jadid literature and multimedia education. Empirical methods were applied to evaluate students' initial and final performance, while statistical methods were used to determine whether differences between the experimental and control groups were statistically meaningful.

The educational experiment was conducted at Secondary School No. 178 in the Chilonzor district of Tashkent, Secondary School No. 45 in the Kumkurgan district of Surkhandarya Region, and Secondary School No. 30 in the Urgench district of Khorezm Region.

A total of 306 students participated in the experiment. Of these, 154 students were assigned to experimental groups and 152 to control groups. In the experimental groups, Jadid literature was taught through a specially developed methodological system incorporating video lessons, excerpts from documentary and feature films, animated materials, electronic presentations, and interactive tasks. The control groups continued to study according to the existing curriculum and conventional instructional methods.

The experiment consisted of three logically interconnected stages. During the diagnostic stage, students' initial knowledge of Jadid literature, literary-text comprehension and analytical skills, understanding of historical realities, and attitudes toward multimedia materials were evaluated through tests, written assignments, questionnaires, interviews, and pedagogical observations. The initial diagnostic findings indicated that the experimental and control groups had broadly comparable starting levels.

During the formative stage, the multimedia-based methodology was systematically introduced in the experimental groups. During the final stage, students were reassessed in terms of their ability to understand Jadid works, conduct literary analysis, identify images and ideas, evaluate authorial positions, formulate independent conclusions, and participate actively in the learning process.

Student's t-test, confidence intervals, and effectiveness indicators were employed in the statistical analysis. The statistical significance level was set at $\alpha = 0.05$ and the confidence probability at $P = 0.95$.

RESULTS AND DISCUSSION

Multimedia-Based Methodological Model

The research resulted in the development of a methodological model for teaching Jadid literature through multimedia. A central feature of the model is that multimedia is not treated as a decorative or supplementary element. Instead, multimedia resources are incorporated into a unified system connecting instructional objectives, content, methods, student activities, and assessment.

Within this model, the study of a Jadid literary work begins with engagement with the literary text and subsequently incorporates visualization of historical and cultural contexts, exploration of ideological and emotional dimensions through audiovisual materials, organization of information through infographics and interactive resources, and development of independent interpretations through analytical assignments.

Audio and video materials were particularly relevant to the reconstruction of the historical environment surrounding Jadid works. Documentary excerpts, dramatized materials, and visual information concerning Jadid writers allowed students to approach literary texts as products of particular historical circumstances rather than as isolated fictional narratives. Consequently, students were encouraged to interpret literary works in relation to the social and educational problems to which Jadid writers responded.

Infographics and interactive maps were used to organize information about Jadid writers, their lives, activities, works, and the geographical development of the Jadid movement. Elements of virtual excursions and visual reconstruction of historical settings helped students conceptualize historical space and cultural environments.

These findings correspond with theoretical perspectives emphasizing coordinated use of different modes of representation in multimedia learning (Mayer, 2020; Moreno, 2015). At the same time, the results support the methodological relevance of cognitive load considerations: the educational value of multimedia depends not on the number of digital elements but on their alignment with specific instructional purposes (Sweller, 2017).

Experimental Findings

At the end of the experiment, students' competence in studying and analyzing Jadid literature through multimedia tools was assessed at high, medium, and low levels.

Among the 154 students in the experimental groups, the dissertation records approximately 63–64 students at the high level, 68–69 students at the medium level, and 22 students at the low level in its final statistical tables. Among the 152 students in the control groups, approximately 34–35 students were recorded at the high level, 65–67 at the medium level, and 51–52 at the low level.

Because minor inconsistencies between several numerical and percentage entries are present in the underlying dissertation tables, no newly recalculated percentage values are introduced in the present article. Nevertheless, the direction of the findings remains consistent across the reported tables: the experimental groups contained substantially more students at the high achievement level and considerably fewer students at the low level than the control groups.

The qualitative analysis and pedagogical observations supported this quantitative tendency. Following multimedia-supported instruction, students in the experimental groups demonstrated stronger abilities to interpret Jadid works within their historical-literary context, identify literary images and central ideas, evaluate the author's position, and formulate independent conclusions. Increased interest in Jadid literature and greater participation in classroom activities were also observed.

The findings suggest that the educational effect of multimedia is not primarily associated with providing a larger amount of information. Rather, multimedia creates additional contextual pathways through which a learner can interpret a literary text. This is particularly important for historically embedded literature such as Jadid writing, where visual and audiovisual resources can facilitate connections among the literary work, its author, and the social environment of the period.

Statistical Effectiveness

The statistical analysis used a significance level of $\alpha = 0.05$ and a confidence probability of $P = 0.95$. Within the Student's t-test calculations presented in the dissertation, the reported degrees of freedom were $k = 302.63$ for students and $k = 50.13$ for teachers.

The statistical analysis led to rejection of the null hypothesis (H_0) assuming equality between the population mean values of the experimental and control conditions and acceptance of the alternative hypothesis (H_1). Thus, the observed difference between the experimental and control outcomes was interpreted as statistically significant within the analytical framework employed in the study.

For students, the reported confidence interval for the control group was [1.77–2.01], while the experimental group interval was [2.14–2.40]. The absence of overlap between these intervals supported the conclusion that the mean performance of the experimental group was higher.

The quality indicators reported for students were $K_{usb} = 1.06 > 1$ and $K_{bdb} = 0.37 > 0$. For teachers, the corresponding indicators were $K_{usb} = 1.03 > 1$ and $K_{bdb} = 0.62 > 0$.

According to the evaluation criteria adopted in the study, these results confirmed the positive effectiveness of the developed multimedia methodology.

The results can also be interpreted in relation to theories of educational technology. Bespalko (1989), Selevko (1998), and Kolechenko (2002) emphasize the systematic character of pedagogical technology. The present findings similarly indicate that isolated use of a video or electronic presentation is less methodologically meaningful than integrating multimedia resources with analytical questions, problem-oriented tasks, comparative activities, and reflection.

From the perspective of multimedia learning associated with Mayer (2020) and Moreno (2015), the results can be linked to the coordinated presentation of textual, visual, and audiovisual information. In the case of Jadid literature, however, the findings point to an additional pedagogical function: multimedia can assist in reconstructing the historical-literary context of a work.

This function is particularly important because Jadid texts emerged in close relationship with educational reform, social transformation, national awakening, theatre, journalism, and the development of new schools. Multimedia resources can therefore help learners perceive relationships among historical circumstances, the writer's intellectual position, and the literary text.

The distinctive characteristic of the proposed model is consequently that multimedia does not replace literary analysis. Instead, it functions as a didactic means of deepening literary analysis. Students should not remain passive viewers of video or visual content. They should compare multimedia information with the literary text, evaluate evidence, identify the authorial position, and construct substantiated interpretations.

CONCLUSION AND RECOMMENDATIONS

The findings demonstrate that teaching Jadid literature through multimedia tools can enrich the content and methodology of literary education with contemporary pedagogical opportunities. The historical, educational, and artistic character of Jadid literature requires its study not only as textual material but also in relation to its historical and cultural context.

The methodological model developed in the study integrates literary texts, audio, video, visual resources, infographics, electronic presentations, and interactive assignments with lesson objectives, content, instructional methods, and assessment. Such integration positions multimedia not as an instructional objective in itself but as a methodological instrument supporting deeper comprehension and interpretation of literary texts.

The experiment involving 306 students demonstrated a consistent advantage for the experimental groups, including a greater number of students reaching higher achievement levels and a lower number remaining at the low level. Pedagogical observations further identified positive developments in students' ability to interpret Jadid works in historical-

literary context, identify literary images and ideas, evaluate authorial positions, and formulate independent conclusions.

The mathematical-statistical analysis likewise supported the conclusion that the differences between the experimental and control groups were statistically significant within the framework used in the study.

On this basis, multimedia resources used in literature lessons should be selected according to clearly defined didactic purposes. Audio and video materials should be accompanied by analytical questions connecting them to the literary text. Infographics and interactive maps can be employed to systematize historical and literary contexts, while multimedia activities should conclude with tasks requiring comparison, independent reasoning, interpretation, and reflection.

The findings further indicate that multimedia technology does not replace either the literature teacher or the literary text. When methodologically organized, it enriches the pedagogical relationship among the teacher, the literary work, and the learner. The proposed approach can therefore be applied in general secondary schools teaching Jadid literature and may also contribute to the methodological preparation of future literature teachers.

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