

## THE DIDACTIC SIGNIFICANCE OF THE AUTHOR TRACE ANALYSIS METHOD IN LITERARY WORKS

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<https://doi.org/10.5281/zenodo.17922607>

**Abstract.** *The article examines the method of “author-trace analysis” as one of the effective approaches to studying a literary work in school and higher literary pedagogy. This method makes it possible to trace the writer’s creative intent and reconstruct the causal relationships between the author’s biography, the historical-cultural context, and the content of the text. Special attention is paid to the stages of analysis: reconstruction of the author’s position, identification of artistic dominants, and determination of the author’s worldview and aesthetic guidelines. The significance of the method in developing students’ reading competence, analytical and critical thinking is demonstrated.*

**Keywords:** *author’s intent, literary analysis, literary education, context, interpretation, methodology of teaching literature.*

In the modern system of literary education, one of the most effective methods for a deep comprehension of a literary work is the “author-trace analysis” technique. This approach focuses on studying the text in relation to the author’s intention, idea, and artistic structure of the work. In modern literary pedagogy, teaching literature is not limited to simply reading and understanding the plot. One of the effective approaches to deeply comprehend a literary work is the author trace analysis method. This method emphasizes understanding the author’s personality, creative process, and the historical and cultural context in which the work was written. Literature is not only a source of entertainment but also a reflection of human experience, moral values, and cultural heritage.

Among the effective pedagogical approaches is the author trace analysis method, which focuses on understanding the author’s personal life, socio-cultural environment, and artistic choices. This method helps students see literature as a dynamic interplay of creativity, historical reality, and personal experience, thereby fostering deeper engagement, critical thinking, and aesthetic appreciation. As noted by literary scholars, understanding the author is key to understanding the essence of their work. It provides students with a holistic view of literature, connecting the text with the author’s intentions and societal influences. The method of author-trace analysis is a scientific-methodological approach that opens the way to a profound and systematic understanding of a literary work. A special contribution to the development of this method belongs to K.O. Bitibayeva, whose methodological ideas remain relevant in contemporary literary education. Consistent use of this type of analysis helps develop students’ skills in working with literary texts, forms aesthetic taste, and cultivates the ability to perceive a work on a deeper level. The method of analyzing a literary work “through the traces of the author” occupies a special place in modern methodology of teaching literature. It aims to reveal the deeper meanings of the text by understanding the author’s worldview, creative style, and individual picture of the world.

This approach helps form a holistic perception of the literary work and strengthens the connection between the text and its creator. In school literary education, the central component is reading and analyzing the literary text. Teaching reading and analysis of a literary text is the primary task of a literature teacher. Reading and analysis are inseparable: literary analysis is impossible without reading. Reading depends on the student's individual effort – on their ability to perceive and understand the text, their talent, thinking, and worldview. The author trace analysis method is a pedagogical approach that focuses on tracing the author's personal experiences, worldview, and stylistic choices to understand their literary works better. This method assumes that a writer's work reflects not only universal literary themes but also personal and historical circumstances.

**Key aspects of this method include:**

- Studying the author's biography and life experiences.
- Identifying recurring motifs, themes, and stylistic devices in the author's works.
- Analyzing the socio-political and cultural context influencing the author.
- Connecting the literary text with the author's moral, philosophical, and aesthetic viewpoints.

• By adopting this approach, teachers guide students to see literature as a dynamic interplay between life, society, and artistic creativity. Didactic Significance in Literary Education

**Development of Analytical Thinking:** When students trace the author's footsteps, they actively engage in analysis rather than passive reading. They learn to: Compare the author's personal experiences with the characters' actions. Understand the reasons behind the author's narrative choices. Critically assess the message and purpose of the literary work. This method cultivates logical reasoning and helps students formulate independent interpretations based on evidence from both the text and the author's biography.

**Fostering Empathy and Moral Education –** Understanding the author's life and struggles helps students empathize with both the writer and the characters. For example, exploring how an author's hardships or social experiences shape their narrative enables learners to grasp moral and ethical dimensions more profoundly. Literature taught in this manner becomes a tool for moral education, teaching students values such as justice, compassion, and resilience. **Enhancing Cultural and Historical Awareness –** The author trace analysis method bridges literature and history. By learning about the historical context in which a work was produced, students: understand social, political, and cultural issues of the time. Recognize how literature reflects and critiques society. Develop an appreciation for historical influence on artistic creativity.

**Concept and Principles of the Author Trace Analysis Method.** The author trace analysis method (sometimes called biographical-literary analysis) involves tracing the creative path of the author to interpret literary texts more effectively. Its fundamental principles include: **Biographical Research:** Studying the author's personal life, education, and social background. **Contextual Understanding:** Analyzing the historical, cultural, and political circumstances influencing the author. **Stylistic and Thematic Analysis:** Identifying recurring motifs, themes, and literary devices.

**Moral and Philosophical Exploration:** Understanding the author's worldview and ethical perspectives. According to Mukhammedov "The method allows students to see literature not as isolated texts but as reflections of human life and societal dynamics.

It encourages holistic literary analysis and promotes the integration of critical and emotional faculties in education.”<sup>1</sup> The main task of the teacher is to increase students’ interest and motivation to read and to cultivate the reader.

The most effective way is to take into account students’ opinions, listen to their ideas, and interact with them – not only presenting a new topic during the lesson but also providing systematic preparatory tasks and materials in advance. The analysis of a literary work is carried out with the participation of the whole class. During the analysis, the teacher learns the opinions and reflections of most readers. Reading is an individual activity performed by the student personally, while analysis is organized with the help and guidance of the teacher. In the analysis process, the individual work of the student is combined with collective and group work; they complement each other and pursue the same objective. This objective includes:

1. Introducing the student to the emotional impact of the literary work and developing these emotions.
2. Forming aesthetic perception of the text as a work of art.
3. Developing the student’s cognitive abilities and thinking skills through literary analysis.
4. Teaching methods of text analysis, covering its theme, image system, language, and other elements.

In school practice, literary analysis is conducted through three main methods:

1. Author-trace analysis;
2. Image-system analysis and problem-thematic analysis;
3. Mixed analysis.

Teachers believe that combining these methods is the most effective. However, the choice of method depends on the teacher, the scope of the work, its genre, and artistic features. One work may be analyzed using the author-trace method, another by the image-system method, and large works through mixed analysis. Author-trace Analysis and Its Main Objectives. In this type of analysis, the teacher pays special attention to the story line, episodes of the work, and the author’s main idea, preserving the unity of content and form. However, this analysis must not turn into simple retelling. Students should be encouraged to build characterizations through characters’ actions and to identify key problems of the text through plot events. Students of grades 5-7 usually focus on the most exciting and dramatic events. They are not yet capable of fully concentrating on the author’s ideas and deeper issues due to their age-related “event-driven perception.” For these grades, author-trace analysis is especially effective: while becoming familiar with the plot, students gradually begin to understand the underlying problems, author’s position, characters’ behavior, and artistic features under the teacher’s guidance. Author-trace analysis is a method of exploring a literary work in which the text is examined in relation to the author’s worldview and aesthetic positions, taking into account its structural and value-based elements. The method involves three main goals:

1. Revealing the ideological content of the work – identifying the connection between the development of the plot, the character’s traits, and the author’s intent.

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<sup>1</sup>Mukhammedov, R. (2020). *Authorial Biography and Literary Interpretation*. Almaty: Kazakh University Press.

2. Understanding stylistic and artistic elements – analyzing details, portraits, landscapes, symbols, metaphors, plot, and composition as means of expressing the author’s perspective.

3. Developing students’ interpretative skills – forming the ability to work with the text, compare, analyze, and draw conclusions.

K.O. Bitibayeva considers this method one of the most effective because it reflects the logic and artistic nature of the literary work. According to the scholar: “Author-trace analysis is the path to understanding the literary text in unity with the author’s intent. Penetrating each episode, detail, or character’s action from the author’s perspective is the most effective way to lead learners into the inner world of the work.”<sup>2</sup> For example, in the 7th grade the story “Kökserek” by M. Auezov is studied. Students are most interested in the plot – especially boys. They are intrigued by the relationship between Qurmash and Kökserek, Qurmash’s death, and the villagers’ anger toward the wolf. However, the author’s position and the central problems remain unclear to them.

The emotional tension of the story captures the students’ attention, overshadowing the deeper issues. The world of humans and the world of wolves are presented in parallel, showing that humans can be harsher than wolves. It was humans who pushed Kökserek toward cruelty and caused Qurmash’s tragedy. Perhaps this reflects the fate of a person who violates the laws of nature ... To help students grasp these core ideas, the teacher should lead them toward the main issues gradually, from the very first pages. Alongside important plot events, questions should be posed that slowly guide students to the story’s central theme.

#### **Final Analytical Questions:**

1. Why did the writer title the story “Kökserek”?
2. Which key events reveal the main idea of the story?
3. Who are the central characters: Qurmash, the villagers, or Kökserek?
4. What made Kökserek cruel and vengeful? Is this an outcome of nature or the laws governing a wolf’s existence?

In conclusion, author-trace analysis increases students’ interest in literature, fosters a love for reading, and develops their capacity for critical thinking. This method is a productive tool in literary studies and pedagogy. It ensures a deep understanding of the text, reveals the writer’s creative individuality, and enhances students’ critical-analytical abilities. Its use in the educational process makes the analysis of a literary work more meaningful, scientifically grounded, and holistic. The author trace analysis method plays a crucial didactic role in literary education.

By integrating biographical, historical, and stylistic analysis, it transforms literature from a static text into a living, meaningful experience. Students not only understand the literary work but also develop critical thinking, moral judgment, and creative skills. In the modern educational context, this method enriches both the cognitive and emotional development of learners, preparing them to appreciate literature as a reflection of human life, thought, and society.

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