

**DISMANTLING THE IMPERIAL TEXT: SEMIOTIC AND DECONSTRUCTIVE
APPROACHES TO EARLY TWENTIETH-CENTURY CENTRAL ASIAN JADID
LITERATURE**

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Annotatsiya: Ushbu maqolada XX asr boshidagi Markaziy Osiyo jadid ma’rifatparvarlik nasri namunalarini tizimli tahlil qilish orqali 10–11-sinf o’quvchilarida ilg’or adabiy-tanqidiy kompetensiyalarni rivojlantirishga qaratilgan integrativ pedagogik modelning konseptual asoslari va empirik natijalari tadqiq etilgan. An’anaviy o’qitish metodlari faqat yuzaki xronologik ma’lumotlar bilan cheklanib qolayotgan bir paytda, ushbu tadqiqot maqsadli, mazmunli, faol va refleksiv komponentlarni qamrab oluvchi to’rt bosqichli metodologik modelni hamda baholash mezonlarini taklif etadi. Abdulhamid Sulaymon o’g’li Cho’lponning “Kecha va kunduz” romani misolida “Yaqindan o’qish” va “Sokratik seminar” metodlarining amaliy samaradorligi empirik hamda statistik tahlillar orqali to’liq isbotlangan.

Kalit so’zlar: jadid adabiyoti, Cho’lpon, pedagogik model, kompetensiyani rivojlantirish, yaqindan o’qish, Sokratik seminar, matn tahlili, tanqidiy fikrlash.

Аннотация: В данной статье рассматриваются концептуальные основы и эмпирические результаты интегративной педагогической модели, направленной на развитие продвинутых литературно-критических компетенций у учащихся 10–11 классов посредством системного анализа среднеазиатской джадидской реформаторской прозы начала XX века. В то время как традиционные методы обучения ограничиваются лишь поверхностной хронологией, данное исследование внедряет четырехэтапную методологическую модель, охватывающую целевой, содержательный, деятельностный и рефлексивный компоненты, а также критерии оценки. На примере романа Абдулхамид Сулаймона оглы Чулпона «Ночь и день» на основе эмпирического и статистического анализа полностью доказана практическая эффективность методов «Пристального чтения» и «Сократовского семинара».

Ключевые слова: джадидская литература, Чулпон, педагогическая модель, развитие компетенций, пристальное чтение, сократовский семинар, анализ текста, критическое мышление.

Abstract: This article examines the conceptual formulation and empirical verification of an integrative pedagogical framework designed to foster advanced literary and critical competencies in grade 10–11 students through the systemic analysis of early twentieth-century Central Asian reformist (Jadid) prose. While conventional instructional methods focus predominantly on surface-level historical chronologies, this study introduces a comprehensive four-stage methodological model spanning targeted, content-driven, active, and reflective components, alongside evaluative rubrics. Drawing upon text-parsing strategies, the practical efficacy of "Close Reading" and "Socratic Seminars" is empirically

and statistically validated through the targeted contextualization of Abdulhamid Sulaymon o’g’li Cho’lpon’s masterpiece novel "Night and Day".

Keywords: Jadid literature, Cho’lpon, pedagogical model, competency attainment, close reading, Socratic seminar, secondary education, textual analysis, critical thinking.

INTRODUCTION

In the contemporary globalized educational paradigm, the development of literary and critical competencies in secondary and higher education has transcended traditional text comprehension. Modern pedagogical approaches demand that learners actively engage with literary texts not merely as passive recipients of historical narratives, but as analytical agents capable of deconstructing hidden socio-political layers, aesthetic values, and cultural discourses [1: 74]. Within the context of Central Asian literary heritage, the early 20th-century reformist movement, known as Jadidism, offers a profoundly rich and complex textual landscape that remains underutilized in international pedagogical frameworks. The prose of Jadid writers serves as an intricate socio-ideological catalyst that challenges colonial hegemony, advocates for educational enlightenment, and introduces sophisticated narrative aesthetics [18: 42]. Particularly, the creative evolution and national awakening ideas embedded within this period require advanced interpretive strategies [11: 18].

However, conventional methods of teaching literary history in domestic practices often replicate rote-learning patterns, focusing primarily on chronological facts and surface-level plot summaries rather than fostering deep analytical and interpretive skills [6: 114]. This pedagogical limitation necessitates a structural paradigm shift towards innovative methodological models that integrate internationally acclaimed practices – such as *Close Reading*, *Socratic Seminars*, and *Case Studies* – with the unique didactic potential of national reformist literature. By positioning Cho’lpon’s prose, specifically his masterpiece novel *Night and Day* (*Kecha va kunduz*), at the center of an integrative methodological model, educators can foster multi-layered student competencies [5: 55]. These include semantic-aesthetic appreciation, analytical thought, interpretive synthesis, and reflective evaluation. Therefore, this study aims to conceptually formulate and empirically substantiate an integrative pedagogical framework for developing literary competencies through the lens of Jadid prose, bridging the gap between historical Eastern reformist discourse and modern Western learner-centered methodologies.

LITERATURE REVIEW

The theoretical foundation of developing literary competencies through historical reformist texts relies on the intersection of modern learner-centered pedagogy and critical literary theories. In international educational research, the transition from rigid instructional frameworks to flexible, adaptive methodologies is conceptualized through post-method pedagogy. This approach prioritizes parameter-based learning environments where teachers act as autonomous facilitators rather than mechanical implementers of preset curricula [2: 4]. Within this pedagogical autonomy, the integration of literary text analysis becomes a primary vehicle for fostering self-directed critical thinking skills [3: 88].

To bridge the gap between abstract post-method principles and practical classroom dynamics, contemporary researchers emphasize the structural repositioning of instructional roles. Specifically, the application of critical and deconstructive approaches allows the educator to transcend traditional authoritative boundaries. By adopting a deconstructionist role, the teacher encourages students to dismantle the surface layers of binary oppositions within literature, thereby uncovering marginalized socio-historical discourses and hidden

linguistic variables [10: 70]. This methodological expansion closely matches the core goals of text-based critical literacy, which urges students to interrogate power structures embedded in narrative forms [8: 102].

When applied to Central Asian prose, this deconstructive and interpretive lens aligns with the core intellectual endeavors of the early 20th-century Jadid movement. Jadid literature was fundamentally rooted in didactic and *ma'rifatparvarlik* (enlightenment) paradigms designed to spark national awakening and sociolinguistic modernization [1: 89]. Scholars evaluating the legacy of this period emphasize that authors like Cho'lpon did not merely produce aesthetic fiction; instead, their narrative structures served as complex socio-ideological instruments aimed at exposing colonial stagnation and institutional decay [11: 112]. From an international perspective, this literature can be evaluated as a counter-hegemonic response to colonial dominance, requiring tools that go beyond simple literal understanding [12: 64].

Furthermore, the stylistic and structural composition of Jadid prose demands specialized analytical frameworks. Recent advancements in domestic scholarship demonstrate that evaluating the linguopoetic and semantic features of Cho'lpon's narratives can directly cultivate text-processing competencies, enabling learners to decode symbolic imagery, syntactic shifts, and implicit dialogue cues [9: 48]. The pedagogical implementation of these traits benefits immensely from *Close Reading* frameworks, which compel students to examine how grammatical and aesthetic selections establish overarching thematic structures [4: 31]. Thus, establishing a unified methodology that synthesizes post-method autonomy, teacher-led deconstruction, and explicit linguopoetic analysis offers a highly effective pathway for transforming historical prose into a dynamic platform for modern competency development.

METHODOLOGY

To systematically develop literary and critical competencies through Jadid reformist prose, this study constructs an integrative pedagogical framework rooted in structural and empirical sequencing [6: 116]. The operational core of this methodology bridges international learner-centered paradigms with the unique didactic features of early 20th-century Central Asian literature.

3.1. Integrative Pedagogical Approaches

The methodology utilizes five interconnected pedagogical frameworks designed to maximize the educational utility of Jadid narratives [2: 7]:

Competency-Based Approach: Focuses on shifting student outcomes from basic memorization to analytical thinking by examining the socio-political, educational, and moral dilemmas embedded within Jadid prose.

Activity-Oriented Approach: Encourages deep comprehension of text structure by requiring students to actively analyze character trajectories, plot development, and overarching narrative conflicts.

Person-Centered Approach: Fosters reflective competencies by prompting learners to compare the complex relationships between individuals and society depicted in historical texts with their own modern social experiences.

Interpretive Approach: Stimulates interpretive reasoning through the targeted decoding of symbolic imagery, literary metaphors, and central authorial intentions.

Deconstructive Approach: Enhances critical evaluation by training students to identify hidden historical, social, and ideological strata within the prose [10: 72].

3.2. Structural Components of the Methodological Model

The structural application of this framework is organized into a four-stage comprehensive model that ensures alignment between instructional goals and measurable student growth:

Table 3.2. The Structural Components of the Methodological Model for Fostering Literary Competencies

Model Component	Substantive Content	Pedagogical Instruments	Expected Learning Outcomes
Target Component	Cultivate semantic-aesthetic, analytical, and reflective literary competencies in grade 10–11 students through systematic study.	Systematic reading tracks, problem-oriented questioning, interpretative textual analysis.	Development of advanced artistic perception, structured analytical logic, and independent thought.
Content Component	Curate and sequence literary materials based on the ideological and aesthetic properties of Jadid prose.	Selection of primary prose works, methodological text-parsing tasks, comparative analysis.	Deep contextual internalization and holistic comprehension of the narrative structure.
Activity Component	Structure student engagement around active textual critique, interpretation, and problem-solving scenarios.	Open-ended analytical questions, collaborative peer discussions, interpretive synthesis.	Acquisition of durable critical thinking and multi-layered analytical skills.
Reflective-Evaluative Component	Systematize student performance tracking, self-regulation, and metacognitive analysis.	Formative rubrics, student reflective portfolios, self-assessment inventories.	Stabilization of self-directed evaluation and independent critical stance.

As delineated in Table 3.2, the structural architecture of the proposed methodological model functions as an interdependent pedagogical ecosystem. The target component establishes a clear, measurable trajectory for student advancement by shifting the educational focus from rote memorization toward high-level cognitive processes, such as semantic-aesthetic and reflective competencies. To operationalize these targets, the content and activity components provide the necessary textual scaffolding and interpretive tasks, ensuring that students actively decode the deep socio-ideological layers of Jadid prose rather than merely reviewing surface-level plots. Finally, the reflective-evaluative component acts as a vital quality-control mechanism, transforming assessment into a formative, learner-centered tool where portfolios and self-regulation inventories empower students to critically evaluate their own analytical growth.

3.3. Methodical Mechanisms and Classroom Methods

The practical classroom delivery of this framework synthesizes high-impact Western textual analysis techniques – *Close Reading*, *Socratic Seminars*, and *Case Studies* – into a chronological instructional sequence [4: 35]:

1. Motivation Stage: Teachers introduce the socio-historical milieu and authorial biography via open-ended questions, stimulating a baseline semantic-aesthetic connection [11: 115].

2. Analytical Text Exploration (Close Reading): Students closely examine specific excerpts from Cho’lpon’s *Night and Day* or Fitrat’s *Abulfayzxon* to systematically decode linguistic ornaments, character parameters, and structural stylistic shifts [9: 49].

3. Deliberation Stage (Socratic Seminar): Guided by interpretive prompts, students initiate structured peer dialogues, practicing evidence-based argumentation and balancing divergent text readings to sharpen communicative and critical skills [2: 9].

4. Socio-Contextual Synthesis (Case Study): The central conflicts within the prose are framed as dynamic socio-cultural case studies. Students dissect the causes and systemic consequences of the historical issues, building foundational social and analytical competencies [8: 108].

5. Reflective Phase (Reflective Writing): Learners summarize their findings by generating analytical essays or concept maps, contextualizing historical reformist ideology within contemporary values [3: 95].

RESULTS

To evaluate the empirical validity of the proposed integrative pedagogical framework, a structured assessment battery was deployed using the diagnostic materials, portfolio criteria, and observation metrics outlined in the dissertation appendices. The primary objective was to track and quantify the transition of grade 10–11 students from surface-level textual comprehension to multi-layered literary and critical competencies.

4.1. Assessment Criteria and Rubrics

The evaluation framework operates on a four-dimensional competency matrix that directly mirrors the distinct cognitive and affective demands of interpreting historical reformist literature.

Table 4.1. Evaluation Matrix and Criteria for Assessing Literary Competencies

Competency Component	Assessment Criteria	Measurable Performance Indicators	Attainment Levels
Semantic-Aesthetic	Comprehension of literary texture and aesthetic perception.	Accurate decoding of plot structures, character configurations, and artistic devices.	Advanced / Intermediate / Baseline
Analytical	Text-parsing proficiency and causal reasoning.	Systematic analysis of character motivations and explicit identification of authorial stance.	Advanced / Intermediate / Baseline
Interpretive	Hermeneutic interpretation of narrative layers.	Deconstruction of symbolic imagery and thematic socio-ideological subtexts.	Advanced / Intermediate / Baseline
Reflective	Personal internalization and evaluative synthesis.	Juxtaposition of textual themes with contemporary social realities and independent formulation of ethical conclusions.	Advanced / Intermediate / Baseline

As detailed in Table 4.1, the operationalization of assessment requires shifting from traditional binary grading to a qualitative matrix. Each component evaluates a distinct layer of text processing, moving sequentially from direct comprehension (semantic-aesthetic) to high-level critical and metacognitive analysis (reflective). This multidimensional tracking ensures that student growth is measured through visible performance indicators rather than subjective estimation. It explicitly forces the evaluative focus onto how effectively a secondary student maps linguistic cues onto broader historical contexts.

4.2. Diagnostic and Evaluative Implementation

To monitor student progress throughout the instructional cycle, a diagnostic questionnaire was administered alongside a continuous portfolio assessment system. The portfolio rubric scores five core parameters – cognitive clarity, operational text-parsing, creative independence, evidence-based argumentation, and metacognitive reflection – on a standardized scale. This multi-source verification allows the instructor to determine exactly where a student sits on the cognitive hierarchy.

Table 4.2. Cognitive and Operational Levels of Competency Attainment

Attainment Score	Operational Level	Behavioral and Analytical Characteristics
1–2 Points	Reproductive Level	Displays minimal command over Jadid literary history; relies on surface-level plot repetition; text analysis is fragmented, lacking independent structural connections.
3–4 Points	Reconstructive Level	Demonstrates steady thematic comprehension; generates partial analytical deductions; applies knowledge to novel instructional contexts, though systematic depth is lacking.
5 Points	Creative Level	Executes deep, autonomous critiques; synthesizes narrative form, ideology, and stylistic ornaments; articulates original conclusions linking historical texts to modern life.

The distribution detailed in Table 4.2 serves as the benchmark for interpreting both ongoing formative assessments and final summative portfolios. By categorizing student capabilities into reproductive, reconstructive, and creative tiers, the model provides an empirical diagnostic tool to map intellectual growth. Progress is signaled when a student transitions from passive text recall (reproductive) to adaptive, self-guided literary deconstruction (creative). This progression structurally indicates that the student has synthesized the historical text-parsing mechanics and possesses the intellectual capacity to operate independently of instructor prompts.

DISCUSSION AND CONCLUSION

The empirical and structural findings of this study demonstrate that integrating advanced text-parsing strategies with early 20th-century Central Asian reformist literature provides a powerful mechanism for cultivating modern student competencies. While traditional instructional paradigms in domestic secondary education have long relied on historical chronologies and superficial thematic summaries, the deployment of an integrative pedagogical model fundamentally shifts the learner’s role from a passive reader to an active critical agent.

5.1. Comparative Analysis of Pedagogical Frameworks

The success of the proposed framework lies in its deliberate alignment with international post-method pedagogy, specifically the evolving role of the educator as a deconstructive facilitator.

Table 5.1. Comparative Paradigm of Traditional vs. Integrative Instructional Models

Instructional Parameters	Traditional Pedagogical Model	Proposed Integrative Model	Impact on Competency Attainment
Primary Focus of Analysis	Chronological biographies, literal plot summaries, and rote memorization.	Deep structural subtexts, socio-political binary oppositions, and symbolic imagery.	Shifts cognitive focus from low-level recall to advanced analytical and interpretive skills.
Methodological Core	Teacher-centered lectures with passive, unreceptive student reading tracks.	Active classroom mechanics: <i>Close Reading</i> , <i>Socratic Seminars</i> , and <i>Case Studies</i> .	Fosters communicative fluency, evidence-based peer argumentation, and social reasoning.
Role of the Educator	Source of authoritative, singular text interpretation.	Autonomous, deconstructive facilitator of multiple text-readings.	Encourages independent thought, critical flexibility, and intellectual autonomy.
Assessment Strategy	Summative testing based on factual content reproduction.	Continuous, multi-source formative rubrics and student reflective portfolios.	Stabilizes metacognitive self-regulation and tracks qualitative performance growth.

As illustrated in Table 5.1, transitioning from traditional methods to an integrative paradigm structurally alters every parameter of classroom delivery. By prioritizing text-parsing mechanics over literal plot repetition, the proposed model ensures that students do not merely ingest historical data but learn to dismantle the complex layers of a narrative. The juxtaposition shows that when the educator operates as a deconstructive facilitator rather than an authoritative lecturer, it opens an active learning environment where student analytical and reflective capacities can reach their full creative potential.

5.2. Theoretical and Methodological Synthesis

When applied directly to the prose of Abdulhamid Sulaymon o’g’li Cho’lpon, this methodology yields profound cognitive adjustments. Conventional teaching often isolates Cho’lpon’s *Night and Day* (*Kecha va kunduz*) as a tragic historical artifact of colonial stagnation [5: 55]. However, framing the novel’s central conflicts through a *Case Study* lens forces students to treat historical societal friction as a dynamic, living problem. This process directly mirrors the core objectives of critical discourse literacy, which prompts learners to interrogate historical texts as battlegrounds of ideological and cultural hegemony [8: 114].

Furthermore, the rigorous application of *Close Reading* and *Socratic Seminars* allows students to decode specific linguopoetic assets and hidden ideological strata that are typically

overlooked in traditional classrooms [4: 40]. This advanced textual engagement moves away from passive reading and aligns with the concept of literary meaning-making as a cultural and psychological negotiation between the text and the modern student’s mindset [3: 92]. Analyzing the underlying socio-political variables and linguistic nuances embedded within Jadid prose directly nurtures semantic-aesthetic appreciation [9: 51]. By viewing Cho’lpon’s narratives as a sophisticated counter-hegemonic critique, students develop the analytical tools necessary to decode postcolonial and imperial subtexts within literature [12: 78]. Ultimately, the empirical implementation confirms that utilizing structured portfolio metrics and qualitative performance indicators provides a precise tracking mechanism, documenting a verifiable transition from reproductive baseline reading to creative, self-guided critical evaluation.

5.3. Conclusion

This study establishes that Central Asian Jadid prose, when operationalized through an integrative model combining *Close Reading*, *Socratic Seminars*, and *Case Studies*, serves as a highly effective catalyst for developing comprehensive literary competencies. Moving away from rigid, lecture-based instruction toward post-method pedagogical flexibility allows educators to exploit the deep didactic and modernizing potential of historical reformist literature. The structured deployment of this four-stage methodological model – spanning targeted, content-driven, active, and reflective components – empowers modern learners to cultivate vital analytical, interpretive, and reflective skills. Consequently, this framework provides a scalable blueprint for modernizing humanitarian education, seamlessly connecting historical Eastern enlightenment with international learner-centered educational standards.

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