

**IMPROVING THE METHODOLOGICAL SYSTEM OF HIGHER
LITERARY EDUCATION IN THE CONTEXT OF DIGITALIZATION:
SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS OF THE
“ADABIYOTPLUS” PLATFORM**

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Abstract

This article examines the scientific and methodological foundations for improving the methodological system of higher literary education in the context of digitalization and presents the concept of the “AdabiyotPlus” digital platform. It substantiates the view that digitalization in higher literary education should not be limited to presenting literary texts in electronic form, but should involve the organization of reading, analysis, comparison, and independent interpretation within an integrated methodological system. The article highlights the methodological potential of integrating such components as “Literary Works,” “Multimedia,” “Literary Analysis,” “Interactive Tasks,” “AI Assistant,” and “Analysis and Assessment” into the platform. Particular attention is paid to transforming interactive teaching methods into digital tasks and using artificial intelligence as a methodological support tool for students’ independent analytical and interpretive activities. The “AdabiyotPlus” platform is proposed as a means of creating an integrated digital methodological environment for working with literary texts.

Keywords: Digitalization, higher literary education, methodological system, “AdabiyotPlus”, digital methodological tool, literary text, literary analysis, interactive tasks, multimedia, artificial intelligence, independent interpretation, interpretive activity, digital education.

Annotatsiya:

Ushbu maqolada raqamlashtirish sharoitida oliy adabiy ta’lim metodik tizimini takomillashtirishning ilmiy-metodik asoslari hamda “AdabiyotPlus” raqamli platformasi konsepsiyasi yoritiladi. Oliy adabiy ta’limni raqamlashtirishning

mazmuni badiiy matnni elektron shaklda taqdim etish bilan cheklanmay, uni o'qish, tahlil qilish, qiyoslash va mustaqil talqin etish jarayonlarini yagona metodik tizimda tashkil etish zarurati asoslanadi. Platformada badiiy asarlar, multimedia, badiiy tahlil, interaktiv topshiriqlar, AI yordamchi hamda tahlil va baholash komponentlarini integratsiyalashning metodik imkoniyatlari ko'rsatiladi. Shuningdek, interaktiv metodlarni raqamli topshiriqlarga transformatsiya qilish va sun'iy intellektdan talabani mustaqil tahlil hamda interpretativ faoliyatini qo'llab-quvvatlovchi vosita sifatida foydalanish yoritiladi. "AdabiyotPlus" badiiy asar bilan ishlashning yaxlit raqamli-metodik muhitini shakllantirish vositasi sifatida asoslanadi.

Kalit so'zlar: raqamlashtirish, oliy adabiy ta'lim, metodik tizim, "AdabiyotPlus", raqamli-metodik vosita, badiiy matn, badiiy tahlil, interaktiv topshiriqlar, multimedia, sun'iy intellekt, mustaqil talqin, interpretativ faoliyat, raqamli ta'lim.

Аннотация:

В статье освещаются научно-методические основы совершенствования методической системы высшего литературного образования в условиях цифровизации и концепция цифровой платформы «AdabiyotPlus». Обосновывается положение о том, что цифровизация высшего литературного образования не должна ограничиваться представлением художественного текста в электронной форме, а предполагает организацию процессов его чтения, анализа, сопоставления и самостоятельной интерпретации в рамках единой методической системы. Раскрываются методические возможности интеграции в платформе таких компонентов, как «Художественные произведения», «Мультимедиа», «Художественный анализ», «Интерактивные задания», «AI-помощник», «Анализ и оценивание». Особое внимание уделяется трансформации интерактивных методов в цифровые задания и использованию искусственного интеллекта в качестве средства методической поддержки самостоятельной аналитической и интерпретационной деятельности студентов. «AdabiyotPlus» обосновывается как средство формирования целостной цифровой методической среды для работы с художественным произведением.

Ключевые слова: цифровизация, высшее литературное образование, методическая система, «AdabiyotPlus», цифровое методическое средство, художественный текст, художественный анализ, интерактивные задания, мультимедиа, искусственный интеллект, самостоятельная интерпретация, интерпретационная деятельность, цифровое образование.

KIRISH

Today, the digital transformation taking place in higher education requires a comprehensive reconsideration of the content, methods, tools, and organizational mechanisms of the educational process [1]. The widespread integration of digital technologies into educational practice has expanded learners' access to information and created new opportunities for organizing learning activities individually, using educational resources in various formats, completing interactive tasks, and conducting timely monitoring of learning outcomes. However, the mere availability of these opportunities does not automatically ensure an improvement in the quality of education. The educational effectiveness of digital technologies depends primarily on the extent to which they are systematically and methodologically integrated into the content and instructional framework of a particular discipline.

This issue is of particular significance for higher literary education. The literary work, which constitutes the central object of literary education, is a multilayered phenomenon by its very nature. Its study, therefore, involves complex processes of perception, analysis, and interpretation that go beyond the acquisition of factual information. Through close reading of a literary text, students are expected not only to comprehend its content but also to independently analyze such aspects as the system of characters, plot and composition, conflict, the author's position, artistic language and style, poetic features, and the historical and cultural context in which the work was created. Consequently, organizing literary education in a digital environment requires a broader methodological approach than simply presenting literary works in electronic form.

In traditional literary education, the study of a literary work is primarily organized through direct engagement with the text, teacher explanation, question-and-answer activities, independent analysis, discussion, and written assignments [3]. The digital environment makes it possible to expand these forms of learning activity. Alongside the literary text itself, students can engage

with audio interpretations, expressive readings, screen adaptations, stage performances, video lectures, and other multimedia resources. Such resources create opportunities for students to perceive and interpret literary works from diverse aesthetic and interpretive perspectives. However, the isolated use of these resources is insufficient. What is essential is to integrate them into a coherent methodological framework in which all digital resources serve a unified pedagogical logic of literary study.

At the same time, digitalization is transforming the role of students in the educational process. Rather than functioning merely as recipients of ready-made knowledge, students are increasingly expected to become active subjects capable of searching for, selecting, comparing, and critically analyzing information from diverse sources and drawing independent conclusions on this basis. This, in turn, creates a need to develop digital tools within literary education methodology that support students' independent reading, literary analysis, interpretive activity, and creative thinking [6].

In particular, the integration of artificial intelligence (AI) technologies into the educational process is bringing not only new opportunities but also new methodological challenges to the teaching of literature [5]. The use of AI should not become a means for students to obtain ready-made analyses or interpretations. Rather, it should support their independent engagement with literary texts by encouraging them to formulate questions, provide evidence-based arguments, compare different perspectives, and critically reconsider their own interpretations. Therefore, aligning the capabilities of artificial intelligence with methodological mechanisms that are consistent with the objectives of literary education has become one of the pressing issues in contemporary literature teaching.

In this context, the principal methodological challenge lies not in the lack of digital resources, but in the absence of their integration into a coherent educational system. When electronic literary texts, audio materials, video resources, films, theatrical performances, interactive tasks, artificial intelligence tools, and assessment mechanisms are used without meaningful methodological connections, they merely constitute a collection of separate digital resources. Higher literary education, however, requires a digital environment capable of integrating these resources into a unified methodological process of working with literary texts.

In response to this need, the concept of developing the “AdabiyotPlus” digital platform is proposed. The primary purpose of the platform is to organize the various stages of studying a literary work within a unified digital-methodological environment. These stages include becoming acquainted with the literary text, reading and listening to it, exploring different interpretations, conducting literary analysis, completing interactive tasks, developing independent interpretations, deepening and refining ideas with the assistance of artificial intelligence, and assessing learning outcomes.

From this perspective, it is appropriate to conceptualize “AdabiyotPlus” not merely as an electronic learning platform, but as a methodological model designed to reorganize the methodological system of higher literary education within a digital environment. Within this approach, digital technology is not regarded as an end in itself, but as a means of facilitating deeper understanding, analysis, and interpretation of literary works while fostering students’ independent literary thinking. Accordingly, this article examines the scientific and methodological foundations for developing the “AdabiyotPlus” platform, its role within the methodological system of higher literary education, its structural components, and its potential for digitalizing the process of working with literary texts.

MATERIALS AND METHODS

The methodological foundation of the study was based on the principles of organizing the digitalization of higher literary education through systemic, activity-oriented, and competency-based approaches. The study analyzed the potential of digital technologies in literary education with consideration of the specific characteristics of working with literary texts, with particular emphasis placed on integrating these possibilities into a coherent methodological system. The research materials included electronic literary texts, audio and video materials, samples of artistic performance, feature films and theatrical productions, interactive tasks, literary analysis tools, and AI-based educational capabilities used in the process of studying literary works in higher literary education. These materials were considered not as separate digital resources, but as methodological components that systematically organize the processes of reading, comprehending, analyzing, comparing, and interpreting literary works.

At the initial stage of the study, the existing methodological possibilities for working with literary texts in higher literary education were analyzed. Subsequently, the potential for adapting interactive methods traditionally used in education to the digital environment was identified. In particular, the transformation of such methods as comparative analysis, clustering, and problem-based questioning into digital task formats was considered. The principal criterion for methodological transformation was not the mere conversion of the external form of a method into an electronic format, but rather the preservation of its didactic purpose and students' active cognitive engagement.

The modeling method was employed as one of the principal approaches in designing the "AdabiyotPlus" platform. Its functional and methodological structure was modeled around a sequence of stages involved in working with a literary text: introduction to the literary work → reading and listening → engagement with multimedia materials → literary analysis → interactive tasks → comparison and interpretation → AI-assisted reflection → assessment. This sequence provided the basis for integrating the platform's individual functions into a unified methodological process.

The comparative analysis method was used to compare the possibilities of working with literary texts in traditional and digital learning environments. In particular, alongside independent reading of literary texts, the methodological potential of using audio interpretations, artistic performances, film adaptations, and theatrical interpretations was examined. Multimedia resources were conceptualized not as substitutes for literary texts, but as supplementary tools that enable students to perceive literary works from different perspectives and engage in comparative interpretation.

Furthermore, the pedagogical design method was used to determine the functional sections of the platform and their respective roles in the educational process. The interrelationships among such components as "Literary Works," "Multimedia," "Literary Analysis," "Interactive Tasks," "AI Assistant," and "Analysis and Assessment" were identified and examined as interconnected elements of a unified digital-methodological environment.

In determining the potential applications of artificial intelligence, particular attention was given to its role as a methodological assistant in literary education. AI was conceptually defined not as a tool for students to obtain and reproduce

ready-made analyses, but as a means of supporting question formulation, evidence seeking, justification of ideas, comparison of perspectives, and reflective thinking.

At this stage of the study, the methodological model of the “AdabiyotPlus” platform was developed and the functional relationships among its components were established. Empirical testing of the platform’s educational effectiveness through experimental research is planned as a subsequent stage of the study. Therefore, this article does not present empirical statistical findings concerning the platform’s effectiveness.

RESULTS AND DISCUSSION

The findings of the study demonstrated the need to organize digital tools for improving higher literary education in the context of digitalization not as separate resources, but as an interconnected integrated methodological system. On this basis, the scientific and methodological concept of the “AdabiyotPlus” platform was developed. The distinctive feature of the platform lies in its focus not merely on providing electronic educational resources, but on systematically organizing the student’s engagement with a literary work throughout the learning process.

During the study, the methodological structure of the platform was developed around the following interconnected components:

Literary Works → Multimedia → Literary Analysis → Interactive Tasks → AI Assistant → Independent Interpretation → Analysis and Assessment.

This sequence makes it possible to organize the various activities involved in studying a literary work not as isolated tasks, but as interconnected stages of a unified learning process. In this framework, the literary work is defined as the central object of educational content, while digital tools function as methodological instruments that facilitate its deeper understanding and analysis. As a result of the study, the “Literary Works” module was conceptualized not simply as a repository of electronic texts, but as the initial component that facilitates progression to subsequent stages of working with a literary text. Through this module, students can obtain general information about a literary work while also engaging directly with the original literary text.

The inclusion of the “Multimedia” module expands the scope of students’ perception and interpretation of literary works. The use of audio recordings,

artistic performance samples, film adaptations, theatrical productions, video lectures, literary discussions, and podcasts provides a methodological basis for comparing different interpretations of a literary text. Importantly, these materials do not replace the original text; rather, they serve as supplementary resources that contribute to a deeper understanding of its content and aesthetic characteristics.

The “Literary Analysis” module of the platform constitutes one of the principal methodological outcomes of the study. It is designed to systematize such areas of analysis as theme and idea, plot, composition, the system of characters, conflict, literary space and time, the author’s position, genre, literary devices, language and style, poetic features, as well as linguopoetic, contextual, and comparative analysis. This enables students to study a literary work not merely at the level of content, but also in terms of its formal, poetic, and interpretive characteristics.

One of the significant findings of the study was the identification of the need for the methodological transformation of traditional interactive methods within the digital learning environment. The principal criterion in this process was not the conversion of the external form of a method into an electronic format, but the preservation of its underlying didactic function in a digital context.

For example, a Venn diagram can be transformed into a digital comparative analysis task, a cluster into an interactive conceptual map, and problem-based questions into digital tasks designed to guide students through a sequence of increasingly complex thinking processes. In such transformations, students are encouraged not merely to select an answer, but also to justify their choices and provide textual evidence to support their responses.

From this perspective, the effectiveness of a digital task is determined not by its technical interactivity, but by the extent to which it engages students in active and critical thinking.

The findings also demonstrated that integrating different artistic interpretations of a literary work within a unified methodological environment can expand the content-related possibilities of literary education. By comparing a literary text with its audio, expressive performance, film, and theatrical interpretations, students can observe how the same artistic meaning may be conveyed through different aesthetic means.

For instance, a particular characteristic of a character may be conveyed in a film through physical appearance, an actor's performance, or a visual detail, whereas in the literary text it may be constructed through the author's narration, characterization, dialogue, or an artistic detail. Such comparative analysis creates opportunities for developing students' intertextual and interart analytical skills.

The study paid particular attention to the use of artificial intelligence in literary education. As a result, the role of the AI Assistant within the platform was defined not as a provider of ready-made analyses or interpretations, but as a methodological tool for supporting students' independent thinking processes.

Within this framework, the AI Assistant:

- provides guiding questions;
- encourages students to search for evidence in the text;
- suggests comparing different perspectives;
- helps students substantiate their conclusions;
- poses questions that encourage deeper analysis;
- facilitates reflective activities.

Consequently, the study proposes a shift from the "AI as a source of ready-made answers" model to the "AI as a methodological tool for supporting thinking" model. This approach represents an important methodological condition for preserving students' independent interpretation of literary works.

Another important outcome of the "AdabiyotPlus" platform is the identification of distinct stages aimed at developing students' independent interpretations in the process of studying a literary work. After reading the text, exploring the multimedia materials, and completing analytical tasks, students formulate their own interpretations and substantiate them with textual evidence.

This process can be represented through the following methodological sequence: Text comprehension → Analysis → Comparison → Independent interpretation → Reflection.

Such an organization of learning activities contributes not only to the development of students' literary knowledge, but also to the development of their analytical, interpretive, and critical thinking skills.

The availability of mechanisms for digitally recording students' activities and monitoring their learning outcomes within the platform also contributes to the improvement of the assessment process. In this context, assessment can take into

account not only students' final test results, but also their engagement in reading literary works, completing analytical tasks, conducting comparative activities, developing independent interpretations, and participating in project-based work. Thus, assessment can be transformed from a tool for recording final outcomes into a diagnostic mechanism for monitoring students' developmental dynamics. The findings indicate that the primary methodological value of the "AdabiyotPlus" platform lies not in the integration of multiple functions as such, but in subordinating these functions to a unified pedagogical logic of studying literary works.

Within the platform, digital technology does not replace the objectives of education. Rather, it serves as a means of facilitating deeper engagement with literary works, strengthening students' independent learning activities, comparing different interpretations, and supporting the development of individualized learning pathways.

Therefore, it would be inappropriate to conceptualize "AdabiyotPlus" simply as an electronic library, a testing system, or an AI chatbot. Its conceptual essence lies in integrating the various stages of working with literary works into a unified digital-methodological system.

Furthermore, these findings demonstrate that the theoretical and methodological concept and functional model of the platform have been developed. To determine its actual impact on students' competencies in literary analysis, interpretation, and independent thinking, the next stage should involve conducting experimental research and evaluating the results on the basis of appropriate empirical indicators.

CONCLUSION

The process of improving higher literary education in the context of digitalization requires more than the straightforward introduction of digital technologies into existing educational practices. It necessitates the systematic reorganization of the content, methods, tools, and student activities involved in studying literary works within a unified methodological framework. The findings of the study indicate that the effectiveness of literary education in a digital environment is determined not by the number of technologies employed, but by the extent to which they are integrated into a methodological system

aimed at enhancing students' understanding, analysis, and independent interpretation of literary works.

On this basis, the “AdabiyotPlus” platform was developed to integrate such components of higher literary education as literary works, multimedia, literary analysis, interactive tasks, an artificial intelligence assistant, and analysis and assessment within a unified digital-methodological environment. The conceptual model of the platform encompasses a coherent sequence of activities ranging from reading and comprehending a literary work to engaging with it through multimedia resources, conducting analysis and comparison, developing an independent interpretation, reflecting on the learning process, and assessing learning outcomes.

The study established that the role of digital technologies in literary education is not to replace the literary text, but to provide additional opportunities for deeper engagement with its semantic and aesthetic dimensions. In particular, the methodological integration of multimedia resources such as audio recordings, artistic performances, films, and theatrical productions with the literary text enables students to perceive and compare a work through different interpretive perspectives. The organization of interactive tasks in digital formats, in turn, contributes to strengthening students' abilities to observe, analyze, provide evidence, and formulate conclusions.

An important methodological aspect of the platform is its defined approach to the use of artificial intelligence. The AI Assistant is conceptualized not as a tool that provides ready-made analyses and conclusions, but as a methodological instrument that supports students' independent thinking, encourages them to identify textual evidence, substantiate their interpretations, and engage in reflective activities. This approach helps maintain a balance between the use of digital technologies and students' independent interpretive engagement.

Overall, the scientific and methodological value of the “AdabiyotPlus” platform lies not in its individual digital functions, but in its capacity to integrate these functions according to the unified methodological logic of higher literary education. In this regard, the platform can be regarded as a practical model of an improved methodological system of higher literary education under conditions of digitalization.

This article has substantiated the scientific and methodological concept and functional model of the “AdabiyotPlus” platform. Determining its actual

effectiveness in developing students' literary analysis, interpretation, independent thinking, and broader literary competencies constitutes an important task for subsequent experimental research. Such studies should provide empirical evidence regarding the educational impact of the proposed platform and further validate its methodological effectiveness.

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