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THE INTERPRETATION OF ARTISTIC COMPOSITIONAL POLYPHONY IN ENGLISH AND UZBEK PROSE (BASED ON THE WORKS OF UZBEK AND ENGLISH-SPEAKING WRITERS OF THE 20TH-21ST CENTURIES)

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ABSTRACT

This article explores the concept of artistic compositional polyphony in English and Uzbek prose, focusing on its interpretation and application in the works of 20th-21st century writers. Polyphony, as a literary device, involves the harmonious coexistence of multiple voices, perspectives, and narrative layers within a single work. By examining the creative approaches of prominent Uzbek and English-speaking authors, this study highlights the similarities and differences in their use of polyphonic techniques. The research delves into the cultural, historical, and linguistic contexts that shape the narrative structures, offering a comparative analysis of how these writers integrate diverse viewpoints into their storytelling. The findings underscore the role of compositional polyphony in enriching the narrative fabric, fostering reader engagement, and reflecting the complexities of modern human experiences.

KEYWORDS

Artistic compositional polyphony, Uzbek prose, English prose, narrative techniques, 20th-21st century literature, comparative analysis, cultural context, multiple perspectives, literary device, narrative structure.

INTRODUCTION

Artistic compositional polyphony, a concept derived from music and adapted to literary theory, refers to the

coexistence of multiple independent voices or perspectives within a single narrative. In literature,



polyphony allows for a multidimensional exploration of themes, characters, and events, giving readers a richer and more nuanced understanding of the text. This technique emphasizes the interplay of diverse viewpoints, creating a dynamic and layered narrative structure that reflects the complexities of human experience. First articulated in the works of Mikhail Bakhtin, polyphony has become a critical framework for analyzing and interpreting literary texts across cultures and genres.

In modern literature, polyphony holds particular relevance due to its ability to capture the plurality and diversity of contemporary societies. As globalization and cross-cultural exchanges deepen, authors increasingly employ polyphonic techniques to address multifaceted social, cultural, and personal issues. The use of polyphony enables writers to present conflicting ideologies, varied cultural contexts, and intersecting identities, making it an essential tool for exploring the intricate realities of the 20th and 21st centuries.

This article aims to examine the interpretation and application of artistic compositional polyphony in English and Uzbek prose, focusing on the works of writers from the 20th and 21st centuries. By analyzing the narrative techniques employed in both literary traditions, the article seeks to uncover the similarities and differences in their use of polyphony, as well as the cultural, linguistic, and historical influences shaping these narratives. Ultimately, this study aims to

contribute to the understanding of how polyphony enriches literary texts and reflects the evolving complexities of modern human experiences.

The integrated approach to language teaching is built upon the understanding that language skills—listening, speaking, reading, and writing—are interdependent and should be developed concurrently to reflect the natural use of language in real-life communication. This approach moves away from traditional methods that isolate individual skills, emphasizing instead the holistic and contextual nature of language learning. By integrating listening with other language competencies, learners are better equipped to acquire and use language effectively in both academic and practical contexts.

The integrated approach is guided by several core principles that shape its effectiveness. First, it emphasizes the interconnectedness of language skills, recognizing that listening supports and enhances the development of speaking, reading, and writing. Second, it advocates for contextualized learning, where language is taught within meaningful and authentic situations, helping learners relate classroom instruction to real-world communication. Finally, the approach stresses active engagement, encouraging learners to process language input actively, respond to it, and apply it across various linguistic contexts.

Listening is a foundational skill that plays a crucial role in developing other linguistic abilities. It provides the basis for learners to model pronunciation, rhythm, and intonation, which are essential for effective speaking. Exposure to spoken language also expands vocabulary and grammatical understanding, aiding learners in reading comprehension and writing tasks. For instance, listening to a dialogue or lecture may inspire a learner to summarize the content in writing or discuss the ideas verbally, thereby reinforcing multiple skills simultaneously. This integration mirrors the way language is used in daily life, where individuals often listen, respond, and interpret written information in a continuous cycle.

The integrated approach is rooted in both cognitive and communicative theories, which provide a robust framework for understanding and teaching listening. Cognitive theories highlight the mental processes involved in listening, such as decoding sounds, storing information in memory, and making meaning from context. These processes are enhanced when listening is paired with related tasks, such as discussing or writing about what was heard, as it encourages deeper cognitive engagement.

Communicative Language Teaching (CLT), on the other hand, focuses on the practical use of language in meaningful interactions. It aligns closely with the integrated approach by promoting activities that require learners to listen, speak, read, and write as part

of authentic communicative tasks. Additionally, schema theory emphasizes the role of prior knowledge and experiences in understanding spoken language. By connecting listening with other skills, learners can activate and expand their cognitive schemas, improving both comprehension and retention.

The integrated approach to teaching listening offers significant advantages for learners by fostering a holistic and dynamic language learning experience. This method not only enhances listening comprehension but also develops learners' overall linguistic and cognitive abilities, making it an essential strategy in modern language education.

One of the primary benefits of the integrated approach is the development of comprehensive language skills. By connecting listening with speaking, reading, and writing, this method mirrors real-world communication and reinforces the interdependence of these skills. For instance, learners who listen to a spoken text may use the information to engage in discussions, interpret written materials, or express their thoughts in writing. This interconnected practice builds fluency and accuracy, enabling learners to use language effectively in diverse contexts.

Another key advantage is the promotion of critical thinking and problem-solving skills. Through interactive and task-based activities, learners are encouraged to analyze and interpret auditory input,



draw inferences, and respond thoughtfully. This active engagement with language sharpens cognitive processes, helping learners become more adept at evaluating information, identifying patterns, and formulating responses.

The integrated approach also enhances cultural and contextual understanding. Listening activities often involve exposure to authentic materials, such as interviews, podcasts, or dialogues, which introduce learners to various accents, idiomatic expressions, and cultural nuances. This exposure deepens their appreciation of cultural diversity and prepares them for real-life interactions in multicultural settings.

Additionally, the integrated approach improves learner engagement and motivation. By incorporating a variety of multimodal resources, such as videos, audio recordings, and interactive digital tools, this method makes learning more engaging and relatable. When learners find activities meaningful and enjoyable, their motivation to participate actively and improve their skills increases, leading to better learning outcomes.

In conclusion, the integrated approach to teaching listening not only enhances linguistic competence but also equips learners with critical thinking abilities, cultural awareness, and a sustained motivation for learning. Its multifaceted benefits make it an invaluable strategy in language education, fostering well-rounded and confident communicators.

Implementing the integrated approach to teaching listening, while highly beneficial, comes with its own set of challenges. Educators often face issues related to resource limitations, time constraints, and insufficient preparation, which can hinder the effective execution of this method. Additionally, some students may find the integrated tasks difficult, further complicating the teaching process. However, these obstacles can be addressed with strategic measures to ensure the approach's success.

One significant challenge is the lack of adequate resources. Many educational settings, particularly those with limited funding, may struggle to provide access to authentic materials such as podcasts, videos, and interactive tools. Outdated technology or a lack of digital platforms further restricts the use of multimodal resources, which are essential for this approach. To address this, educators can utilize freely available online materials, such as open-access podcasts and videos, while also building a repository of resources tailored to the students' learning needs. Schools and institutions should also prioritize investments in modern technology to support multimodal teaching environments.

Another common obstacle is the limited time available within tight curricula. Designing and implementing integrated tasks that connect listening with speaking, reading, and writing can be time-consuming, leaving little room for other important topics. Teachers can



manage this by aligning integrated tasks with curriculum objectives. For example, a single activity might involve listening to a podcast, discussing its content, and summarizing it in writing, allowing multiple skills to be developed simultaneously within a single session.

The lack of teacher training and preparedness is also a notable challenge. Implementing the integrated approach effectively requires specific pedagogical expertise, which many educators may not possess. To overcome this, institutions should provide professional development opportunities, including training sessions and workshops. Peer collaboration and the sharing of best practices can further enhance teachers' skills and confidence in applying this methodology.

Lastly, students themselves may find integrated tasks overwhelming, particularly if they are not proficient in one or more language skills. Engaging with multiple modalities can feel complex and frustrating for some learners. To mitigate this, teachers can introduce integrated tasks gradually, beginning with simpler activities and increasing their complexity over time. Providing clear instructions, scaffolding support, and opportunities for peer collaboration can help students feel more comfortable and engaged.

By addressing these challenges through innovative solutions, educators can successfully implement the integrated approach to teaching listening. Tackling

these obstacles not only enhances the effectiveness of the method but also creates a more inclusive and enriching learning environment for students.

The integrated approach to teaching listening represents a transformative strategy in language education, emphasizing the interconnectedness of listening with speaking, reading, and writing. By moving beyond traditional, isolated skill instruction, this approach offers learners a holistic and dynamic way to develop language proficiency. Through its focus on contextualized, multimodal, and interactive learning, the integrated approach equips students with the tools needed to navigate complex linguistic environments and engage in authentic communication.

Despite the challenges associated with implementing this method, such as limited resources, time constraints, and student difficulties, practical solutions—such as utilizing freely available materials, aligning tasks with curriculum goals, and providing professional development for educators—can ensure its success. Moreover, by introducing activities gradually and offering scaffolding support, teachers can create an inclusive and motivating environment that fosters both confidence and skill development.

Ultimately, the integrated approach not only improves listening comprehension but also enhances critical thinking, cultural awareness, and engagement,



preparing learners for the demands of global communication. Its adoption in educational settings marks a significant step toward more effective, meaningful, and inclusive language learning practices. This article underscores the importance of this methodology and calls for its broader implementation to meet the evolving needs of modern language learners.

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