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METHODS OF DEVELOPING STUDENTS' CRITICAL THINKING IN LITERATURE LESSONS

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Kadirova Nilufar Olimovna

An Independent Researcher Of Tsuull, A Teacher Of State Security Service "Temurbeklar Maktabi " Military-Academic Lyceum, Uzbekistan

ABSTRACT

Developing students' critical thinking in literature lessons is one of the most pressing issues of today's literary education. On the other hand, in the analysis of a certain literary work, it is necessary to interpret correctly the concept of critical thinking, which forms the ability of the student to have a personal opinion and attitude, and to understand that it is far from expressing only a negative attitude. This article investigates the issue in depth and discusses the application, tasks and results of one of the methods that stimulate the reader's critical thinking within literature classes.

KEYWORDS

Critical thinking, literary education, creative analysis skill, Eidos-summary, research skill, thinking boundary, aesthetic taste, association.

INTRODUCTION

Recently, critical thinking has emerged as an important innovation not only in the world, but also national literary education as well. Formation and development of critical, independent thinking and independent

analysis skills of learners was defined as one of the important goals of national education. Based on the content of the textbooks of the new generation, the aim is to teach students to think independently and

critically, and on this basis to train people with high artistic taste for the sake of state and society. Because a student with critical analysis skills develops an incentive for independent thought and immunity against destroying ideas.

LITERATURE REVIEW

At each stage of education, the child's thinking ability develops according to the mental and intellectual capabilities of a certain age. In particular, the analysis of an artistic work carried out in literature classes ensures that the child acquires his own personal opinion and attitude.[1] However, currently it is necessary to treat more carefully the word "criticism", which is the basis of the content of literary education. More precisely, "criticism" does not mean condemning a work or looking for only negative aspects and denying any opinion, trying to prove that one's views are correct, but analyzing a specific work at the level of one's worldview and perception. It is vital to make students aware of the need to have independent views.

Kozokboy Yoldoshev, who greatly contributed to the development of Uzbek literary education, emphasizes the necessity of paying attention to the essence of the word criticism. According to him the Arabic word which means "to select or to sort" and "critical examination and criticism" (نقد naqada) as well as another word (تنقيد tanqidun) which meaning reveals

"to criticize, to blame" and the term derived from it "critic" (مُتَصَنِّق) munaqqid) cannot clearly and fully express the essence of this aesthetic phenomenon. Instead, it is more appropriate to use the word "sin" in the sense of assessment, which we widely use in our language and which is used by our Kazakh and Kyrgyz comrades as well as the term "sinchi" which means the person of this profession engaged in this work [2].

Literary scholar Zulkhumor Mirzayeva in her article "Analysis of a work of art: from local to global" classifies the characteristics of "critical thought" and "critical thinking" as follows. So, critical thinking is defined as:

- verifying and refuting previous ideas about a certain artistic work through the text, creating new ones based on existing ones or experiences;
- searching for answers to open questions, reviewing the work of art from the point of view of today's requirements, modern methods of analysis and comparing it with old interpretations;
- checking and interpreting information in different contexts, evaluating the chain of cause and effect in the work from different angles, making logical decisions through reasoning, proving one's opinions, etc [3].

RESEARCH METHODOLOGY

In the article, the problem of developing the student's critical thinking in literature classes today is considered as an urgent issue and the importance of a correct approach to this term from a semantic point of view is noted. In particular, the views of our famous national Methodist scientists on the concept of critical thinking were compared. The constructive structure and stages of critical thinking were analyzed, as well as the methods of hermeneutic, comparative-historical, and comparative typological analysis were used.

ANALYSIS AND RESULTS

It is known that the main task of literature classes is to form the ability of independent thinking in students, which is necessary for today's ultimate information age. From the above opinions of the researchers, it is clear that the teacher must understand the essence of "criticism" and "critical thinking" of the students before forming them. Formation of critical thinking in students mind from the stage of reading a work of art in literature classes to reading it to the perception of its artistic meaning and features and requires serious work and high artistic taste from the student and at the same time from the teacher. After all, reading the work is more important than reading it. In the process of reading and perception the mind leads the creativity. More precisely, the reader becomes a complete receiver and master. In fact, to read a work is to discover it newly for oneself. The reader gets involved in the events, brings the heroes to life, hears their

words, feels their mental state from the deep heart.[4]

In this case, the artistic text becomes a source of aesthetic pleasure. Already, if the student does not have the skills of artistic analysis, the perception of understanding the essence of the work, he will simply look at the work and during the process of reading he will get acquainted with the events of the plot, he will have information about the fate of the characters, and if he goes further, know the genre of the work as well as what issue is risen in the book. In our opinion, mostly students' lack of deep analysis of a work of art, following stereotyped opinions, inability to freely express their independent opinion, lack of inclusion of topics related to critical thinking in the curriculum are the reasons for boring literature classes. In addition, the fact that critical thinking in literature classes is often not taught as in Western society undermines the motivation of students to search independently. In general, there are a number of objective and subjective, and at the same time complex reasons, which confirm that the critical opinion of students is not at the expected level. In our opinion, history cannot be turned back, not to undo the mistakes made until now, to promote literary education on a global scale, to develop a healthy, clean, critical thinking in students mind, which we have made an object for our work, to make students constructive, cognitive what methods and approaches we should use to encourage them to act, to help them gain a word and a place in the global community.

In many cases, the analysis of a work of art is understood by the reader to retell the work or to provide information about the text. The teacher follows the same approach in the analysis of the artistic text, and understands the analysis as a collection of information reflecting his views and individual conclusions about the work. Certainly, this is important in one way but after the teacher gives his personal conclusions about the work of art, the students have no incentive to analyze the work of art in a new way. In addition, in order to increase the ability of students to analyze a work of art independently and critically, it is necessary to activate their previous knowledge, and this is more important than giving them a brief summary. In order to bring out the essence of the events reflected in the work of art, to analyze them from an artistic and aesthetic point of view, and most importantly, to actively participate in the processes of analysis of the work of art, they should activate their previous knowledge and connect the existing information to their existing knowledge schemes. Therefore, the understanding of a work of art begins at the stage of combining old and new knowledge.

The main features of critical thinking are revealed through the analysis of a work of art, because the reading of a work of art requires students to think, and at the same time, the skill of critical thinking. In the process of reading a work of art, the circuits in the human brain move and create certain ideas and

thoughts as a whole. Secondly, when creating new meanings of the artistic text, different from previous interpretations, students should remember, restore and, reflect on their previous knowledge and experience. In this, they are able to distinguish the differences between literary fact and opinion, attitude, understanding of the meanings of the text on the surface and under the text, the means of image in the artistic work, understanding the characteristics of stuttering, double-mindedness, the ability to distinguish the characteristics of the author's style, the tone reflected in the artistic text, to determine the mood, to provide evidence for it from the text, to find interconnections between certain realities and actions, to classify them, to be able to perceive different layers of meaning, to determine the inferential relationship from details, to be able to draw logical, fair conclusions, and most importantly, it is also essential for them to be able to apply the conclusions and views obtained from these processes in their work, according to their vital needs. In the processes of understanding and comprehension of the literary text, "knowing", "understanding", "explanation", "analysis", "interpretation", "synthesis", "argumentation", "evaluation", "problem", "solution", "conclusion", certain steps that encourage thinking, such as "logical thinking" and "application" are unique to literature classes. That is why Lazere thinks that Literature is the only academic discipline capable of covering all fields [5]. In addition, the language, idea, and characteristics

of a specific artistic work are important for students to understand themselves and the meaning of life step by step. Because literature is a mirror of life and we have the right to look at it as a recreated world. In the process of studying issues such as the plot, logical development, interaction of characters and characters in the work, dynamics, and their role in the development of the plot, they encounter various views, literary debates, and problems. They are forced to refer repeatedly to the text and the various factors and contexts that caused its creation until they arrive at their own truths in the analysis of the work of art.

One of the ways to encourage students to think critically is Eidos - synopsis. Eidos-summary helps to develop an interesting technique for developing critical thinking through reading and writing, whether it is a work of poetry or prose, to fully understand it. It is a method that can be used not only for the effective analysis of a work of art, but also for the development of children's creative abilities, improving the quality of reading and increasing figurative thinking as well as motivation in literature classes. It is also important that it can meet all the requirements of the new generation standard and if it is used correctly, it will develop the basic competencies of the student.

The word eidos is actually a term related to ancient philosophy which expresses the meaning of the Greek model, appearance, image. Synopsis-reader's brief comments based on the theme and plot of the work.

So, the eidos synopsis is a reflection of the impressions of the reader-student as a result of being influenced by the events of the work of art, a visual representation of the reader's views, the discovery of the work by the reader, a harmonious example of imagination and image considerations, a creative-artistic interpretation. The idea, literary hero, artistic world of the read work determines the reader's answer as an associative example. The reader creates his personal interpretations based on his thinking, worldview, life experience, prior knowledge and mental and emotional state at the time of reading the work of art. These interpretations can be expressed not only with words, but also with images, diagrams, colors, or key words and sentences that the reader considers important in the work. This method creates an opportunity for interaction between the reader and the author and the work as well.

Using the Eidos-summary method helps to develop the student's creative potential, which in turn:

- proper organization of the educational process;
- formation of research skills;
- improvement of knowledge control;
- to increase the quality of students' knowledge and arouse interest in the studied subject;
- development of the reader's critical thinking;
- education of aesthetic taste in literature classes;
- development of reading competence;

- creating expected and unexpected situations in the lesson.

Eidos synopsis is one of the ways to form a dialogue between the writer, the artistic text, and the reader and it reflects the response of the reader affected by the events of the work.

According to the structure of the Eidos synopsis, it can be as follows:

1. Figurative pictures, images (perhaps graphics, color images, figures) that appear associatively in the reader's mind within the analysis of the literary text;
2. Words and sentences quoted from the work are visible;
3. In the form of creating a title based on the reader's interpretation and conclusion.

CONCLUSION

In conclusion, it can be said that the eidos synopsis openly expresses the reader's feelings, experiences, personal views, emotional state during reading, his attitude to reality, and his concepts of life created by the influence of the literary text.

The use of the synopsis-summary method, which serves to develop the critical thinking of the student-reader in literature classes, is of great importance in creating different interpretations among the readers-students, in making the process take shape in a

controversial form, and in addition, in making the lesson lively.

Critical thinking is a creative process that helps the student to develop as a person in the future, to determine personal paths of professional development, to analyze the information received, to summarize it and to form independent conclusions. It helps the student not only in cognitive activities, but also in everyday life as well.

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