

# Methods And Tools For Developing Students' Critical Thinking In Literary Education

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**Abstract:** This article discusses methods and tools for teaching students critical thinking in the process of literary education. It outlines ways to develop a system of questions and tasks aimed at enhancing students' research abilities.

**Keywords:** Critical thinking, crossWord, puzzle, photo, picture.

**Introduction:** Educational progress is measured by students' assimilation of knowledge, but modern life requires students to adapt to social and intellectual situations, think at a high level, communicate effectively, and be adaptable. While critical thinking imposes responsibility on students for their own knowledge, it sets tasks for educators such as organizing educational processes based on critical thinking, widely using methods that stimulate students' critical thinking, and exchanging experiences with colleagues. Critical thinking is a type of thinking that helps one avoid accepting anything without evidence and remain open to new ideas and methods.

Critical thinking is a goal-oriented process that includes several stages. Professor Safo Matchanov divides it into the following stages: "1. Challenge stage. 2. Thinking stage. 3. Reflection stage" [Safo Matchon, 2023: 66]. We will try to analyze these stages one by one.

At the challenge stage, existing knowledge and ideas about the subject being studied are recalled. In this process, memory is activated, and personal interests are formed. At the challenge stage, the teacher's task is to manage the situation and encourage students to explore and be active.

At the thinking stage, the student assimilates new knowledge. They have the opportunity to think about what is being studied. At this stage, their new knowledge is consolidated, they fully utilize their intellectual potential, and form their well-founded

ideas.

In the process of critical thinking, students master various ways of integrating information, learn to understand different experiences and ideas, and develop their own thoughts by putting forward their own ideas. They develop a logical sequence of conclusions and arguments, expressing their thoughts clearly and convincingly. The more appropriate the methods or means chosen for the lesson, the higher the effectiveness of learning. The teacher's task is precisely to properly organize this process. K. Husanboyeva and Roza Niyozmetova emphasize that "To achieve independent student thinking in the process of literary education, teachers are required to teach students to verify and prove the correctness of the concepts and conclusions given in the textbook, to use the most suitable methods and techniques for this purpose, to think independently about each thing and phenomenon, to approach situations creatively, and to express their opinion regardless of whether others, even the teacher, like it or not" [Qunduzxon Husanboyeva, Roza Niyozmetova, 2022: 128].

Methods for improving critical thinking include the use of various tools and approaches that help stimulate and enhance this ability in a person. Examples of such tools include crosswords, puzzles, and logic problems. These exercises help develop visual perception, spatial and abstract thinking.

Studying and analyzing the photographs and drawings

selected for the work in the textbook also teaches imagination. Below we will familiarize ourselves with the content of questions aimed at visualization:

1. What is shown in this picture?
2. Why was this photograph chosen?
3. Who is the author of this photograph and what is its purpose?
4. What is the main idea focused on?
5. What ideas are present?
6. What evidence is presented?
7. How are the conclusions expressed?
8. What recommendations can be given?

While answering questions, students rely on their own conclusions and compare them with the answers of others. They analyze the diversity of opinions, ask questions that help determine the correctness of their answers, and can draw conclusions.

Creating questions based on texts read by students or videos and films they have watched develops their research abilities and enhances skills such as analysis and synthesis. For such exercises, the following questions are asked:

1. Fact-demanding questions: What happened?

At the beginning of the session	At the end of the session
What do I know about this topic?	What new things did I learn from the text?

During the lesson, students fill in these columns. They need to complete the columns by connecting them to their views and personal experiences. In this process, the teacher should try to demonstrate the process visually with the students, and the students can utilize it.

The consistent use of pedagogical technologies throughout the lesson process yields high effectiveness. Pedagogical technology, as defined by V.M. Monakhov, is “a model of collaborative pedagogical activity in which all details of designing, organizing, and conducting the educational process are carefully thought out, ensuring unconditionally favorable conditions for both students and the teacher” [Shoyimova S, Khoshimova M, Mirzayeva M, Quziboyeva M, 2020:8]. The purposeful and efficient use of necessary information and knowledge in developing students’ critical thinking serves to improve the quality of the lesson.

2. Explanatory questions: What does this mean?
3. Evaluation questions: Is this good or bad?
4. Practical questions: How can this be used?
5. Analytical questions: How did this happen?
6. Questions aimed at synthesis: How can this be improved?
7. Questions aimed at developing creative thinking: What approach can be taken?

Exercises that enhance critical thinking are crucial for developing logical and analytical thinking abilities. Regular use of such exercises encourages individuals to become more attentive.

“Do you believe” technique. This question promotes the improvement of critical thinking by allowing one to question the reliability of provided information and texts. Such methods enable students to learn critical thinking by stimulating logical analysis and the ability to ask appropriate questions. Through these techniques, students can increase their level of understanding and improve the quality of decisions made in various situations.

“Side notebook” technique. In this method, the student asks themselves the following questions.

## CONCLUSION

In conclusion, teaching educational methods to students serves to increase their cognitive activity. In turn, these teaching methods ensure solid acquisition and retention of educational material. Through these methods, students have the opportunity to learn more information and thoroughly acquire knowledge in less time. In this process, they consciously assimilate the studied topic. The teacher’s main task is to develop students’ skills in using these teaching methods.

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