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From the Experience of a New Approach to the Development of Students' Critical Thinking

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ANNOTATION

The development of students' critical thinking in literary education is one of the urgent tasks of our time. This article discusses the application, objectives and results of one of the methods of stimulating the reader's critical thinking through interactive methods based on constructivist education.

KEYWORDS: critical thinking, literary education, student asset, eidos resume, constructivist approach, active process.

FOREWORD

One of the most significant challenges currently is to apply new teaching methods to improve student critical thinking in literary classes. Literature teachers should learn a great deal about research, new educational tools, sophisticated methods and approaches of global pedagogy, and how to support them in the classroom. After all, one of the goals of modern literary education is to educate a young generation of independent people who are capable of truly understanding reality and objectively expressing their opinions, as well as being capable of critically evaluating it and finding new "original" solutions to any life situation, and who have their position in life. Today, as the scope of knowledge expands, it is critical for educational quality to offer students in literature sessions the opportunity to analyse a work of art and effectively use interactive methods based on a constructivist approach, diverse gadgets, and handy technology means. This means that the transition from traditional education to student-oriented education in literature classes is a literary thinker who seeks to discover and implement new ideas through his intellectual potential, allows to educate young people with the ability to convince their peers that their decisions in problem-solving are logical and practically correct.

LITERARY ANALYSIS:

The constructivist approach, which is founded on the reader's intellectual capacity, desire, and initiative, is one of the themes explored in our domestic methodology alongside world psychologists, philosophers, and teachers. Although the viewpoint, similar to constructivism in essence, that a person discovers new knowledge through previously acquired knowledge and experience was reflected in the scientific research of such eastern scientists as Musa al-Khorazmi, Abu Nasr Farabi, Abu Ali Ibn Sina, and Abu Rayhan Beruni: today our methodological scientists additionally are studying it. The approach of constructivism was expressed as a

philosophical and methodological basis for interactive methods by teacher K. Yoldoshev in the textbook "Methods of Teaching Literature" (2022), literary critic, teacher Z. Mirzaeva "Methods of Teaching Literature (from Traditional to Modern)" methodological manual (2020) explained reading as a constructive process and expressed the view that the reader's creation and discovery of a "new piece" from a work of fiction is based on students' thinking, experience, and initiative. In the articles of Russian researchers A. Poberezhny, F.N. Kozyrev, A.A. Gorbacheva, teacher N.P. Shatalova, and foreign scientists M. Magirius, Ernst von Glasersfeld, S. Gatta, and L.J. Turner, the student as a constructivist subject acquires knowledge independently or claims that it arises from how they build relationships with other people.

RESEARCH METHODOLOGY.

The article discusses the purpose, essence and objectives of the interactive method, based on new approaches that serve the development of student critical thinking in literature lessons. The features of constructive education are highlighted, and practical work based on the approach of reader response (receptive aesthetics) and based on the "Eidos-resume" method, which stimulates students' critical thinking, is studied. Methods of hermeneutic, comparative historical and comparative typological analysis were also used.

ANALYSIS AND RESULTS.

Today, one of the main tasks of the New Uzbekistan Development Strategy is to improve the teacher's teaching methodology and implement modern and advanced tendencies. This is very important in the education and upbringing of the modern generation. In particular, it requires that the experience of teaching literature be supplemented by ideas that are effective in the experience of world literary education, as well as those that are relevant to our national order." It is now the main goal to achieve the effectiveness of teaching, not only the talent and skill of the teacher but also the structure of the content of education and the organization of the pedagogical environment and conditions, using advanced methods" [1,14].

As noted above, the content of education, the pedagogical environment and the introduction of advanced methods will serve to educate today's students as independent thinkers and critical thinkers. In literature lessons, the processes from the stage of reading a work of art to its understanding, to the perception of its artistic idea, features and creativity require serious work and high artistic taste from the student and at the same time the teacher.

So what modern approaches are effective in generating a person's critical thinking talent in literature lessons?

First of all, the teacher must turn reading a work of literature into an active process in the lesson. "**The active process** is based on the interaction of the reader and the text, and readers of any literary work come from their worldview, life experience, previous knowledge and psycho-emotional state at the time of reading the literary work, which helps to create their interpretations" [2]. The constructive approach, which expresses the fact that the knowledge that everyone should acquire so far is based on knowledge, skills, and life experiences, gives the reader freedom of thought. The perception of the work of literature by the reader (recipient) allows him to draw his conclusions and independently discover the realities of life without borders. After all, it is advisable to follow the "student to master the knowledge provided for learning in the program based on DTS requirements without being given ready-made knowledge" [3].

The formation of ability to critically evaluate the protagonists of a work of literature in literary lessons is formed in the process of reading the work, studying the characteristic features of the images and their actions in events. We explain our idea by one of the methods used in the analysis of the story of Uzbek author Qamchikek

Kenja “Fishing” given in the 7th-grade new generation Literature textbook (7-sinf uchun darslik / Z. I. Mirzayeva, K. Q. Djalilov. – Toshkent: Respublika ta’lim markazi, 2022). This story is about a family who lost their beloved son due to excessive hospitality. In the story, Boronbek's two sons Kamil and Komron and daughter Salomat were brought up in the spirit of true Uzbek traditions and they obeyed their father unconditionally and did the work they were ordered to do without any discussion. Due to the fact that he was the head of the farm, and also because of his hospitality, leaders often came to Boronbek's house and went fishing and cooking. In the story, the characteristic values of the Uzbek people are shown, especially when a guest is waiting, they pour everything on the table, give their best food to the guest, and even give the guest's family members gifts. Komiljon, the eldest son of the family, despite being a 7th-grade student, was a master of catching fish both in a net and on a hook. The father and son entertained the guests with the fish they had caught from Damarik. The narration is made through Komron's characters, as he is the youngest of the family. The family did not like the "fish-eating" person who always came to their house as a guest. But even so, they did not notice it because they were afraid of their father. The last hospitality event brought a heavy burden to the family. Boronbek sent his sons fishing in the early spring to entertain those who came to his house with fish, Kamiljon couldn't take his father's word for granted, he couldn't catch fish in the net and he repeatedly went under the water, while the coldness of the harsh winter had not yet left. If the story of how he hunts fifteen fish from the fishing belt creates feelings of anger towards the "fish-eater" in the student, then the mother who is worried about her son's high temperature, sets the feeling of compassion. The reader feels sorry for Kamiljon, who caught a cold and died because of this disease, and his family is saddened by the heavy misfortune that befell him. This story awakens feelings of sympathy in the heart of the reader and forms the feeling of being sad for someone else's pain. The reader's attention is drawn to the story.

It is advisable to work in small groups when organizing the activity. As a small project work, the task of creating an “Eidos-concept”, which reflects the attitude of the protagonists and reality in the story, serves to increase students' independent mental activity, increase personal thinking experience, and determine the pace of exposure to the events of the work. The expected results of this small research work include the following: the development of the ability of the student-reader to properly organize thoughts in the process of literature analysis, the formation of the ability to see his mistakes and edit them, as well as the development of the reader's critical thinking skills through the formation of certain immunity and skills for further development of his decisions. “Eidos-conspectus (EC) – opinion and observation, resulting from the figurative representation of the text, as well as the creation of one's images based on quotes from the work” [4].

Eidos-conspectus (EC) is a reflection of the reader's impressions caused by the events of a work of literature, a visual representation of the reader's view, the reader's discovery of the work, a harmonious example of the image and figurative considerations, a creative and artistic approach, interpretation. The idea, the literary hero, and the artistic world of the read work determine the reader's response as an associative example. The reader creates his interpretations based on his thinking, worldview, life experiences, previous knowledge, and mental and emotional state at the time of reading the work of literature. The peculiarity of this method is that interpretations can be expressed not only in words, but also through images, diagrams, colors, or keywords and sentences that the reader considers important in the work. Below, in the eidos-conspectus (or summary) created by schoolchildren based on the story “Fishing”, one can observe different interpretations among student readers. In this process, students' attention is drawn to the characters in the story, evidence that can become the basis for a critical assessment of their relationships. In the created creative works, in some cases, one can find ideas that provoke mutual discussion among students. If someone blames Boronbek's brother for

the tragic death of the hero of the story Komilbek, then in some cases the “fish eater” or even Komilbek’s mother is blamed. In this way, students compare evidence and verdicts.

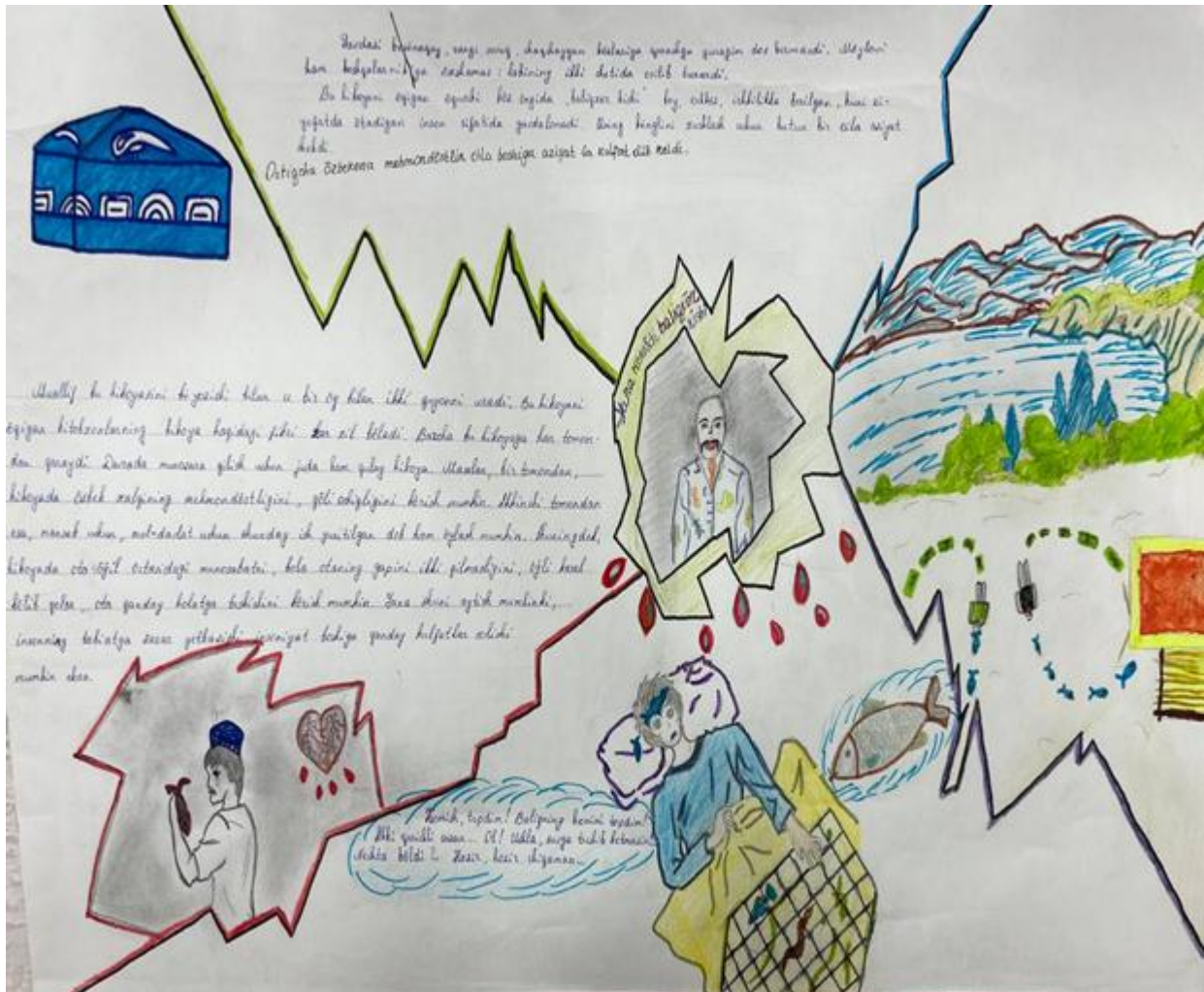


Figure-1. Group I Eidos summary based on the story of Mirza Kenjabek “Fishing”.

In the first group of project work, students looked at the story from different angles and expressed their opinions about the tragedy in the story. The members of the group represented the images of the excessive hospitality of the Uzbek people in the form of a ‘duppi’ (traditional Uzbek hat), the father who is forced to preserve his reputation, and the “fish-eating man” who has become a slave to the ego, which are taken from Kamiljon's early life, they defined as the symbols that caused it to collapse. Pupils tried to reflect the fact that they were affected by the event in the story and were deeply moved by the broken glass. Kamil's father's feeling of guilt for Kamil's death is represented by a redfish in his hand and the mental suffering of his father's heart through the image of a bleeding heart.

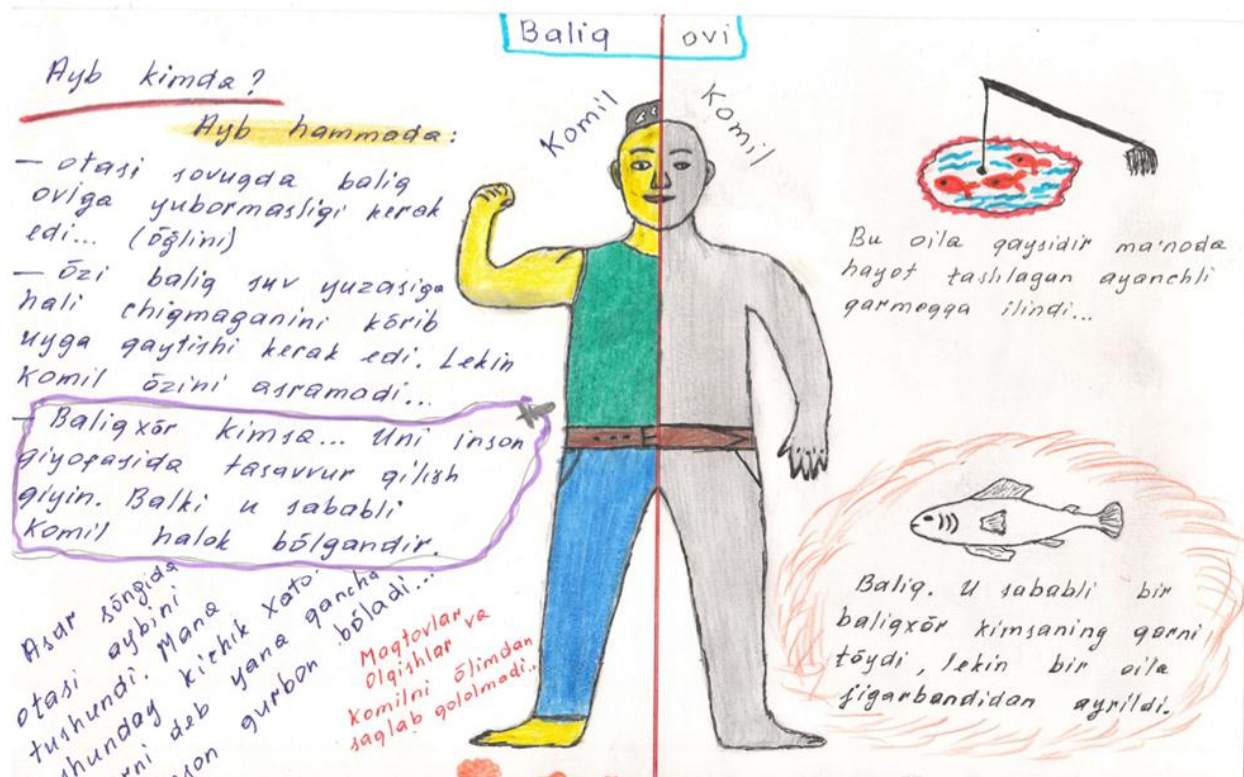


Figure 2. Group II Eidos summary based on Mirza Kenjabek's story "Fishing".

In the project work of the second group, the attention of the student-reader is concentrated on the image of the character Kamil in colour and colourless pictures, and the student asks the question: "Who is to blame?" Answering the questions, along with blaming Kamil's father and the "fish eater", the student also considers Kamil to be guilty of not being able to make the right decision in the current situation. In the eyes of the students, the image of Kamil depicted in the play is embodied in two different forms: in the colour image, the protagonist is described as healthy, full of power, fearless, brave enough to envy those around him, the black-and-white image showed that Kamil's life was an early treasure due to fishing. The feeling of sadness was expressed in red by the students' idea that "praise and applause could not save Kamil from death". The reader also polishes his figurative thinking through colours. depicts the fish in the pool in red. Through such a picture, the recipient (reader), using a metaphorical description, expressed the sad fate of a family that found itself on the hook of life. At the conclusion of group II, emphasizing the image of a fish, "Fish. Because of this, the fish eater fed someone, but the family lost one of their members," showing that everyone used this for their benefit.



Figure 3. Based on the story of Mirza Kenjabek "Fishing" Group III Eidos summary.

The third group of students tried to express the tragic story of the family through a bloody image of the setting sun. The summary gave a sentimental assessment of the father's fertility, the mother's extreme gentleness and meekness, and the images of "fish-blooded", reflected in the bloody spots on the setting sun's surface. While working on a project, group representatives listen and comment on each other's answers on small projects (EC). In this way, all students share their life truths, revealed from the story, as a result, an idea expressed by one student is news to another student, and another student creates the ground for the birth of a new idea in real-time. The important thing is that students collaborate not only with the teacher but also with each other, helping each other in acquiring new knowledge. This continuous process serves to shape them as individuals in society, increase their initiative, and most importantly, their ability to independently understand the reality of life and think critically. Also, it allows the student to increase the skill of artistic analysis, critical, deep, logical and creative thinking skills, and understanding of the essence of the work.

"Constructive thinking is the ability to consider various equally valuable conclusions that do not lead to a single correct conclusion" [5]. The above-mentioned analyses act as a product of students' constructive thinking and represent the formation of critical thinking activity based on consistency.

CONCLUSIONS.

If the personality of the reader and his opinion are very important for literary studies, in literature classes it is necessary to introduce the reader to a literary work, to form his critical thinking, and to be able to freely express his thoughts about the work he has read. Concretizing the meaning of a literary text through comments, and explaining the meaning of the work today through the reader's imagination is also important

for literary education.

In conclusion, we can say that as a result of developing critical thinking skills in literature classes, along with improving the quality and effectiveness of literary education, in the modern era of rapid globalization, students' independent interpretation and analysis of information is increasing, evidence, knowledge, and serve to increase the love for a literary work in their hearts.

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