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THE ROLE OF FICTION IN DEVELOPING STUDENTS' INDEPENDENT LEARNING SKILLS IN THE CREDIT-MODULE SYSTEM

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Abstract. The article examines the role of fiction in developing students' independent learning skills under the conditions of the credit-module system. The author identifies the pedagogical conditions under which fiction becomes an effective tool for developing these skills and outlines its place within the credit-based academic workload.

Keywords: credit-module system, independent learning skills, fiction, critical reading, reflection, motivation, self-regulated learning, higher education.

Аннотация. В статье рассматривается роль художественной литературы в развитии навыков самостоятельного обучения студентов в условиях кредитно-модульной системы. Автор определяет педагогические условия, при которых художественная литература становится эффективным средством развития данных навыков, и обозначает её место в учебной нагрузке, основанной на кредитной системе.

Ключевые слова: кредитно-модульная система, навыки самостоятельного обучения, художественная литература, критическое чтение, рефлексия, мотивация, саморегулируемое обучение, высшее образование.

Annotatsiya. Maqolada kredit-modul tizimi sharoitida talabalarning mustaqil ta'lim ko'nikmalarini rivojlantirishda badiiy adabiyotning o'rni ko'rib chiqiladi. Muallif badiiy adabiyot ushbu ko'nikmalarni rivojlantirishning samarali vositasiga aylanadigan pedagogik shart-sharoitlarni aniqlaydi hamda uning kredit tizimiga asoslangan o'quv yuklamasidagi o'rnini belgilab beradi.

Kalit so'zlar: kredit-modul tizimi, mustaqil ta'lim ko'nikmalari, badiiy adabiyot, tanqidiy o'qish, refleksiya, motivatsiya, o'z-o'zini boshqaruvchi ta'lim, oliy ta'lim.

Introduction. The transition of higher education institutions in Uzbekistan to the credit-module system has substantially changed the requirements for students' learning activity. The Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 defines the formation of independent thinking and the ability to acquire knowledge independently as one of the main goals of modern higher education [1]. Within the credit system, a considerable share of each credit is allocated to work performed by the student outside the classroom, and the quality of this work directly determines learning outcomes [2]. However, independent learning is effective only when students possess the necessary skills: the ability to plan their time, to process large volumes of text, to formulate their own position, to express it in writing and to evaluate their own progress.

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B. Zimmerman notes that these skills are not innate but are formed through purposeful practice in which the learner gradually assumes control over their own cognitive processes [3]. In this regard, the question arises as to which types of educational material can most effectively foster such skills. In our view, fiction occupies a special place among them, since it requires prolonged, attentive and personally engaged reading, invites interpretation rather than memorization and naturally stimulates reflection. The purpose of this article is to determine, on the basis of literature analysis and the author's own reasoning, the role of fiction in developing students' independent learning skills in the credit-module system.

Methodology and Literature Review. The study is theoretical and relies on the methods of analysis, comparison, generalization and systematization of scholarly sources in pedagogy, psychology and literary studies. The theoretical framework of the study is based, first, on the theory of self-regulated learning, in which Zimmerman distinguishes the phases of forethought, performance and self-reflection as the core of independent learning [3]. Second, the study draws on theories of literary reading. L. Rosenblatt's transactional theory holds that the meaning of a literary text emerges in the interaction between reader and text, and that aesthetic reading requires the reader's active personal participation [4]. L.S. Vygotsky showed that the perception of a work of art involves a complex intellectual and emotional transformation of the reader's experience [5].

M.M. Bakhtin's concept of dialogism emphasizes that understanding a literary work is always a dialogue between different voices and points of view, which presupposes the reader's own active response [6]. In Uzbek literary studies, D. Quronov stresses that the reception of a literary work is a creative process in which the reader co-creates meaning on the basis of their own life and cultural experience [7]. Third, the study takes into account research on the cognitive and educational effects of reading. S. Krashen, generalizing numerous studies, concluded that extensive voluntary reading significantly develops vocabulary, writing ability and general literacy [8]. M. Nussbaum argues that the humanities, and literature in particular, cultivate critical thinking, the ability to imagine the position of another person and the capacity for independent judgment [9]. Finally, O'.Q. Tolipov and M. Usmonboyeva underline that any form of independent work becomes pedagogically effective only when its goals, procedures and assessment criteria are clearly designed [10].

Results and Discussion. The analysis allows us to identify several independent learning skills that fiction develops particularly effectively. The first is self-organization and time management. Reading a substantial literary work cannot be accomplished in a single sitting; it requires the student to plan reading sessions, distribute effort over time and maintain concentration. This corresponds to the forethought and performance phases of self-regulated learning described by Zimmerman [3]. The second skill is critical and interpretive thinking. Since, according to Rosenblatt and Bakhtin, the meaning of a literary text is not given ready-made but arises in the reader's active engagement and dialogue with the text [4; 6], the student is compelled to compare interpretations, weigh arguments and formulate a personal position.

Unlike textbook material, which often presupposes a single correct answer, fiction trains the ability to work with ambiguity, which is essential for independent

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intellectual activity. The third skill is analytical writing. Krashen's conclusions about the link between reading and writing [8] suggest that regular reading of high-quality literary texts enriches students' language and improves the structure and expressiveness of their own written work, including essays, reports and research papers required in the credit system. The fourth skill is reflection. Vygotsky's understanding of aesthetic reaction as an inner transformation [5] and Quronov's view of reading as co-creation [7] indicate that fiction encourages students to examine their own values, emotions and assumptions. Reflection of this kind is the foundation of the self-assessment phase of independent learning [3].

The fifth aspect is intrinsic motivation. Nussbaum's arguments [9] show that literature engages students as whole persons rather than only as recipients of information, which strengthens their interest in learning and their willingness to work independently. At the same time, the analysis shows that these effects do not arise automatically. In our opinion, fiction becomes an effective tool for developing independent learning skills only under certain pedagogical conditions: the selection of works should correspond to the learning outcomes of the module; reading should be accompanied by guiding questions and a reading journal; students should produce a written analytical product connecting the text with course content; and the results should be assessed according to transparent criteria and counted in the credit workload [2; 10]. Among the obstacles to this approach are the declining reading culture among young people, the limited time of students with heavy workloads and the risk of reducing reading tasks to formal plot summaries.

Conclusion. The credit-module system places high demands on students' independent learning skills, and the choice of educational material plays an important role in developing them. The analysis of Uzbek, Russian and foreign scholarly literature shows that fiction contributes significantly to the formation of self-organization, critical and interpretive thinking, analytical writing, reflection and intrinsic motivation. However, its developmental potential is realized only when fiction reading is purposefully designed, guided by the teacher and integrated into the credit-based assessment system. Further research may be directed toward developing discipline-specific reading lists and criteria for assessing reading-based independent work.

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