HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

THEORETICAL FOUNDATIONS OF FORMING CRITICAL THINKING IN LITERATURE EDUCATION

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Abstract. Today, special attention is paid to the development of critical thinking in our country. Also, scientists from the CIS countries and foreign countries have carried out a number of scientific research works on this issue. In these studies, a methodology for developing critical thinking was developed and they are of great importance in science. Critical thinking is a process related to thinking, which requires in-depth analysis when analyzing a literary text.

Keywords: critical thinking, DTS, critical thinking, reflexive thinking.

Critical thinking is an intellectual feature of human activity, which to a certain extent affects all aspects of activity. Critical thinking is equally necessary for all stages of education, as it requires analysis, comparison, generalization, negation and decision-making. It is impossible to hypothesize and analyze without critically assessing the problem. The development of critical thinking is of great importance in the upbringing of a complete person. When analyzing the concept of critical thinking, it is necessary to briefly explain the thinking process, since it is impossible to highlight its importance without understanding its essence. It should be noted that the state educational standard adopted in 1999 focuses on developing students' independent thinking in relation to each newly studied work, and educating them to be sensitive to the suffering of others. The general secondary education curriculum pays special attention to enabling students to think independently and freely, to awaken their initiative, to form a strong spirit, and to expand their spiritual nourishment and spiritual world. The curriculum implemented in 2010-2011 includes a literary education content served to eliminate repetitions, ensure coherence and continuity, improve the quality of education and optimize programs. The introduced state educational standard, unlike the previous one, specifically defines the knowledge that students should acquire, and is aimed at developing deep perception of the literary text, correct perception, figurative and analytical thinking, and creative thinking. Also, the acquired skills are minimally standardized, mainly "the ability to express the imagination and impressions received from a work of art in an intellectual and emotional way, in a logical manner", the ability of the student to express personal reflections on the reality in the work, to evaluate the reality in the text, to express an independent attitude and draw conclusions[1].

Today, in order to develop students' critical thinking in literary education, it is necessary to fully explain to them the essence of the concept of criticism[2]. That is, it is advisable to prevent students from thinking that when they say "criticism", they mean condemning a work of art, seeking only negative meanings from it, and identifying its shortcomings. At this point, it was found necessary to quote Professor Q. Yuldoshev's explanation of the essence of the word criticism. The scientist concludes that "the terms "criticism", derived from the root (نَقَدَ naqada) meaning "to select, sort" and "to critically examine and criticize" in Arabic, and the terms "criticism, accusation" (تَنْقِيدْ نَقِيدَنَنَ) derived

[1] Organized state educational standard and curriculum. Native language. Literature. Uzbek language (grades 5-9) // Collection of legislative acts of the Republic of Uzbekistan. – Tashkent: 2010, - p. 50.
[2] Kadirova N. The problem of developing students' critical thinking in literary education. Doc.diss – Tashkent, 2024. – P. 28.

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from it, and the terms "criticism, critic" (مُنَقِّيدْ مَنقِدَ) derived from it, cannot accurately and completely express the essence of this aesthetic phenomenon. Instead, it would be more appropriate to use the word "sin" in the meaning of evaluation, which exists in our language and is used by our Kazakh and Kyrgyz brothers, and the term "sinchi" meaning a professional engaged in this work.[3]"

Literary critic Z. Mirzayeva, in her article "Analysis of a Work of Art: From Local to Global," classifies the characteristics of "critical thinking" and "critical thinking" as follows:

"– checking the confirmation and denial of previous opinions about a particular work of art through the text, creating new ones based on existing ones or experiences;
– searching for answers to open questions, reconsidering the work of art from the point of view of today's requirements, modern methods of analysis, and comparing it with old interpretations;

– examining and interpreting information in different contexts, evaluating the cause-and-effect chain in the work from various perspectives, making logical decisions through reasoning, and substantiating one's opinions."

From the above points, it can be understood that critical thinking is a very comprehensive process, which involves the formation of human thinking in an analytical, logical, and independent direction[4].

The issue of developing critical thinking in literature lessons is covered on the basis of a number of scientific theories in pedagogy and didactics. These theories scientifically justify how to organize the lesson process, how to work with the text, and what stages of thinking the student should go through. First of all, the constructivist theory of education (J. Piaget, L. S. Vygotsky) is an important theoretical foundation for developing critical thinking in literature lessons. According to this theory, knowledge is not given ready-made, but is actively constructed by the student. This approach in a literature lesson requires mastering the text not through teacher commentary, but through problematic questions, discussion, and analysis. According to Vygotsky's view of the "zone of proximal development", the student rises to complex stages of analysis in collaboration with the teacher or peers. In this process, critical thinking is formed through social interaction. The second important theory is John Dewey's theory of reflective thinking. According to Dewey, only when the educational process is organized on the basis of a problem does real thinking occur in the student. Reflective thinking in a literature lesson develops not by accepting the author's idea as a ready-made conclusion, but by posing it as a problem. For example, the moral choice of the hero in the work is discussed as a problematic situation. This encourages the student to analyze, evaluate, and draw conclusions. The third theoretical basis is Bloom's taxonomy, which serves to gradually develop educational activities. According to Bloom, memorizing and understanding knowledge are low-level thinking, while analysis, synthesis, and evaluation are high-level thinking skills. In order to achieve critical thinking in literature lessons, questions and tasks should be directed precisely at higher cognitive levels. For example, tasks such as "Retell the work" should not be given, but "How relevant is the idea in the work to today's society?" Also, the critical thinking model of R. Paul and L. Elder is very important in practical terms for literature education. In this model, critical thinking is developed on the basis of intellectual standards (clarity, logic, evidence). In a literature lesson, the student is required to provide evidence, rely on the text, and follow logical consistency when expressing an opinion. This leads the student from subjective thinking to scientific-analytical reasoning.

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[3] Yoldoshev K. Methodology for updating literature teaching. Educational and methodological complex. – Tashkent: 2022

[4] . Mirzayeva Z. Analysis of a work of art: From local to global. Proceedings of the VII traditional scientific-practical conference on the topic of global education and development of national methodology. - Tashkent: 2023.

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The main task of literature education is to ensure the spiritual, aesthetic, and intellectual development of the student, as well as to form the ability to justify and substantiate his own opinion. Critical thinking in this process serves not only as a means of receiving knowledge, but also as a means of analyzing, drawing conclusions, and evaluating it. The use of critical thinking in literature lessons is noticeable in the following areas:

2. Interpretation: the reader expands the meaning of the text, tries to determine the author's intention, evaluates events in different contexts, and draws conclusions.
3. Evaluation and reflection: the reader evaluates the images and events of the work in a social, moral, and aesthetic context, and justifies his or her point of view with evidence.
These areas of critical thinking are fully consistent with the educational goals and principles of the DTS. For example, the reader acquires the ability to independently form his or her own opinion, analyze the text he or she has read from different perspectives, and understand social and cultural contexts. At the same time, critical thinking helps the reader develop 21st century skills: analytical thinking, creative problem-solving, decision-making, and communication skills.

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5. Mirzayeva Z. Analysis of a work of art: From local to global. Proceedings of the VII traditional scientific-practical conference on the topic of global education and development of national methodology. - Tashkent: 2023.