



DEVELOPING STUDENTS' SKILLS TO CRITICALLY ANALYZE LITERARY CHARACTERS

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Abstract

The article reveals the peculiarities of development of students' critical thinking in the process of studying works of art, gives definitions of the concept of "critical thinking" put forward by famous psychologists, characterizes the system of work on the analysis of the work, in the process of which students develop the ability to critically evaluate literary heroes.

Keywords: critical thinking, critical assessment, awareness, conviction, independent conclusions, arguments, discussion, point of view, analysis

Развитие у учеников навыков критически анализировать литературных персонажей

Аннотация

В статье рассматриваются особенности становления у обучающихся критического мышления в процессе изучения художественных произведений, приведены определения понятия «критическое мышление», предложенные известными психологами, описывается система работы по анализу произведения, входе которой у учащихся формируются навыки критически оценивать литературных героев.



Ключевые слова: критическое мышление, критическая оценка, осознание, убежденность, самостоятельные выводы, аргументы, дискуссия, точка зрения, анализ, обобщение.

The famous psychologists J. Bruner, L. S. Vygotsky, E. Goziev, and J. Piaget were the first to interpret the concept of "critical thinking». Some practitioners still characterize this term in different ways. Modern studies comment on the concepts of "critical thinking", "critical assessment", and "critical mind". J. A. Brous, D. Wood, and other scientists interpret the concept of "critical thinking" as deep analytical thinking, which is understood as a person's beliefs and ways of solving problems.

Critical thinking means following common sense and rejecting your own misconceptions. A person with critical thinking is able to put forward new ideas, consider new possibilities in a given direction, and recognize the most important ways and means of solving a problem.

According to D. Halpern, a critical thinker openly expresses his thoughts, he remains independent in his opinion. He enriches his ideas and views with life experience. At the same time, critical thinking differs from creative thinking. These two types of thinking are connected, and one does not develop without the other.

According to psychologists (J. Piaget, D. Halpern), critical thinking begins to develop in adolescents at 14-16 years of age, but its development occurs at different rates.

To develop ("put into action") critical thinking, it is necessary to possess certain qualities, namely:

- readiness to plan their actions, deeds. Most students at this age show lethargy and vulnerability of thought. Therefore, first of all, they need to master the ability to consistently express their thoughts. At the same time, a firm conviction in the correctness of their judgments is needed.
- a tendency to perceive. If students are not ready to perceive the opinions and suggestions of their classmates and peers, then their new ideas and thoughts are not accepted. The tendency to perceive is manifested in the assimilation of various information.



- firmness, conviction. Often, when faced with difficult tasks, students postpone their solution for a later time, or in the hope of someone's help. If they have confidence in their abilities, then this quality has a good effect on their intellectual development. As a result, such students achieve success in their studies.

- readiness to correct one's own mistakes. A student with critical thinking will not defend his wrong decision. He will draw the right conclusions and make the necessary corrections.

- understanding, awareness. This is a very important quality. In the process of thinking, the student conducts self-observation, controls the consequences or results of his decisions.

- the ability to make a decision agreed with others. Participation in solving issues based on an agreement with others is very important. If you show stubbornness and intractability, the speaker's opinion will remain "an empty sound."

J- Barrell, in turn, also identified a number of qualities that this: critical thinking person should have.

Desire to solve problems;

Showing persistence in solving a problem.

Control over one's own actions and the behavior of others.

Open expression of your ideas and views.

Collaborating with others to solve a problem.

Listening attentively to your interlocutors.

Patience with the imprecise, the unclear.

Establishing multilateral connections between phenomena and events.

Patient attitude towards a position (point of view) that differs from one's own.

Consideration of different options for solving the problem.

Ability to draw various conclusions.

Thinking about and evaluating your thoughts.

Making forecasts, justifying them, setting well-thought-out goals.

Active perception of information.

Mastering critical thinking is manifested in independent activity in modern society. It promotes non-standard thinking. An independent, critically thinking person controls his actions, deeds and deeply understands their consequences. Critical thinking is characterized as a complex phenomenon, since it concentrates



many parameters, which include skills, types of activity, various mental operations.

The specialized literature provides various interpretations of this concept. However, for certain situations, a single characteristic should be used – generalized and precise.

There are a number of mental activities associated with critical thinking. Critical thinking can also be called a type of mental activity.

Memorization is an important mental operation of human mental activity, without which it is impossible to carry out the educational process. However, memorization is fundamentally different from critical thinking, but teachers with traditional thinking mainly focus students on memorizing and remembering educational material. Supporters of the development of critical thinking pay more attention to the development of mental activity.

Critical thinking is most often associated with the assimilation of complex ideas, and if students' thinking is not ready for such mental activity, then the cognitive process will be ineffective. In literature, history, and economic fundamentals classes, students are required to demonstrate active cognitive activity to comprehend the teacher's explanation and the material presented in the textbook. The mental operation of understanding and perceiving the educational material is especially important. For example, to perceive the essence of Alisher Navoi's works or the real economic situation, students should mobilize their brains, as a result of which a complex intellectual process occurs in their consciousness. However, this is not yet enough to achieve a certain level of critical thinking.

Most experts in this field associate all natural thought processes with critical thinking. Of course, this is wrong. In some cases, when working with new, unknown ideas and facts, students' thinking is weak. And critical thinking appears precisely in the process of checking, evaluating, developing and applying new ideas. An important condition for the "activation" of critical thinking is the presence of evidence, arguments and understanding of the essence of ideas in memory.

Critical thinking is directly related to a number of situations and conditions:

Firstly, critical thinking is a form of manifestation of independent thinking of the individual. Therefore, in the educational process it is necessary to direct students



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to put forward and substantiate their ideas, assessments. In order for the students' way of thinking to be non-standard, it is necessary to carefully select the content of the educational material and create original assignments for it. In order to demonstrate critical thinking, students must be sufficiently free in their reasoning, not limited by any framework, have the opportunity (and time) for deep reflection and independent solution of complex problems.

Secondly, in the presence of a large volume of information in modern conditions, it is necessary to select reference information that is directly related to the problem being studied. Consequently, a person with critical thinking organizes his knowledge. In order to solve complex problems, students must have certain specific knowledge.

Third, critical thinking begins with asking a question that requires an answer through problem solving. Students are naturally inquisitive. They are interested in everything new and strive to understand its content.

Fourthly, critical thinking is necessarily connected with the presentation of convincing arguments. A person with critical thinking looks for ways to solve a problem and applies his mental efforts to this. If there are other ways to solve a problem that are already known, he tries to master them and at the same time, reasoning logically, makes his own additions, convincing others of their correctness. Each proposed position requires proof and argumentation. Statistical data, excerpts from the text (quotes), characteristics of the hero given by the writer, personal experience are used as convincing arguments.

All parts: statements, arguments (reasons), proofs form the basis of the fourth element of the critical thinking structure. Therefore, teachers, forming critical thinking in students, encourage them to actively engage in polemics (discussion), create broad opportunities for the exchange of thoughts. Teachers should bring the educational process as close to life as possible.

The pedagogical activity of each teacher is aimed primarily at educating a harmoniously developed personality, and this process requires consistent teaching of critical thinking. This means a transition from traditional to personality-oriented teaching. Literature teachers, in particular, must constantly apply new technologies. This approach allows them to focus all their capabilities and



abilities on introducing new ideas and bringing students to the level of critical thinking.

In relation to the study of literature, critical thinking is manifested in the ability to give a critical assessment of a work, and such an analysis begins with the study of the character, actions, and reasoning of literary heroes. The process of studying a literary work involves all-round analysis. The events depicted in the work are analyzed in connection with other components, and various points of view are allowed. The teacher pays special attention to the fact that students formulate independent conclusions and critically evaluate the heroes of the work, confirming their judgments with evidence. After studying and analyzing the work, students compare their conclusions and assessments. Several options for different assessments are obtained, which is what the teacher was striving for.

The teacher should plan in advance which works and which heroes the students will critically evaluate, and specifically design the process of studying the work. For this purpose, the teacher preliminarily guides the students with the help of questions and tasks of a problematic nature to thoughtful reading of the literary text. The questions and tasks offered to the students will help them to determine the characteristics of the literary heroes, their positive negative traits, differences and similarities in their views towards each other.

Of course, the teacher must clearly understand what critical assessments can be made by students. For this purpose, special classes (seminars - workshops) are organized, during which students consolidate the skills of critical examination of a work and learn to give a critical assessment of the characters of the work. The correct choice of the object of analysis is of great importance for critical assessment. In addition, the teacher must know the capabilities of a particular student, recommend sources that students can refer to. The formation of critical thinking requires the development of a special plan taking into account the step-by-step development of analytical skills. To prepare this plan, the teacher must be armed with the necessary information, psychological and methodological literature.

During the discussion of students' answers, the teacher listens carefully to all thoughts, compares opinions and expresses a general conclusion. At the same time, incorrect illogical conclusions of students are taken into account, which are



tactfully commented on and corrected. Students, in addition to assessing the heroes, must explain on the basis of what data or facts they came to their conclusions. Organizing work on a work for the purpose of its critical assessment, the teacher conducts conversations, debates, question-and-answer "minutes", during which data and information are collected, which are ultimately summarized. In order for students to acquire the necessary knowledge, skills and abilities to assess literary heroes during the discussion, it is necessary to create appropriate pedagogical situations. When studying each topic, it is advisable to use tasks that require students to take a critical approach to the work and independently assess it. These can be essays, creative papers, essay writing, descriptions of heroes with an expression of their own attitude. The development of critical thinking in students requires teachers to have deep psychological, literary, and methodological knowledge, serious preparation for classes, and an individual approach to each student.

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