

Enhancing logical thinking using “Alpomish” epic in comprehensive schools

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Abstract: Logical thinking has been seen as a skill that had to be improved in every educational context. Therefore, enhancing this ability has become a principal issue for many educators and researchers. A great deal of research has been carried out to reveal what fosters this ability and how it is fostered. In this article, the relationship between logical thinking and epic in the example of “Alpomish” epic is investigated. Hence the purpose of this article is to review the effects of epic on the learners’ logical thinking abilities. In addition, the implementation of epic in teaching process of comprehensive schools to enhance the logical thinking of learners is analyzed. Several activities that can be used in comprehensive schools to enhance the logical thinking of learners are proposed.

Key words: epic, logical thinking, imaginative thinking, creative thinking, health protecting technologies, literary taste, motivation to learning, memory.

Modern education is characterized by complicated teaching programs and increasing of the amount of information not only in Middle school but also in elementary ones. As a result, young learners suffer from high psychological and physical burden.¹

Health-protecting technologies are considered as the main and differential peculiarity of the whole education system. This is a unity of all used principles, methods and approaches of education and upbringing. Filling traditional technologies create the symptoms of health protection, the aim of which is not only to save the health of learners and teachers from unhealthy factors of education system, but assist upbringing the culture of health among learners. Every year the number of children with poor health, tiredness, weak neuro-system is increasing.

Thinking of the individual peculiarities of a child, it is necessary to form interest in a child language, motivation to learning, train knowledge activeness, develop communication skills.² Implementing epic in teaching process can be also considered one factor not only protecting health but also enhancing the logical thinking of learners.

In the musical heritage of the Uzbek people, the art of Uzbek poetry is one of the most widespread and ancient genres of Uzbek folklore³.

Here are some activities using epic that can be implemented to enhance the logical thinking of learners.

When the characters of the work are explained in categories, it is easier for the learners to remember, and they can also be tasked to cover the character traits of the characters based on this classification. Using the Cluster method will work well for learners to complete this task.

The cluster method develops the skills of multivariate thinking, making connections between the studied concept, and helps to think freely and openly. Clustering sequence:

¹ Daniyarova K.A. enhancing logical thinking in the process of teaching English to young learners. Horijiy til ta`limi lingvodidaktikasi va asoslari. Samarqand 2022. Pp56-58.

² Toshtemirova K.A. Using health – protecting technologies to enhance the logical thinking of learners in English. International Engineering Journal For Research & Development E-ISSN:2349-0721, Peer Reviewed & Referred Journal DOI 10.17605/OSF.IO/9BT7G. <https://iejrd.com/index.php/%20/article/view/2605>

³ Primov R.T., Norkulov F.T. The Art of Uzbek Epic. Middle European Scientific Bulliten.

- a key word or phrase is written in the middle of the class blackboard;
- learners in small groups or individually are required to write sentences related to this word or phrase;
- it is required to learn the connection between concepts or ideas;
- it is required to write all the options that come to mind.

The teacher can direct the learners to think freely by comparing the qualities of the characters so that they can make a deep observation about the images and symbols in the “Alpomish” epic.

Characters	Qualities
Alpomish	Hardworking
Kokaldosh	Loyal
Kukaman	Honorable
Ultontoz	Patriot
Boyburi	Brave
Boysari	Sly
Kultoy	Clever
Surkhail	Kind

It works well to use the Cluster method to make connections between the concepts being studied. In this case, in order to reach the learners' creative and logical thinking, the teacher asks them to name some of the heroes of the epic and explain how they are related to each other. Learners are asked to find events and reasons that unite the characters of the given epic below. For example, the reason that unites Alpomish and Barchinoy is that they were created as a couple from birth, while Kaldirgoch is embodied a character who calls to protect the dignity and honor of an Uzbek boy- Alpomish, and is the reason for the continuation of the next events in the epic.

It is also possible to rationally use didactic game technologies to develop logical thinking by analyzing the system of images in the epic. While role-playing lessons create a real-life situation, they create an opportunity for reflection, increase the importance of social cooperation, increase work flow and practical vocabulary used in non-work situations and thus enhances logical thinking.

The teacher asks learners to perform a part of the scene from the epic, finding places suitable for the age characteristics of learners.

The use of interactive methods by the teacher in teaching the system of images in the epic encourages learners to think creatively and take examples from the heroes of the work where necessary. For example, learners can retell the text of the epic through the method of symbolization, that is, the main symbols in the work are placed in a certain sequence. Learners will have to create a connected text using the given symbols without breaking this sequence. For example, learners may be given symbols in the following order:

1. Alpinbi, Dobonbi, Boybori, Alpomish, Shahimardan pir, Kultoy.
2. Boysari, Barchin, Kaldirgoch, Karajan, Ultontoz.

This method shows the extent to which learners have learned the composition of the epic, encourages them to think freely and creatively about the heroes of the work, and serves to develop their independent and logical thinking skills.

In addition, the Mosaic method can be used to study the system of images in the epic. In this, the learners are given a mix of negative and positive characters from the “Alpomish” epic, and the learners write them in two columns and describe those characters. For example, the task can be given to learners as follows: Kultoy, Boysari, Kaldirgoch, Ultontoz, Kukaldosh, Surkhail Kampir, Boybori, Barchinoy, Karajan, Shahimardon pir, Kokaman, Toychikhan, Suksuroy.

Learners will have to complete the task as follows:

Positive characters	Negative characters

Gultoy, Ultontoz, Boysari, Kukaldosh, Kaldirgoch, Surkhail Kampir, Barchinoy, Kukaman, Karajan, Shahimardan pir

Learners are required to explain at the end of the exercise based on which characteristics they divided the characters into positive and negative characters.

Pantomimic method can also be used during the lesson to attract learners' attention and develop their logical thinking. In this case, one of the learners goes to the center and the names of the heroes such as Ultontoz, Alpomish, Kaldirgoch, Kukaldosh, Yodgor, Kultoy that are secretly shown to the learner. For example, when a learner comes out and shows the movement of lifting the bow with difficulty, the learners may guess that they are showing Yodgor. Or if another reader comes out and shows the actions of a character with a blind eye who gets off the throne and tries to hide from Alpomish when he learns that Alpomish is back, the readers will have to find out that he is Ultontoz. This method helps learners develop the ability to act in different situations, achieve physical activity, and develop logical thinking.

Problematic situations can be used to develop logical thinking through "Alpomish" epic. Pay attention to the image of Alpomish. At this point, teacher can enliven the situation by introducing a problem aimed at eliciting opposing views. It can be the other way around, that is, when the next positive opinion appears in the group, the ground of the above negative relationship can be revealed by teacher and a basis for discussion can be found.

It seems that by creating a problematic situation through one small episodic image, it is possible to cause a lively scientific debate aimed at revealing the ideological-artistic essence of the work. In the example of other leading and episodic characters in the epic, the same problematic questions and situations serve to increase the efficiency and effectiveness of the lesson.

The problem method can be used in the process of thinking about the idea and images of an artistic work, comparing, teaching theoretical information, and developing logical thinking.

The problem chosen in the course of the lesson should serve to illuminate the topic, regardless of its size, scope or, in general, its essence. The teacher can achieve this by helping the group to direct their thinking in the right direction, by raising additional problematic questions that help reveal new aspects of the problem.

The complexity of the problem chosen for the problem situation method should correspond to the level of knowledge of the learners. They must be able to find a solution to the given problem, otherwise, the failure to find a solution will lead to the loss of interest and self-confidence of learners. When the problem situation method is used, learners learn to think independently, analyze the causes and consequences of a problem, and find a solution.

In the analysis of problematic situations in the epic, the teacher can use Case-study, work in small groups, question-and-answer, analysis method, Networks methods. Through the case-study method, the teacher raises problematic questions about the "Alpomish" epic, and these questions are discussed in small groups.

Addressing learners with the following problem during the analysis of "Alpomish" epic will help learners to develop their national consciousness and logical thinking along with independent thinking:

- 1) If we pay attention to the plot of the epic, in Alpomish's conversation with his father Boybori about the miser and the generous, there are three situations that show the stingy and the generous from the language of Alpomish: If there is a place and he sends it without saying that there is no place, this person is stingy. If from time to time a person passes through the floor of the shrine, puts his left foot out of the stirrup and prays for the rights of people, this is also generosity; If anyone passes by a grave without taking his left foot off the footrest and praying for the grave, this is also a miser. If a person gives zakat from his wealth, he is also generous. If he does not give zakat, he is also stingy. There are many instances of greed, but why are these three instances given in the epic?
- 2) How do you rate the behavior of Kaldirgoch, who encourages her brother to go on a dangerous journey despite his father's opinion?
- 3) Who is to blame for the issue of Zakat? Boyburi or Boysari?

In order for the learners to fully answer such questions and think broadly and logically, they can be given a table according to the above case-study method and asked to analyze the problem: What caused the people of Kungirof with ten thousand houses to leave the Boysun-Kungirof land?

Zakat improperly requested;

Curiosity, ignorance, lack of enlightenment in Boysari;

Pride prevailed, and that the brother did not retrieve his brother from the wrong way;

In any situation, it is necessary to think and then make a decision. Otherwise, such a decision can harm not only the person, but also the people around them.

The teacher listens to the learners' answers, sums them up, and gives a final conclusion by connecting them with history, psychology and literature. Such problematic questions help learners to develop the ability to express their thoughts freely and independently. Also, in this place, interdisciplinary integration is achieved by the teacher, and this increases learners' interest in the history and literature of our nation, strengthens their existing knowledge, and serves to deepen their understanding of the essence of the work.

The sign of a true ruler is not determined by his nobility, but by the attempt to rule the people with justice and unite them. Boybori and Boysari caused sixteen clans of Kungirof people to separate and face difficulties while traveling due to a single issue of zakat. If they called for the unification of the country and the unity of the people, we could have included them in the above list.

In the analysis of conflicts in the epic, the use of problem-based educational technologies, the "Debate" method, has a good effect. Debate is a discussion (clash) of opposing points of view that teaches learners to think logically, explore different issues, and convince others that they are right. When conducting a debate with learners, 3 principles should be followed:

1. Debates teach a lot (Because the purpose of debating is not only to win, but the main purpose is to acquire new knowledge through debates).
2. Commitment to active participation and conscientiousness in the process (This principle is at the heart of the debate and prevents false arguments and logical fallacies in answering questions).
3. Maintaining mutual respect (it is necessary not to engage in negative feedback on the person of the participants of the debate, if one learner opposes the theory or opinion expressed by another learner, it is not appropriate to damage the reputation of their partner. Because the debate consists of ideas and the clash of these ideas).

2 teams will participate in the debate. Team 1: As Approving Party. Team 2: As the opposing or denying party. The following skills are required in debates: Logical thinking, research skills, organizational skills. Learners develop skills such as listening and writing and presenting.

The topic of the debate should be in the form of a clear, affirmative completed opinion. For example, on the example of the character of Alpomish from the "Alpomish" epic, the implementation process of the Debate method is recommended. Participants are divided into two groups. Group 1 will have to give a positive description of Alpomish and justify his actions based on his character traits, while group 2 will have to express their opposite opinion and give proof of their opinion.

The first group justifies Alpomish's specific qualities.

The second group condemns Alpomish's weaknesses and shortcomings.

Alpomish is brave.

Alpomish is timid and weak.

He puts honor above all else.

Alpomish does not have a personal opinion.

Loyal to a friend, loyal to his sweetheart.

If it wasn't for his sister Kaldirgoch, he wouldn't have thought about saving his sweetheart.

Patriotic Uzbek son.

He should not have fallen for the trick of Surhail Kampir.

This type of problem-based educational technology serves to develop the ability to give a complete description of the character of the characters in the epic, to explain one's personal thoughts, to explain one's views, point of view, and to convey thoughts in a clear, fluent, understandable language.

The learner's artistic mastery of the work is inseparable from the level of his thinking and national consciousness. The more sincere and close the relationship and connection between the reader and the characters of the work, the more fully the personality of the reader shows its identity. When the reader compares the events in the work and the events of life, they try to find the real truth in the discussions. It is clear to all of us that between opposing opinions there is not a ready-made truth, but a problem waiting to be solved. The fact that a learner feels this problem and formulates it based on certain views is a sign that the search for truth has begun. In order for a learner to be interested in the work and educate themselves through the work, the teacher should listen to each learner and be able to feel their feelings.

Through the "Fill in the gap" method, poetic passages from the epic are given to learners, and the main words are omitted. Learners will have to complete the sentences.

After the task is completed, the following problematic questions are raised using the problem situation method:

1. Did Boyburi do the right thing by asking his brother for zakat?
2. How do you evaluate the behavior of Kaldirgoch, who encourages her brother to go on a dangerous journey, despite his father's opinion?

Uzbek folk heroes: Alpinbiy, Alpomish, Yodgor.

Question: Why didn't I include Boybori and Boysari in this list?

"Red and Green" method. Excerpts from the epic will be read to each group. They determine whether the sentences are true or false, and pick up green cards if the passage is correct, and red cards if it is wrong.

At the end of the lesson, before closing the lesson, ask learners: Did you like the story? - and during the debriefing process, the degree of achievement of the goal is analyzed, the topic of the lesson is summarized, and learners express their opinions about the epic.

"Debriefing" stages:

At the first stage, they determine the facts. (What happened?)

Phase II - analysis of causes. (Why did it happen like that?)

Stage III - action planning. (What if it didn't?)

Another activity that can be used at the end of the lesson or at the beginning of the next lesson is "A story retelling wheel".

A story retelling wheel or simply a story wheel. This tool can be adapted to meet learners with the "Alpomish" epic. It requires only paper and pencil, making it an ideal resource for classrooms with limited materials. The story wheel can be used to expand learners' retelling capacities, as well as to hone critical and logical thinking skills and to provide oral language practice. A story retelling wheel is a circle divided evenly into segments, each of which features an image to represent an event in a story. The wheel is a visual scaffold for learners as they retell a story that they heard or one that they read themselves.⁴

As learners retell "Alpomish" epic, they manipulate the wheel, physically rotating it as they talk about each part. A story wheel is an after-reading task. Learners do it after reading the epic or the part of it. If it is an audio material of the part of the epic teacher can pause the audio and ask questions throughout the listening. The same can be done with reading the part of an epic.

In order to create a story wheel cut a piece of paper into a large circle. Then divide the large circle into three or eight equal parts, depending on how many events from the epic teacher wants to cover. Afterwards, draw a small circle in the center of a wheel and write "Alpomish" in that circle.

Draw an image representing an event in each section. Identify the number of important events in the story. Write sequencing words such as first, then, and finally in each section. Include key vocabulary, labels for images, or names of characters in the segments.

In order to implement a story wheel, ask learners to read or listen the part of "Alpomish" epic and retell the part of an epic themselves by pointing to each segment by pointing to each segment as they describe the events in an epic.

Besides teacher can ask learners to create their own wheel:

⁴ Lottie Baker "Using Story Retelling Wheels with Young Learners" Forum, Volume 59, Number 3, 2021. Pp 14-24.

1. Students sequence events

Teacher identifies important events and then creates each image on small pieces of paper. Teacher might create images on a story wheel, then cuts each segment so that they are separate triangles. Learners then sequence the images in the correct order.

2. Learners draw events.

Teacher identifies the important events and makes sure that learners understand which events are important.

Afterwards, learners create an image for each event. Learners with computer skills can create digital images using online resources.

In order to do the above mentioned activities learners should be familiar with the epic and rely on logic.

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Online resources

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