

Methods Of Teaching Students To Think Critically In Literature Lessons

Mirzayeva Charos Khasan kizi- The leading specialist of the Jizzakh regional administration of the Committee on Religious Affairs

Annotation.

Critical thinking means independent thinking. In critical thinking, the reader reacts by fully realizing reality and analyzing it in his thinking. In today's Information Age, free and critical thinking is becoming more important than ever. This article focused on the methods of teaching students to think critically in literature classes.

Base words.

Critical thinking," Libra", argument, counterparty," Yelpigich", debates-written arguments", technology" traffic light".

As you know, in the Republic of Uzbekistan, the law on education and the National darsturi of Personnel Training are aimed at carrying out a radical reconstruction of the educational system on the basis of the development of society, scientific and technical achievements, at little opportunity and with good quality. Today's rapid development, the day-to-day increase in information flow, sets the task of further improving the skills of young people to work with information. That is, students should learn to independently evaluate information and opinions by looking at it through the eye of deep reflection and criticism when they are exposed to new information. The free and critical thinking skills available to students are important in this.

Critical thinking means working out all the probabilities before approaching the issue from different angles and coming to a concrete conclusion. He encourages a person to think more broadly, to understand people. Critical thinkers look at everything with distrust. Critical thinking is doubting even a 100 percent confidence in a clearly visible reality. Indeed, even in rare cases, doubt serves for the development of the process. As Albert Einstein said, everything is very simple in achieving success: while a brave man comes when he sees that it is impossible to do anything at all, he manages to do the same, looking at their opinion with suspicion. Therefore, in the educational process, the student should be able to think freely, critically, observe.

As long as the reader is critical, he gets acquainted with one or another of these ideas and initially perceives these ideas with a certain degree of distrust and compares them with opposite point of view. It is in this process that independent thinking skills are formed in students. With the help of critical thinking, students acquire the skills to read carefully, make in-depth reflections, express their oral and written speech clearly and thoughtfully. Critical thinking also develops skills in communication and group work. As the teacher prepares for the lesson, it is necessary to identify the range of problems that students may face on the topic, and then prepare students to solve this problem themselves. In traditional education, the teacher teaches students how to answer questions. But the concept of how to ask questions is practically not given. Actually asking a question, especially asking a good question, is very important for critical thinking. When the reader thinks about an issue, why to himself? why? how? should ask questions. Before reaching a conclusion on an existing question or problem solution, it is necessary to study in detail all the information, factors related to this problem and compare it, think logically. Only thinking that has passed through these processes leads to the most correct (not necessarily correct) conclusion, both mentally and logically. The role of literary science in the formation of critical thinking in students, in particular, is incomparable. In the study of prose and lyric works in Literature lessons, critical thinking acts as an artistic opener in revealing the character, psyche of the heroes of a work of art. There is no clear path to critical thinking, but through certain methods it is possible to educate critical thinking in the reader. In particular, in Literature lessons, we will cite some pedagogical technologies that form critical thinking skills in students:

Technology "scales". This technology has a good effect in the study of controversial, complex content topics. He forms critical thinking, the ability to prove , reliable and concise

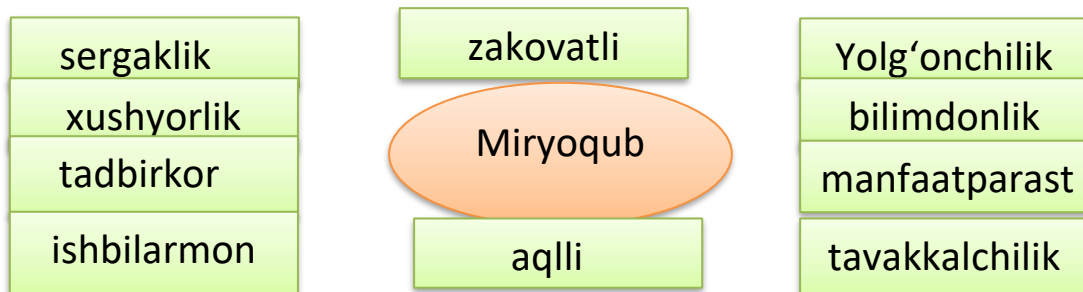
expression of his arguments in oral and written form. In doing so, students defend their point of view and convince others to do the same. This technology can be applied at different stages of learning educational material. The main concepts are the following: the subject is an affirmation that gives an opportunity to clash of different point of view and does not favor any of them. An Argument is a reasonable argument, idea, reasoning that leads to the affirmation of one's point of view. The proof must be clear, logically based, reinforced by facts, comments, proofs, examples. Counterexample (counterexample) is the rejection of an opponent's arguments that must comply with the requirements for proof. A correctly selected counterargument should weaken the point of the opponent and strengthen its defensive line.

"Yelpigich" technology. The application of these technologies in the study of topics of a problematic nature gives a good result. The essence of the "sail" technology is that it is possible to provide information on different aspects of the topic [1:42]. This method also develops a culture of creativity, free and critical thinking, communication in students, increases the wealth of speech. For example: in the study of Chulpan's "day and night", the technology of "Sail" can be used as follows. The task is completed in two rounds.

In the 1st round, good and negative features characteristic of the image of Miryokub are identified.

Good qualities	Negative features
Entrepreneur, educated, intelligent, alert, businessman, a fire of copper on the bad...	Women do not have bones, do not hate others, lie...

Type 2 requires the display of Miryokub-specific features in a graphic drawing. It can be expressed as follows:



Debate technology-written debate. [1:44] for example: "is he himself to blame for Zainab's misfortune in Abdullah Qadiri's novel "Days Gone By"?"the question is chosen as the subject of the debate. The leader divides the audience into 2 groups according to their attitude to the topic and switches them to tables with rows placed on both sides of the study room, and determines which point of view the participants of each group will defend. (E.g. Group 1 answers the question "yes", and group 2 answers "No"). After that, the leader pairs the audience, each pair must have supporters of opposing views. Pairs are denoted by an ordinal number. Listeners sit on either side of the study room and begin a pair of written dialogue. Group 1 members are given 5 minutes to form a single open argument in favor of the point of view they approve. They write this argument on a sheet of paper in the form of a carefully edited paragraph. At this point, Group 2 members can prove point-of-point views that they can state in the debate process. The written sheets are given to partners in the opposite group. They are given 8 minutes to find and write an answer against their partner's arguments on the pair, to state their counter arguments. Such an order of exchange of evidence is repeated 2-3 times, in which each listener is obliged to respond to the proof-proof of his partner and bring his own proof of reflection. 3-4 rounds are enough to determine the audience's knowledge. In the final round, listeners are given the opportunity to write the final paragraph. After that, the

written work is collected. A good form of ending a debate is a question that focuses on both sides. "What was the best evidence of the opposition?". This technology also has a good effect on the formation of analytical-critical thinking.

Technology "traffic light". The use of "traffic light" technology in the process of studying prose works also pays off. In this, the teacher prepares abstracts on the work at the time of studying a work. Theses are intended to be controversial, inviting students to observe. Theses are alternately written on a writing board, or hung in the form of pre-prepared posters. Students are given 1 minute to come up with. Each student who approves the thesis then raises a green card; an disapproving student raises a red card; students who are hesitant or struggling to make decisions move the yellow card upwards. If the opinion of the participants, in principle, is consistent with each other, the teacher goes to the next thesis. If the answers are different, participants are asked to base their decisions.

This technology allows you to find out the opinion of all readers, no one simply remains an audience. Many of the participants have a strong interest in knowing the causes of discrepancies in point-of-view after the start of the exercise and substantiating their opinion. This method, along with the formation of independent and critical thinking, develops students' speech, defense of their point of view, reasoning skills.

If students' opinions on most of the theses overlap, interest in the exercise is lost. To use this technology, it is required to carefully prepare theses.

In conclusion, independent and critical thinking is one of the necessary requirements of today. Due to critical thinking, reading is transformed from a traditional work to a specific goal-oriented, meaningful activity. Achieving the decision-making of a healthy, independent worldview, free and critical thinking in young people is important in preventing them from becoming objects of destructive ideas and in the formation of an ideological immune system. Therefore, in the educational process, the development of students' thinking skills beyond their borders and, through this, the education of devoted young people to the motherland, dedicated to their people, becomes one of the priorities facing educators.

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