

Ways Of Developing Students' Creative Thinking In Teaching Literary Texts

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ANNOTATION. This article examines effective ways of developing students' creative thinking in the process of teaching literary texts in primary education. The study emphasizes the importance of competency-based education, literary analysis, and creative approaches in "Mother Tongue and Reading Literacy" lessons. The author analyzes the role of textbooks, literary works, and educational tasks in fostering independent thinking, aesthetic perception, critical reflection, and creativity among students. Special attention is given to questions and assignments that encourage learners to interpret texts, express personal opinions, compare characters, create stories, and apply knowledge in practice. The article also highlights the significance of considering students' age and psychological characteristics in literary analysis. Based on methodological and pedagogical sources, the paper concludes that properly designed text-based activities and creative tasks contribute to the formation of reading culture, literary competence, and students' intellectual development.

KEYWORDS: creative thinking, literary text, reading literacy, primary education, literary analysis, textbook, educational tasks, independent thinking, creativity, aesthetic education, critical thinking, speech development, competency-based approach, reading culture.

INTRODUCTION. In the age of information, the rapid development of innovative technologies is causing comprehensive changes in society. In everyday life, critical thinking and collaborative problem-solving have become some of the most important tasks. This, in turn, necessitates improving the content of state educational standards, curricula, syllabi, and textbooks intended for primary school classes based on national teaching traditions and the experience of advanced countries. For example, the competency-based approach of state educational standards, the definition of subject-specific and specialized competencies, as well as changes in the names of subjects and lesson hours in curricula are all evidence of this process.

The subject "Mother Tongue and Reading Literacy" in general secondary schools envisages the formation of literary competencies that determine students' intellectual potential alongside creativity competencies based on pragmatic approaches. "The successful fulfillment of the educational tasks assigned to reading lessons depends not only on working with the text of literary works during the lesson but also on connecting these lessons with the surrounding environment, changes in nature, ecological conditions, and socially useful labor. In teaching students to read, reliance is placed on their life experiences. Reading lessons should be closely connected with music and fine arts, which foster love for beauty, nourish feelings of purity, sharpen emotions, enrich imagination, and develop aesthetic taste. Organizing reading, music, and fine arts lessons in an integrated way develops students' ability to understand and appreciate works of art correctly and contributes to shaping their spiritual character as individuals" [1]¹.

These requirements call for a comprehensive approach aimed at purposefully developing creativity in "Mother Tongue and Reading Literacy" lessons.

METHODS SECTION. The "National Curriculum" of continuous education highlights several problems related to literature teaching. In particular, it states that in primary school textbooks, instead of directing students to read, understand, analyze literary texts, and independently evaluate the work and its characters, the content of the texts is simply retold and ready-made analyses are provided. As a result, literature lessons become dull and uninteresting, while students become intellectually dependent.

This indicates that a creative approach is required from curriculum and textbook developers in selecting literary works and preparing educational tasks related to text comprehension. Methodologist N.I. Kudryashev emphasizes the following aspects in selecting literary works:

¹ Adabiyot fani bo'yicha uzluksiz ta'limning "Milliy o'quv dasturi". Loyiha. – Toshkent, 2021. – 37-b.

1. The high ideological and artistic value of the work and its significance;
2. The social and literary-historical significance of the work;
3. Diversity in style and genre, and the work's representativeness of the writer's creativity;
4. Consideration of students' age characteristics [2]².

“The point is that the necessary support for students should come not only from the teacher but also from the textbook itself, which increases the effectiveness of expected outcomes. In this case, students complete assignments not merely to obey the teacher but with confidence in their own abilities. This strengthens their courage, confidence, and perseverance. Compared to other educational tools, textbooks have the advantage of allowing students to revisit interesting or difficult parts and reflect on them thoroughly later. Since textbooks can be used at home, at school, and at any convenient time, they should attract students, stimulate their interest, and encourage thinking while taking into account the psychological characteristics of adolescents” [3]³.

According to methodologist Sh. Sariyev, who researched the issue of speech development through text-based activities in primary grades, “Reading textbooks should aim to fulfill the educational and moral objectives set by the curriculum, possess high moral and aesthetic value, arouse curiosity about the mysteries of the surrounding world, enrich children's imagination, and exert emotional, intellectual, and aesthetic influence. Only then can selected works become an important means of teaching students to perceive and understand poetic texts, contribute to speech development, educate them in a moral and spiritual spirit, and familiarize them with life” [4]⁴.

In our opinion, when designing questions and assignments, it is essential to focus on developing students' aesthetic taste, deep understanding of the moral and aesthetic issues raised in literary works, application of acquired knowledge in practice, and generation of new ideas. In this regard, it is appropriate to examine how these aspects are reflected in the questions and assignments included in “Mother Tongue and Reading Literacy” textbooks intended for primary classes in schools where instruction is conducted in the Kazakh language.

For example, in the Grade 2 “Mother Tongue and Reading Literacy” textbook [5]⁵, the questions related to the text “The Ant and the Black Beetle,” such as “What mistake did the black beetle make in managing its time?” and “How do you organize your own time?” encourage students to think independently and creatively. Similarly, questions like “What would you have done if you were in Sanat's place?” related to the text “In the Classroom,” where a student copies from classmates during dictation, or “What conclusion did you draw from the squirrel's answer?” in the fairy tale “The Squirrel and the Wolf,” teach students to think critically.

RESULTS SECTION. “Primary school students most frequently retell stories close to the original text. Research shows that the reason they often reproduce texts almost word-for-word is their limited vocabulary. The most effective way to overcome this shortcoming is to teach students to creatively retell the content of texts in their own words. The following activities have proven effective:

1. Identifying the sentence expressing the main idea of the text;
2. Teaching students to create texts based on pictures;
3. Creating scenarios based on the text;
4. Teaching storytelling based on personal observations;
5. Retelling the story by placing oneself in the role of the main character;
6. Comparing characters from different texts;
7. Expanding or shortening the content of the text while retelling;

² Кудряшев Н.И. Взаимосвязь методов обучения на уроках литературы. – М.: Просвещение, 1981. – С. 22.

³ Тўйчиева М. Адабиёт дарсликларидаги савол ва топшириқлар ҳақида // Тил ва адабиёт таълими. – Тошкент, 2005. – № 3. – Б. 17–20.

⁴ Сариев Ш. Бошланғич синф ўқиш дарсларида матн устида ишлаш орқали нутқ ўстириш. – Тошкент: YURIST-MEDIAMARKAZI, 2010. – 23-б.

⁵ Абдувалитов Н. және басқ. Ана тілі және оқу сауаттылығы. 2-сынып. [Мәтін]: Оқулық / 1-бөлім. – Ташкент: Республика білім орталығы, 2021. – 19 б.

8. Creating a new story based on the main idea of the text” [6]⁶.

DISCUSSION SECTION. The problems raised in primary school “Mother Tongue and Reading Literacy” textbooks are presented in a clear, simple, and understandable way for students, which corresponds to the requirements established for textbook development. Questions and assignments in the scientific apparatus of textbooks play an important role in developing students’ creative thinking. “Educational tasks in textbooks should be designed according to students’ age characteristics and levels of mastery. If assignments are too difficult, they hinder students’ interests and aspirations. If they are too easy, students may lose respect for textbooks and learning. A textbook should not only provide knowledge and information but also attract and interest students. Through textbooks, students enter the world of a specific subject and discipline. The perfection of a textbook and its suitability to students’ tastes serve as important factors in educational effectiveness” [7]⁷.

In our view, questions and assignments should help develop students’ aesthetic appreciation, deepen their understanding of moral and aesthetic problems in literary works, encourage practical application of knowledge, and stimulate the creation of new ideas. Working with literary texts in primary grades involves both reading and analysis. Reading and didactic analysis cannot be separated from each other. As Professor Q. Yuldoshev notes, “Educational-didactic analysis is a collective aesthetic-pedagogical activity aimed at forming noble spiritual qualities in students through understanding the contemporary life logic, artistic logic, and aesthetic uniqueness of literary works” [8]⁸.

Conclusion. Work on a literary text begins, first of all, with reading it. The analysis of literary works is a complex process carried out with the teacher’s guidance. Teaching students educational analysis requires systematic and labor-intensive work. Educational analysis related to literary texts is one of the primary tasks of reading literacy lessons. Taking into account students’ age characteristics, thinking levels, and stages of psychological development during the analysis process helps teach them creative thinking and literary analysis skills.

After introducing students to a text, it is appropriate to provide them with the following questions and assignments:

1. Which lines of the poem did you like most? Share your thoughts.
2. Which scenes in the work made you think? Try to explain them.
3. Give a name to the girl. Write a letter to her peers on her behalf.
4. Together with your classmates, study the characteristics of the spring season. Prepare a photo album based on the collected materials.
5. Draw a picture corresponding to the content of the poem based on your observations.

Another important issue in analyzing literary works is the inclusion in reading literacy textbooks of questions and assignments that encourage students to think independently, engage in creative reflection, and better understand and analyze the content, artistic features, and life phenomena reflected in literary works.

The purpose of analyzing the questions and assignments included in “Mother Tongue and Reading Literacy” textbooks is to emphasize the importance of structuring them in ways that encourage students to think creatively and generate new ideas. The experience of upper-grade “Literature” textbooks in placing questions relative to texts, orienting them toward practical activity, developing logical thinking, teaching students to find information in texts, express attitudes, and engage in creative thinking deserves attention today. We consider it appropriate to introduce similar approaches into primary education as well. Indeed, the effectiveness of primary school “Mother Tongue and Reading Literacy” lessons plays a significant role in enhancing young people’s reading culture.

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⁷ Тўхлиев Б., Ниёзметова Р., Болтаева И. Дарслиklar устида ишлаш. – Тошкент: Фан, 2007. – 32-б.

⁸ Йўлдош Қ., Йўлдош М. Бадий таҳлил асослари. – Тошкент: Камалак, 2016. – 48-б.

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