



Article

Teaching Students to Think Based On Working with Texts

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Abstract: With an emphasis on creativity as a prerequisite for intellectual development, this study examines the function of independent thought in literary instruction in elementary schools. While encouraging creativity and self-expression, traditional approaches frequently lack tactics to stimulate original thought. Using a mixed-method approach that includes guided reflections and storytelling exercises, this study evaluates strategies that encourage students to create original narratives, critically analyze literature, and imaginatively reinterpret well-known stories. Results show that these exercises improve students' critical thinking, engagement, and comprehension while also giving teachers a chance to assess students' cognitive growth and interpretations. In order to foster a more perceptive, self-aware generation of learners, these findings advocate for a pedagogy that emphasizes independent thought, which has important ramifications for curriculum design.

Keywords: independent thinking, literature, creativity, pupils, primary education, fairy tales, stories, poems, puzzles, episodes, essay

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1. Introduction

Creativity

Encouraging pupils to creativity by directing them to independent thinking plays a leading role in literary education. As it is well known the most delightful thing for the children of preschool age is to play games with adults. As a rule our adult people do not play games with children. They have a lot of "a more serious work". In reality, to have them learn is not to teach them, but to play games together with them, to daydream like them, to create fairy tales, poems, puzzles, to participate in thinking and finding different events promote more oftener in their moral development and formation. A person who wants children's intellectual development, high dreams and their ability to realize must have them engaged in creativity with interest. Creativity is the foundation for teaching to independent thinking.

It is possible to understand the availability of logic at an enough degree in children's creativity. For the goal is not to accomplish a deep logic or a high meaning in their creation.

They appear later at the higher stage of education. In the initial period what is important is the creative process itself. The children of the preschool and primary school ages enjoy performing creative works and get a world of pleasure from them. This pleasure and these delightful feelings are very important. The need to feel this pleasure again leads him to development. This type of education proceeds harmoniously with natural growth of the child. In this process it is necessary to create opportunities for children to imagine, to encourage their meditation. Any activity seems to be interesting for the child is useful. What the child wants, what he is interested in must be done. As a rule young children like to be engaged in works out of their capacity limits. This is the only way for them to develop and improve themselves. That's why children are curious to be involved very much in the adult people's works, try to do the work which they are unable to cope with. It is a natural strive in their nature for development and growth.

2. Materials and Methods

At preschool institutions, primary schools there are many ways to encourage pupils to creativity at literary lessons. For example: without mentioning the names of such familiar fairy tales as "Zumrad and Qimmat" or "Urtuqmoq" (hit-bat-hit) it is possible to ask pupils to compose a fairy tale with the help of five of the familiar words: "hardworking", "pet", "a stepmother", "wood", "an old magic woman" and a strange sixth word "helicopter". Or it is also possible to encourage pupils to compose a story on the basis of such key words as: "open cloth", "stork", "naughty boys", "boiling jug", "old man" and an alien word "flying rug". Or it is considered to be very useful type of creativity to continue a finished story, to imagine the further life of the personages. With the help of such games and assignments the teachers or parents learn the person's attitude to a new thing, and develop his ability to utilize new and strange words.

It is also possible to teach children to independent thinking by changing the personages of the story or their characters. For example: Requiring pupils to create new stories imagining the personages: Zumrad as a negative personage, Qimmat – as positive personage, stepmother - as appositive personage, the old man - as a negative personage. In this case the teacher and pupils must be observant. The fairy tales, no matter who has created them, are not man's logical opinions, but are the fruits of his thoughts and meditations. The children's fantasy is too powerful. It should be useful enough to utilize it effectively at literature lessons. It is possible to realize such literary activities as creating a new fairy tale on the basis of the familiar fairy tale, creating another story with participation of the same personages, creating a new text changing the names of the same personages, playing with the memory – remembering the words and events, performing the role of a storyteller at the lesson – re-telling a thought out event, and etc.

In the process of creating such stories, playing the role of a storyteller, writing down children's creations by the teacher-educator produces great effects, no matter what the story might be. The child controls whether his mentor has not written with changes or has not missed anything. It shows that his words and creations have not been without attention. In addition, it is possible to write two words on the blackboard showing one and hiding the other require pupils to create a story on the basis of these words. For example, when the pupils are asked to create a story with participation of the double words such as "**light – (a pen), wardrobe – (a dog)**" they will not know what the second word is. While searching for this word they even do not feel that they have told a world of events. The teacher gives rating marks whose story involves those two words, and at the end of the game he will reveal them. The goal of this game is not to find the word, but to encourage the pupils to creativity, to a more useful activity.

Or it is possible to direct pupils to creative writing with such unusual, fantastic questions as: "What would you do if (to be continued with unexpected questions) there were no money in the world; money overfilled the world; if Tashkent happened to be on another planet; you encountered with a dinosaur; if you happened to be in an under water city; if you occurred in the country of angels; if you became a magician; if you were a school director; if you were a president; and etc.

Besides, requiring from children to create riddles is also useful for moral development of children. While creating riddles the pupil's logic and impression begin functioning. As it is well known children like riddles. The main reason is that they turn children's knowledge into reality. For children the world is full of secret things, unperceivable events, and insensible forms. The child must enter this furtive world, the world he has to know, must participate in this process, and must find the riddle with the help of instructional or directing questions. This cognition process occurs in the form of unexpected discovery. The child enjoys the pleasure of searching for the answer, pleasure of its unexpectedness. During the game the pupil exercises, urges his mind and memory work, sharpens his knowledge, thinks and creates.

Retelling a story by changing its content is also a serious creative game. Only for this it is necessary to create the situation. By nature children favor original fairy tales. They like the fairy tales to be retold with the words they have heard for the first time. It is those familiar words, it is those expressions they have remembered initially, it is that excitement he wants to feel again, to excite again, and to enjoy it again and again they like.

According to psychologists children do not like the world to change very often from the state he has acquired. They do not like the familiar story to be put in another direction, that is, they don't like to hear the story differently. They try to correct the words, to remind the story teller of the events in the original. This process makes the child think, worries him, makes him alert, search, become careful, and strengthens his mind and memory. The child wants to feel again that same pleasure, excitement, fear again and again. He seeks for those feelings. If he consents with the changed version of the fable his feelings make him perceive new feelings. Now they would play not with the fable but with each other. They take the responsibility upon themselves. This case teaches the child not to fear from evil forces, to enjoy the good, to excite from beauty. Generally speaking, there occur changes in the relations of the child towards the personages.

The child keeps cognizing the difference between the real life and the make up events. This game has two aspects to encourage the child to independent thinking when analyzed by him. He compares the initial version with a new one. At one and the same moment he has to express his attitude to both versions of the fable. The teacher must know to transform this attitude of his pupil, his analysis, his comparison into words, to realize them in his speech. It is this task which requires from him as from the teacher. The written form of creativity is reflected in essay writing.

Planning

While working on a literary text provided in the textbook "Reader" for primary grades it is often required from the pupils to make a plan based on the text and to retell the learned story based on the plan. It presupposes that the teacher should pay attention to the development of pupils' skills to make plans, to define how they have acquired the logical connection between the parts of the story. As a rule, the teachers pay much attention to the second part of the assignment, – to retelling of the story. That's why even at reaching the higher grades the pupils have difficulties to make plans for writing essays. Retelling of the text, even though it is of creative character, does not provide necessary skills for pupil's morality. It can develop pupils' speech only. The goal requires to make a plan, to wake the pupil's impression and thinking, to teach him to distinguish the important from the unimportant, the moral concerns, to seek, analyze and to systematize the learned

knowledge. Such types of work for activating pupil's mind do not only provide deep comprehension of the story, but also educate reader's personalities with a capacity to discuss independently any story.

After all, the plan developed by pupils creates opportunities for pupils to learn the material deeply and independently and accomplish perception of the knowledge consciously. Besides, the conscious acquirement of the knowledge serves as a strong support for active participation at lessons and in the training process. Planning process itself on the teaching material is considered to bring up logical thinking in the pupils.

In teaching pupils to make a plan the following direction may be suggested to them: a) to read completely the given material twice; b) in the first reading: to define the main opinion in the text, to remember or to note necessary figures and new words; b) in the second reading: to find the main opinions, to divide the text into meaningful parts and name each of them. After the main opinions of the text have been sensed its plan will be developed. When the pupils face with complicated issues, have to draw separate independent generalizations, the conclusions of the most of the pupils will have difficulties to make plans. It is not always easy to sense the main idea of the read story and divide it into logical parts. In developing the plan they often base on the bookish language, in the expression plane there seems dependence on the book. That's why it is necessary for pupils to get used to making a plan and controlling seriously its fulfillment already at primary schools.

As it is well known during the pre-kindergarten period the children can organize some games in a certain order, bring them to the end without the adult's help and carry out a number of independent activities. This independence in their efforts will weaken after they go to kindergartens, particular, to schools. As the child is made to perform without a word what the educator or the teacher says the child grows deprived of the ability to plan, perform and control his activity. So, there are special people who "have tied their belts twice" to organize and manage his activity. In this way a lot of didactic and educational opportunities for providing pupils' independent thinking have been lost.

The teacher plans the pupils' independent activity by teaching them to plan, perform their own activities and examine the accomplished results. Planning the work requires awareness of its subject, goal and also certain experience to perform such works. That's why it is impossible to start at once planning the work independently. The children begin this activity after obtaining some skills at this or that level. Even though the children are provided with an action plan a certain part of it must be discussed by the pupils and one must be sure that they have perceived them. It is necessary to raise slowly the active participation of the pupils and teach them to planning the performance of great deeds of life.

Teaching pupils to plan independently the works to be performed in the primary schools turns out helpful for them to make a plan and write an essay, to collect materials for a written work, to determine the order and scope of its performance. The pupil must have his own plan at lesson, at home, and for each out of school activity. For example, for doing every day home assignment the pupils have their own plans: some of them do the difficult part of the assignment first and then perform the easy part. Some others do the opposite. In this way in the activity of the pupils there vary theoretical and practical, intellectual and physical works.

After the pupil has gained a certain experience, surely, he determines beforehand the time to be spent for some other deeds. At the beginning the planning requires certain intellectual urges and time. Slowly he grows to spend less time to this work and all becomes harmonized in the process of the assignment performance. The goal of teaching pupils to planning is to teach the pupils to perform the work better, to use the time more effectively, and accomplish a certain order in the work. Deriving from these aspects the school must make planning an internal deed of pupils. It is expedient that the teacher

should start this work with declaration of the plan of his lesson. Telling the plan of the lesson focuses the pupils' attention on the important parts of the topic, awakens in them the need to learn this significant thing. At the lesson organized in this way the teacher teaches the pupils to plan the answers, to separate the important points and conclusions on the question to be put by him.

Essays

The introduction of the accomplishments of the sunset (European) countries and of developed countries in the national educational system in itself has positive sides. But we must not forget that they are Europeans and we are Uzbeks with thousands years of history. In the sunrise (Eastern) countries the moral (soul) education has been of priority. The moral maturity used to be a high position. Learning of knowledge, making discoveries in science have been achieved by moral concerns, by strive for moral maturity. That's why what was realized, first of all, at schools was teaching to fiction and to getting impressed by a word. There was an attempt to stir up the spirit. The grand-grand fathers understood well that it was only the anxious soul which was capable of doing researches.

In modern national education though sound moral fostering is determined as a leading goal the works being carried out are not enough. It is necessary not to blindly copy the specifics of the educational system of the west but to acquire their accomplishments, their specific morally positive sides and real aspects in consistence with the national peculiarities of the pupils. Otherwise, only external aspects of foreign education would be obtained and all efforts would bring no results.

In the educational system of England on any study subject whether it is biology, economics writing essays plays a leading role. As it is well known the essay is a product of free opinion and independent thinking. It is creativity. Writing essays at literature lessons is creativity too. The difference between these two types of creativity is not so big. For sure, the essays must be written not in accordance with the tradition we got used to, but in accordance with the results of true creativity. The topics to be selected for essays at literature lessons are old for teachers but new for pupils. The pupils like those essays which make them think, cause difficulties, or make them happy being consistent with their feelings. For example, the themes of essays on a certain person would be like the following: **"My friend's character"**, **"My Friend is Erkin"**, **"My First Love"**, **"My Brother"**, and etc. or on the novels studied: **"The Page I liked very much"**, **"My Attitude to Hashimjon"**, **"The Impressions I got from A. Oripov's Creativity"**, **"What part of the creativity of U. Hoshimov I value"**, these might belong to the topics of essays to be written on creative direction, without doubt. For writing these essays requires fully an independent thinking from the pupils.

Such essays based on pupil's free and independent thinking must be written in the beginning of the academic year, in the middle and end of the academic year when the literary analysis of the work has been carried out a little as they develop pupils' independent thinking. At the same time it will create opportunities to control the development of their independent thinking.

3. Results

At lessons it is expedient that the pupils should be taught to underlying the important words and phrases to be used for writing essays while reading the novel. This prepares morally the pupils to writing essays while reading the works. It teaches them to distinguish the significant things from the insignificant. For example, in order to write an essay on the topic: **"The aspects I value in the creations by Qodiriy"** it is necessary to analyze the works by Abdulla Qodiriy on the level to be loved by pupils. The pupils should

be made to discover those episodes in the novel to tremble pupils' hearts. This discovery which presents pleasure to the pupils would make readers to love the writer. They love the writer for the beautiful style, for description of feelings to touch the soul, and this love would be reflected in the pupils' essays.

On these topics only the pupils who have thoughts and words in their souls to say something, could write such essays. Such essays would be truly independent work which shows pupils' real love towards the work of a poet or a writer, which discovers writer's intellectual and moral state and not a simple copy from others. The freedom and opportunities for writing such essays would teach pupils to independent thinking, to express his feelings with words. Surely, it is natural that such written works of pupils who read much should have many bookish, literary words and phrases. The main attention must be paid to the fact that the pupils might not repeat those which have been said by the author or the teacher.

It is possible to say that even today the majority of pupils are shy or unwilling to tell their opinions. It is unfortunate that the majority of them have no opinions to be worth of telling. If the school literature education is organized in accordance with our recommendations the people of mind will be subject to increase. On the said above topics and styles the pupils write much better than in the traditional style. In this way the pupils avoid the retelling of the text, start expressing their attitudes, strives, thoughts, feelings and wishes. The essays directed at the pupil's personality teach him to creativity and thinking.

It is natural that the teacher's views and opinions expressed in the books and manuals should be used in the pupil's work. Only it is necessary that they have proper places and serve to reason pupil's views. The pupil must be given not one but several passages so that he might have an opportunity to select the one which is consistent with his perception level. Only in this case the creative spirit truly rules each lesson.

At literature lessons the pupil's attention should be paid not to what has been said in the literary work, but also how it has been said. He should also observe and feel the beauty of the nature, tender expression of personages' inner feelings, wonders of author's language. At literature lessons the pupil who has been very attentive to such things during the analysis of the novel thinks, searches, and uses signs while creating an essay as a creative process. If the pupil comprehends all this his morality will develop completely. As it is known, formation of pupils' mentality takes place at this age.

4. Discussion

For pupil's essays to be meaningful it is important to know what parts of the novel have proved successful. It is teacher's duty to foster and develop pupils' such finding ability. It can be accomplished by writing essays on topics such as **"what I have sensed from reading the novel"**, **"The aspects I liked very much in the novel"**. The knowledge received from essays, books, teacher's lectures the pupils can apply to practice independently too. This knowledge providing directions to pupils helps them to systematize their thoughts. On the opposite case, such essays can not be the result of an independent thinking. For sure, to discover by himself is different, to think by others' directions is different. However, the pupil who starts thinking with other's directions is likely to pass to independent thinking after a certain time.

The author of the essay must express his thoughts in each work or comment on the reason whether he joins other's opinions or not. Speaking in favor of or against an opinion requires an independent thinking too. The pupil must know what to work on and express his thoughts while the teacher must receive not the work within the model taken from the textbooks or manuals, but the very essay itself, the result of the creativity and must

examine it. It is necessary to find the ways how to inspire pupils to creativity, but not discourage their bright spirit by giving bad assessment (rating). The pupils' thoughts expressed in the pupils essays must be respected, any description of their written works can not be left without consideration. It is necessary to show successful thoughts and conclusions, make serious comments on improper expressions and convince pupils in their inconsistency.

It is necessary to teach pupils working on the novel to use words with care. The teenagers need to understand and feel that writer's literary word is truly a magic. It is the duty of the literature teacher to teacher pupils to pay attention to what kind of thought lies under the word used by the writer. It is necessary to urge pupils to express themselves in such a way that what troubles them might trouble others, what affects them should affect others too. In this case the pupils try to express their feelings in pictures, short stories, poems or essays which cause sufferings both to them and others. In such a way they feel the power of the word, the difficulty of the creativity.

The literature befriends the pupil to the mankind, introduces him to the human world, and strengthens his belonging to this world. This, in its turn, makes self-conscious of him. In the creative process the pupil must re-discover the existing things in life and feel its pleasure. It is impossible to equalize the pleasure of high feelings to anything. After succession of luckless efforts, failures, sufferings man must feel the pleasure of accomplished discovery and victory. Pupil's awakening, coming out of the moral balance, being willfully under both intellectual and moral force is an important sign of a good lesson.

Along with essays on literal-creative topics free essays directed at pupil's personality must be written. It would be expedient if these essays are consistent with the age specifics and the literature taste of pupils. For example, the opinions expressed in the works like **"My friends description"**, **"My favorite topic"** must be kept secret. The trust of the pupil in the teacher is a guarantee for sincerity of his creativity. The independence of a true opinion, maturity of the thought, the sincerity of thoughts are seen in the ability to analyze deeply the events in life, literature as well as in art. Such level of pupils' independent thinking is accomplished slowly by putting complicated issues before the pupils. Even though it is a wrong opinion, it is better to have an opinion than not to have an opinion at all. It is easy to change the direction or form or content of what is available than to create what does not exist.

Independent Works

Independence in thinking reveals itself by treating specifically the solutions of complicated topics, by settling the problems properly and independently, by expressing the opinions with one's own words and styles, by having a point of view differing from the opinions and approaches of other pupils, by critical approach to the thoughts expressed by others. The enumerated features show that the independence of an opinion is pupil's ability to solve complicated issues under changeable conditions. In performing complicated study assignments the pupils' activity is not always the same. It has been observed that some pupils are always prepared to participate in the solution of complicated issues which require independent generalizations. The same abilities can be observed in all lessons. It is possible to draw such a conclusion that the independence of thinking activity fostered in some lessons is demonstrated in lessons on other subjects too. When teaching such subjects teachers observe the principles directing the pupil's thinking to a creative work in the organization of lessons there will arise an independent opinion.

The pupils' independent written works on free topics are the assignments to be performed without teacher's participation. In this case the pupils make attempts towards their goal consciously and independently, express their strength, intellectual abilities and knowledge in this or that form. In writing the work independently nobody interferes in pupil's activity, he himself defines the directions and opportunities of his efforts. He

himself solves independently the problem put before him. In this process the opinions causing the activity to have been carried out are considered an independent thinking. Nobody shows him directions nor does anybody help him.

The basis of today's literary education content is composed of written and oral independent works. The diversity of education content and methods, richness provides and develops truly the independence of thinking. The independent works on free topics serve to raise the pupils' thinking. All these, surely, affect the formation of the personality qualities in the pupils.

The most tested methods for organization of independent works are considered heuristic talking, seminar lessons, logical assignments, problems solving situations in learning a new topic and checking the knowledge. It should be concluded one-sidedly that all events in literature education must be directed at pupil's independent thinking only. In the educational practice there is not single method to be able to solve all problems in the sphere of teaching. This is directly related to independent works too.

The content of the lesson, pedagogical assignments should determine the character and structure of independent works. Since the teacher puts logical assignments before the pupils he must create necessary conditions for them to perform the tasks successfully. Its first condition is availability of enough evidences, clear expression of the tasks. At the end of the lesson the teacher must conduct 3-7 minutes interviewing on performance of the work. While working independently the pupils must know what they are doing, and what kind of work they are conducting. Such assignments may be given at the beginning, at the end and in the process of the lesson.

After the discussion of the essays and independent creative works it is impermissible to urge them to re-develop improper parts or to create a new work from it. Though he can not cope to perform a certain work the pupil who senses the mistakes he has made and their reasons he feels himself capable to write the next work comparatively better. However, it is necessary to give time and opportunity for the pupil to discuss it and to work on the next novel. If the pupil himself requires he may be provided an opportunity to re-write the work. The effectiveness of such creative works, essays on free topics is that the pupil gets used to working independently with a literary piece and develops skills accordingly. What the teacher has said does not only depend on what was written in the book it will accomplish natural and necessary deepening of the knowledge. The pupils' thinking and activity independence will be strengthened.

In teaching pupils to independent thinking it is expedient that the analysis of written works should be carried out in harmony with the analysis of the novel. In this process the attention is paid to the aspects left outside the views of the pupils or interpreted improperly. It is desirable that the discussion of the work performed by the pupils and the analysis of the literary piece should be harmonized.

Questions

One of the didactic methods to direct pupils to independent thinking is putting questions. The questions are the core tool for heuristic, interviewing, inductive, deductive, brain storming methods. They are the leading methods even in asking the fulfillment of home assignments. Any question of the pupils whether it is rhetoric or special or require direct response of pupils it raises pupils' intellectual activity. When the rhetoric questions are applied the important aspects of the study materials will be emphasized. They create opportunities to see better this important aspect and to restore in the memory the connection between what is being learned anew and what has been learned before, to pay attention to acquire the preceding and following information deeply.

If the teacher does not put questions requiring pupils' participation in the process of a lesson it will be impossible for them to accomplish their creative approach to the topic. If the teacher applies the special questions requiring responses along with rhetoric (general) questions, the rhetoric question urges the pupils' mind, increases their attention,

prepares them to make generalizations and draw conclusions on the basis of an independent thinking – a relatively more intellectual activity. But the special questions requiring responses foster the skills to express their thoughts independently along with defining and proving the necessary facts.

The pupils will become more active when they are put questions requiring responses. The solution of these issues is easily accomplished by deep but not so complicated discussions. Thus, in the discussion of the main issues any additional question with certain requirements regarding the pupils increases their intellectual activity. The questions directed at completing or correcting these or those testimonies of the pupils are likely to provide their independent thinking. This issue is solved by putting additional questions which are directed at discovering specific aspects of the new knowledge to be acquired by the pupils and which cause intellectual pressure.

As a rule the pupils answer easily and freely the additional questions directed at memorizing some events. When they are given complicated questions they feel certain difficulties. This difficulty is observed at the initial stage for solution of the question. Later, they will be able to settle such situations with teacher's help. Thus, putting complicated learning assignments will cause the pupils to break out the balance. It urges him think about and memorize the work more actively. Causing pupils fall in complicated situations is used to make this or that new discovery. In the process of seeking for answers to teacher's questions independently the pupils experience a certain complications, suffer hardships a little.

Creating complicated situations with the help of questions the teacher raises the pupils' knowledge, activeness of thinking, helps them to acquire deeply the event, enrich their experience, helps them to accomplish the solution of complicated issues independently. Creation of such extraordinarily educational situations, marveling the pupils with questions awaken in them a strong feeling as apposed to their previous impressions. Marveling is the beginning of comprehension, a road to cognition.

In answering the questions the pupils often find general rules correctly, but they can not reason them. When they are required to explain or prove why it is so they will feel at a loss though they are aware of many facts regarding this event. It is necessary for the pupil to put the facts, knowledge he knows into the new system, into the new direction required by teacher's question. It is this that tortures the first pupil then when the facts are defined, when it becomes clear that the given assignments are not higher than his intellectual abilities. This activates the thinking, he will overcome the hardships himself, and finds the solution to the issue independently.

The teacher who strives to stir up pupils' independent thinking develops questions in consistent with the topic. This creates a convenient condition for the intellectual activity of the pupils. The teacher encourages the pupil to avoid the ready pattern, not to simply re-express the material, but to generalize his views around a definite key opinion, to separate necessary ones from them in order to answer, to express his thoughts not with dilapidated phrases from the pattern, but with his own words. Such activity requires from the pupils to explain the reasons for a certain event, to formulate his thoughts around logical bases, to assess the events impartially and to generalize what he has observed. Under such situations additional questions will come to assistance. The strength of the additional questions is that they are based on the materials learned earlier, will ease pupils' intellectual activity on a certain degree. This requires not to repeat what has been learned previously, but to use the learned knowledge for new directions. This directs them to seek for news, to find out what is unclear, to use effectively what has been learned, to answer the questions which require generalizations, force pupils to apply their mind and intelligence.

In the national educational study the question has not been researched as a form of intellectual activity. The awakening and effective indicators of the questions have not been defined yet. Is the question a logical form of thinking or a simple speech phenomenon?

What is the importance of the question in mastering the process of knowledge? What are the tasks of the question for acquiring the knowledge? In the research work by S. Matjonov the questions-assignments in the textbooks are separated into certain groups, the role and importance of the questions for organization of pupils' independent activity, for development of their creative thinking were spoken of. But the question was not studied as a separate research object. The role of questions as one of the teaching methods can not be defined without interpreting it as an intellectual phenomenon. It is clear that the question is between what one does and does not know, at the same, it is a special form to direct new notions and knowledge for acquiring. The reason for teacher's putting questions is not to make clear what he is unaware of. The reason is to scratch pupil's mind with questions and encourage him to learn new knowledge. The question is an effective tool to transfer the form of the mind from unawareness to awareness, from incompleteness to completeness of cognition.

The independence degree of child's thinking displays itself by his interest to obtain knowledge, by his strive to perceive the essence of the subject to be learned, by his dissatisfaction of surface knowledge on some event and by the questions he puts. It is possible to believe that the more thoughts, the more questions the pupil has, and the more interest he has in this subject. So, the questions are not only the measure of the deepness of the interest, but also the sign of an independent thinking. In pedagogical practice there are a number of methods which urge pupils to putting questions. But putting deep questions by pupils is not widely spread in the education experience. The teacher urges pupils to put questions by different methods. But the current education does not encourage the pupils to putting questions, finding problems and solving them. The fact that the teacher provides ready made, proper conclusions, does not wake the need of pupils to suffer intellectual urge, there does not arise a deep interest in the pupils to learn the topic. Where there are no questions there is no interest there.

It is expedient that pupils questions should be re-developed in the text, should encourage them to get new information, should make clear the internal laws of causes and connections. The questions directed to defining something are not borne from the big moral thirst. But they may prepare grounds for possibility of appearance logically deep questions later. It is required from the teacher to pay a special attention to such questions and to encourage those questions which are meaningful. By putting such questions the pupils learn to divide the learning material into logical parts, to find unexpected problems, compare and select the best ones among them. Sometimes a pupil may get new information from the answers of his friends to such questions. The questions directed at making something clear require special consideration. For the teenagers put questions when they want to make something clear, as soon as they get approval or denial then they will ask why it is so.

The pupil's questions directed at getting new information broaden his views, enriches his knowledge. Such questions often cause active actions to follow. After getting new information the pupils pass to an active practical activity, address to the literature indicated in the answer. The pupils try to make different questions not like each other, develop their thoughts in the form of questions. The questions show how the main ideas, problems of the study material have been deeply settled and acquired.

Composing specific questions and drills on pictures grant opportunities for pupils to acquire the material through eyes. Such assignments are always performed successfully, the success, in its turn, serves as a factor for obtaining next knowledge.

The questions put by pupils to their friends are of positive quality too. This increases the activity of all pupils; they develop critical views regarding their friends' answers. Thus, the questions, which develop pupils' thinking, prevent falseness of their knowledge, bestow upon them changeability, show pupils' true interest to the subject to be exposed for learning. If some pupils show formal interest, while others show the strive for deep learning of the teaching subject. The questions put often are a big gain of the teacher. He

must try to organize each lesson in such a way so that his pupils might have concrete directions, so that they might learn how to put questions.

Putting questions by other methods than the methods already known is of great importance for development of independent thinking. Under such situations the pupil's mind starts working independently. It is because he is put a question which requires of him an answer. In its turn, this method requires to express the thoughts with one's own words. This case has not only educational but also fostering character. The answers given to the main questions may not be always enough, may not cover vividly, systematically and generalized way all aspects of the event to be acquired. In this case there arises the need for additional questions. They are the questions which make the pupils remember, think, and serve for certain goals, and must be put clearly. The questions directed at remembering provide that the pupil's answers should be in succession, the material for learning should be expressed completely and definitely. Putting such questions will raise the intellectual activeness under any circumstance. This activeness can be seen in the pupils' strive to answer the given questions. The additional questions will be important when they are directed at restoring the aspects to have been forgotten by pupils, or at correcting their mistakes. But the role of these questions in the provision of pupil's independent thinking will be limited.

The second group of the additional questions requires from the pupils to gather their knowledge and to apply creatively to solving new issues which have appeared in interviewing process. The question put to a pupil may encourage other pupils to think too. The additional questions requiring from the pupils to think are put when he loses clarity in his thinking and starts speaking abstractly around the general thoughts. Since the additional questions requiring a certain proof are difficult they cause high activity of the mind. Only the answers should not be composed of the phrases learned by heart. When two types of opinions are put forward by the pupils the teacher requires them to prove which one is the right answer. This issue, if based on the knowledge of pupils, will increase the activeness of pupil's thinking.

The questions which cause difficult situations are useful for them not only when they find the right answers to them, but also when they do not find the right answers to them. Finding the solution to the difficult questions by the pupils themselves confirms that they have sensed the legal connections between the events. If the desired goal is not also achieved in the work, if it is sensed that this issue is within the knowledge to have been learned the pupils will start to work on the material with perception and with active participation. What is most important is that this process develops an independent and critical thinking. If the pedagogical affect has been caused for a long time the formation of independence of thought is achieved. With his question the teacher must influence on the pupil's thinking, on their impressions and feelings.

Accomplishing changes in pupils' thinking activity requires a long enough time, a number of specific pedagogic works and necessary conditions directed at changing these features. A positive approach to the study process raises the intellectual activity and provides the stability of the positive approach.

To help the pupil in any type if education is an important task of the teacher. This task requires from the pupils a big observance, alertness and awareness of pupils' thinking level. At the same time, it envisages the ability to define the degree of assistance which does not affect pupil's capability and independence, and it teaches how to know the ways to prevent the difficulties independently. As the teacher helps the pupils they must not forget to study the experience to work independently at each stage of education. If this requirement is not observed well then as soon as the pupils who lacks this experience is left face to face with the problem for a long time the development of his ability and independence will be suffer much. In addition, the assistance which the teacher renders for the pupils to overcome the difficulty may hinder the development of pupils' independent thinking.

Home Assignments

The degree of independence in pupil's thinking and activity is seen in the performance of home assignments. The most important condition for performance of the home assignments is that the truths at lessons and in the textbooks must not be repeated. Otherwise, there appears a condition for remembering the study material without perception. The home assignments differ from pupil's activity at classrooms that home assignments are performed by the pupils themselves independently. It is necessary that this type of education should be used to further maintain and develop the independent thinking activity. It is a pity that in the educational practice proper organization of home assignments is not taken up pedagogically enough. At each lesson the home tasks are assigned to pupils but the possibility how to perform them is not taught relatively widely.

The pupil does the home assignment depending on what the teacher will ask at the next lesson. The majority of pupils read the text once or twice while doing assignments in the oral form. Some of them even do not read it. The story is retold as it is provided in the textbook. The measure of preparation for the lesson is to retell the text, that's all. They try to remember the content of the text without thinking on it.

Preparation of the home assignment on the basis of a certain plan also raises pupil's active independent thinking. The pupil who does home assignments properly can participate confidently in the workshops which require independent thinking from him. Preparation of the home assignment on the basis of a certain plan requires a conscious approach. A well developed plan puts pupil's activity in a system, teaches him to choose the necessary material, and encourages him to discover the important aspects and to draw righteous conclusions. It teaches him to express his thoughts in a certain system. While performing the home assignments in the oral form the pupils do not look upon the questions-assignments provided in the textbook. They do not work on them. Nor do teachers pay attention while asking home assignments. In the process of asking the home assignments from the pupils not only pupils' knowledge is defined, but also further works on extending, deepening and systematizing this knowledge must be checked. It creates broad opportunities for pupils to work and think independently based on what they have learned previously.

5. Conclusion

Each writer has his own history on stages of his livelihood. In its turn, this can be a topic for discussion or for home assignment and is carried out by special questions. If some parts from writer's biography are chosen and given to re-develop them for the home assignment the pupils try not to use the usual expressions but think on the content of the material and answer them in consistent with the questions. This makes their independent thinking active, no doubt.

As a result of organization of asking home assignments in the oral form based on only pupil's memory has become a separate interview which is held between the teacher and the pupil, and in which other pupils do not participate. Development of home assignments on the results of the question-discussion teaches pupils to group independently their knowledge received at the lessons, to separate the important one, to find factors which meet the teacher's requirements. There appear new questions requiring independent thinking from the pupils. They try not only to search for facts and evidences but also to express them with their own words. This situation is too important both for education and for upbringing. Whenever the pupils start expressing opinions and thoughts with their own words it becomes impossible to develop the independence of pupil's thinking activity.

In order to wake interest in knowing the study material it is impossible to limit ourselves only to developing the details. When the home assignment is given it is

necessary to wake the pupils' interest, to define the causes of the event and to explain them. In order to accomplish it they must be given directing question-assignments as home tasks such as: "...How can this event (from a novel) be explained? Think of the reasons of why it has happened? Were you him how would you have done it? If the additional questions urging him to think are not applied in the process of asking home assignments such qualities as initiation, consciousness, wittiness will not be developed in the pupils, they will not have independent opinions.

In the literary education pupils' thinking will work positively when the pupils face complicated issues. At the same time when they possess definite facts and necessary information their interest in discussion will appear.

The pupils do not always solve positively the tasks put before them as a home assignment. But they search with interest, try to understand and explain the essence of the event. In the works which they can not solve themselves they ask consultation, advice and assistance from adult people. Such procedure and research in the educational process teach pupils to see the causes of an event, and comment on them themselves.

In the process of asking home assignments it is significant to put questions which require comparison and generalization. Putting such questions expands pupil's independent thinking and creative opportunities. Putting such questions to the pupils requires not repeating things learned beforehand, find news not found in the textbooks. Finding the thing among the learned with the help of independent analysis and comparison requires the mind to work under tension and pressure. In the process of asking home assignments the teacher must not limit himself only to the answers, but also must require the proof. The art of teaching leads pupils to thinking independently and finally come out with conclusions and results. In asking home assignment each time the questions put before the pupils for comparison and generalization will urge their minds. The pupil's mind works much better and more positively when the important ones are chosen for putting questions. The important thing is searched among those said by the pupils themselves.

Overcoming the difficulties faced in the process of performing home assignments helps them to learn not only the studied material but also opens new directions which enrich pupils' knowledge. Such home assignments develop the pupils' experience in performing comparatively difficult assignments for independent generalization of pupils and form independent approach to the events under study.

When the teacher puts questions directed at re-development of the studied material while asking questions on the learned material the intellectual activity of the pupils may be formed in a certain model. If the teacher composes questions based on the text of the novel, being not far away from it the pupils will build their questions on their ready answers. Generally speaking, the process of asking both the home assignments, the passed lessons, answers to be received by them goes on in the same manner. Such interviewing may teach the pupil to learning the study material by heart, to expressing the opinions word by word in the language of the book.

6. Acknowledgements

If the control and education are conducted harmoniously at the lessons, if asking home assignments is turned into a creative part of the lessons, if the analysis of events by pupils, their interest in generalization of facts, their opportunities are considered the effectiveness of asking the home assignment will rise significantly. In the process of asking the home assignment the pupils retell this or that event, but do not assess them. It proves that the teacher got used not to require such assessments and approaches. The pupils' habits to assess and express their attitudes to the events have not been formed. While

asking home assignments putting questions, requiring from the pupils to think independently speed up their intellectual activity. If the pupils achieve to answer the questions on the basis of chosen facts such questions will positively affect them too.

The repetition lessons differ from asking home assignments by higher generalization of the learned material. Under such circumstances in order to form and develop the pupils' independent thinking the teachers put more problem solving questions than at ordinary lessons. The pupils' answers and researches go in par with it too.

If the pupil is interested in getting knowledge he will learn seriously the curricula subjects at school. That's why learning knowledge must become an internal natural need of the pupil. The need is a necessary condition for revealing any ability of the human being. Only in this case the events said above will yield their results in the educational practice, will direct the pupils to the top of moral harmony.

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