

METHODS OF FORMING CRITICAL ANALYSIS SKILLS WHEN WORKING ON A LITERARY TEXT**Sukhanberdiyeva Sitora Sanjar kizi**Tashkent State University of Uzbek Language and Literature
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Abstract. This study is devoted to the issues of improving the methodology for developing students' critical thinking in literature lessons. The work analyzes the theoretical foundations, pedagogical and methodological possibilities of critical thinking, and develops effective methods for forming this competency in the process of literary education. Also, methodological recommendations are proposed to develop students' analytical, logical and independent thinking skills based on working with literary texts. The results of the study are substantiated through experimental work and the possibilities of their application in practice are highlighted.

Keywords: critical thinking, literary education, literary text analysis, methodology, pedagogical technologies, reflexive thinking.

Critical thinking is not just about accepting knowledge, but also about analyzing it carefully. It involves the following key steps¹:

1. Defining the problem. Asking specific questions about the information and issues.
2. Gathering and analyzing information. Making judgments based on evidence and evidence.
3. Considering alternative perspectives. To arrive at the most optimal conclusion by analyzing various points of view.
4. Drawing conclusions. Making a sound decision aimed at solving a problem through critical thinking.

A reasonable question arises before us: what is the difference between critical thinking and conventional thinking? Well, what are the differences between the two? Conventional thinking is based on a person's preconceived ideas. In this type of thinking, a person often relies on stereotypes, traditional views, and previous experiences. For example, thinking about an event only on the surface based on previous experiences is a form of habitual thinking. Critical thinking encourages a person to be open to new ideas and to look at things critically. In this type of thinking, a person examines evidence based on facts, rejects stereotypes, and draws independent conclusions.

Critical analysis of a work is the process of deeply analyzing a work and evaluating its essence, content, structure, and artistic qualities. This process includes the following steps²:

1. Obtaining general information about the work: determining the title, author, time of creation, and genre of the work; understanding the period of creation and cultural-historical context of the work;
2. Analyzing the theme and idea³: what is the main theme covered in the work? What is the author's ideological goal? How many topics of importance for society are raised?
3. Compositional analysis: the structure of the work: the beginning, development, and conclusion; in what order are the events presented? How is the conflict (confrontation) and its resolution depicted?

¹ F. Kuchkarova. The concept of critical thinking and didactic conditions for its development. 2024.

² D. Z. Tursunova. Technology for the formation of critical thinking. 2023.

³ Jonathan Chan. What is critical thinking? 2024.

4. Analysis of images: the main and secondary characters in the work; their character, growth and development; the author's way of expressing his idea through images.

5. Study of artistic means: what is the author's language and style? To what extent are figurative language (epithet, metaphor, comparison) used? How vivid and effective are the images?

6. Assess the social significance of the work: what problems does the work address and their relevance; impact on society or a particular era.

7. Subjective assessment: expressing your opinion as a critic; the strengths and weaknesses of the work; whether it has a long-term impact or not.

In critical analysis, it is important to present the work fairly, not only in its positive aspects, but also in its negative aspects. At the same time, critical thinking should be based on facts, and a subjective approach should not misinterpret the essence of the work. Analyzing a work of art requires in-depth work with the text. It is necessary to determine what meaning the symbolic images and details in the text convey, to analyze the text of the work line by line. Finding clear and consistent answers to the questions that arise in the process of working with the text helps to correctly understand the content of the work of art. Analyzing a work of art is also connected with the process, that is, it is necessary to select a work suitable for the audience and analyze it from all aspects. Some works are analyzed in an integrated manner with other disciplines⁴. Some are related to the author's biography.

So, how should we approach the process of analyzing a work of art? First, we analyze the ideas that are put forward in the context and that are actually hidden. We give clear answers to the questions that arise during the study of the work, as they arise from the text of the work. In this article, we will examine questions that can be asked about Langston Hughes's story "Thank You, Madam," and then discuss the importance of visual aids that can help you form your initial impressions of the work. First, you can use various video and audio materials to form your initial impressions of the work before you begin your analysis. This gives the reader a first impression of the work. Second, the narrative's forward-looking place and time evokes a sense of excitement and interest in the story. The setting is New York City, which is mapped out on a map.

The story takes place in Harlem, a predominantly black neighborhood in New York City, USA, in the mid-20th century. So, the reader has formed an idea of the place. He has the necessary information to begin the process of analyzing the work of art. Only after such information can he begin to work with the text of the story. Based on the text, the following questions arise and they are as follows:

“A woman who came from Tola was carrying a large bag that could hold everything. Indeed, there was nothing in the bag that was not there, except, of course, a human soul.”

1. What idea arose in you about the woman?

2. What do you think about the bag that did not have anything inside?

“Then we didn't meet in vain. Today is the day you bathe,” said the woman, and instead of letting the frightened child go, she took him with her and started to leave.

⁴ D. Kuronov. Fundamentals of Literary Theory. Tashkent, 2018.

3. For what purpose did the woman take the child to her house?

4. Why is the child depicted so dirty?

“...the woman turned on the lamp and left the door open”

5. Why did the woman leave the door open, and what was her purpose in doing so?

6. Why didn't Roger run away?

“Even though we were eating together, I think you were hungry. After all, how could you not be hungry after all that “action”?”

7. What do you think is the reason why the woman has such a warm relationship with Roger?

“When I was young, I really wanted to have things that I couldn't have.”

8. When do you think the desire to have things that I couldn't have arises?

9. What was the meaning of the woman leaving her bag with the boy?

10. Why did the lady always call Roger “son”?

“Don't let the dream of shoes lead your feet astray.” What do you think about this saying? At the end of the story, the boy wanted to say something nice to the woman. Why do you think this is?

Marker questions are asked to students in the process of working with the story text. Also, the type of questions asked after reading the work in the analysis are both present and their significance is very important.

1. Why is the story named like this?

2. What experiences do people who read the work experience?

3. Are there children like Roger around us today?

4. What do you think about Roger's future?

5. Do people like Mrs. Luella happen in real life?

6. What do you think is the main idea of the work?

The work of art gives the reader a wonderful pleasure both at its beginning and at its end. The story "Thank you, Madam" is also considered a story that immediately attracts the reader's attention, as it beautifully depicts life lessons, spiritual experiences, and human virtues. The writer selected all of them from the life that was boiling behind the door. He wrapped them in a beautiful bag and presented them to the dear library. The story has a very good effect on the psychology of teenage students. It awakens in them an idea of the simple and complex laws of life. Even today, children like Roger learn to understand how painful it is for their own lives and for society, and to find solutions to such situations from adolescence. The story literally leaves its indelible imprint on the minds of every reader.

“Hughes created a spatial existence in his own unique way. This work, like his other works, speaks of human emotions. Hughes's work, his art, is a moral imperative for people, for their lives. The continued analysis of this story is very important and, in the final analysis, it teaches

us all a great lesson”⁵ [1] C. James Tortman. Langston Hughes: The Man, the Myth and Writer. – New York: Garland Publishing, 1995. – 178 p.

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⁵ C. James Tortman. Langston Hughes: The Man, the Myth and Writer. – New York: Garland Publishing, 1995. – 178 p.