

Eurasian Journal
of Humanities and
Social Sciences



Developing Critical Thinking Through Reading And Analyzing Literary Texts In A Foreign Language

**Khotamova Parvina
Ilkhomovna**

Associate Professor of the Samarkand State Institute of Foreign Languages, PhD

ABSTRACT

This article explores the significance of reading and analyzing literary texts in a foreign language as a means of enhancing critical thinking skills. Engaging with literature not only improves language proficiency but also deepens students' cognitive processes. Through the act of reading, students are encouraged to tackle various problems, analyze ideas, and articulate their own perspectives.

The research includes an examination of the content and style of literary works, as well as their social and cultural contexts. Such analysis prompts students to go beyond mere comprehension, encouraging them to evaluate underlying themes, the author's intentions, and contemporary issues. Additionally, reading in a foreign language fosters students' abilities to formulate and express their thoughts independently. As a result, the practice of reading and analyzing literary texts in a foreign language enriches the language learning experience while stimulating students' critical thinking, creativity, and understanding of cultural differences. This significantly contributes to their overall personal development.

Keywords:

Critical Thinking, Literary Texts, Reading Comprehension Analysis, Cultural Context, Interpretation, Theme Exploration, Author's Intent, Perspective, Creative Thinking, Language Proficiency, Engagemen, Evaluation, Personal Development.

The process of reading and analyzing literary texts is important not only for language learning, but also for developing critical thinking. Through literary works, students are exposed to different ideas, cultures, and historical contexts, which broadens their worldview.

First, when reading literary texts, students see different characters and the problems in their lives. This process encourages them to understand and empathize with the feelings of other people. For example, through the difficulties of a character in a novel, a reader can reconsider the problems in their own lives. This is one of the main aspects of critical thinking. Literature is an integral part of the cultural heritage of humanity. It not only provides

aesthetic pleasure, but also sheds light on social problems and develops understanding and empathy between people. Through literary works, one can learn about different eras, cultures, and life experiences. Critical thinking, on the other hand, helps to deeply analyze the texts read, creating an opportunity to understand the author's ideas and style. Fiction and critical thinking together enrich the human psyche, develop society, and convey important lessons to future generations.

Secondly, in the process of analyzing works of art, students try to identify the deeper meanings of the text. They study the styles, symbols, and themes used by the author. This process helps students ask questions, analyze their thoughts, and form their own points of view. Questions

such as "What is the author trying to say?" or "What social issues does this character's behavior reflect?" are important in developing critical thinking. And here it is worth mentioning that reading consists of three main stages: preparation, reading, and post-reading analysis. The preparatory stage before reading is very important because it makes the reading process more effective. The following are the main aspects of this stage:

1. Context of the text

- Historical context: Understanding the time and circumstances in which the text was created. This helps to better understand the author's ideas and the purpose of the work.
- Cultural context: Exploring the cultural environment in which the author lived. This usually helps to understand the social, political, or religious elements within the work.
- Genre and style: Knowing the genre of the text (e.g., novel, poetry, drama) and identifying the author's stylistic characteristics.

2. Information about the author

- Biographical information: The author's life, education, personal experiences, and writing career. This often affects the content of the works.
- Other works: The author's other works and their success. This allows you to compare the text you are reading with other works.
- Writing style: To learn about the author's writing style, language, and expressive means.

3. Reading purpose

Preparing before reading not only helps to understand the text more deeply, but also allows you to enjoy the reading process more. The knowledge and concepts acquired at this stage will be very useful in analyzing it during and after reading.

Also, discussing literary texts in the classroom allows students to exchange ideas, which is undoubtedly one of the important aspects of modern education and personal development, and also allows for debate. This process develops students' skills in expressing their thoughts clearly and logically.

In conclusion, in order to improve critical thinking in reading and analyzing literary texts,

it is necessary to use interactive methods, self-analysis, deep reading and writing skills, problem-solving strategies, and social context in the educational process. Through these approaches, individuals not only expand their knowledge, but also learn to approach various problems in life more effectively. It is an effective tool for development. Students learn new ideas and perspectives through different stories and develop themselves. Therefore, fiction is important in the language learning process.

List of used literature

1. Paul, R., Elder, L. (2006). "Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life." Pearson Education.
2. Facione, P. A. (2011). "Critical Thinking: What It Is and Why It Counts." Insight Assessment.
3. Norris, S. P., Ennis, R. H. (1989). "Evaluating Critical Thinking." Pacific Grove, CA: Critical Thinking Press and Software.
4. Fisher, A. (2001). "Critical Thinking: An Introduction." Cambridge University Press.
5. Abdulla Qodiriy. "Fundamentals of Literary Studies"
6. Muhammad Ali. "History of Uzbek Literature"
7. Mirzo Tursunzoda. "Theory of Fiction"
8. Abdurauf Fitrat. "Literature and Culture"
9. Zulfikaroni Kadirov. "Literature and Psychology"
10. Anvar Obidjon. "Theory of Uzbek Literature"