

# Psychological and Pedagogical Features of Teaching Students to Critically Evaluate the Personality of the Characters in Literature Classes

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**Abstract---** *This article focuses on the problem of shaping students' critical evaluation skills which evaluate literary heroes in literary work. The article reveals the features of the development of students' critical thinking in the process of studying literary work, emphasizes the technology of the formation of skills of critical evaluation literary work. Effective technical methods are methods that help to develop creative activity, analyze, observe, compare, and generalize and other skills.*

**Keywords---** *Critical Thinking, Critical Evaluation, Pedagogical Collaboration, Discussion, Independent Work, Creative Approach, Literary Hero, Work Analysis.*

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## I. INTRODUCTION

Young people are at the center of all reforms in Uzbekistan. That is why upbringing perfect generation is one of the main tasks of our state. The main task for every educator is to teach young people speaking correctly and fluently in their native language and foreign languages, independent thinking, and worldview, modern knowledge and thought.

Today, the literature is based on the theory of person-centered education in the development of the methodological basis of teaching. "Here, first of all, it is necessary to create the indispensable environment and conditions for the widespread propaganda of the wealthy history of our country, its unique culture, the achievements of world science and literature among young people and the public." [1]

The updated content of literature education encourages educators to seek and use new methods of teaching pupils. Also, they begin taking a new approach to the content and structure of literature lessons. The problem of teaching pupils to read a literary work is not only the basis for shaping readers, but also creates a wide range of opportunities to enrich their spiritual worlds. In this way, students have an opportunity to perceive literary works wholly. Then students will gain the ability to deeply analyze a literary work and understand the writer's main idea. Therefore, reading, study and comprehension literary work found the basis of the content of literary education. The goal of sharpening reading skills in pupils in the primary grades is a priority in continuous literature education.

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## II. THE MAIN RESULTS AND FINDINGS

Special attention has been paid to teaching students to analyze a literary work since over the last few years. This issue has been attracting the attention of scientists for many years. In the twentieth century, the analysis of literary art and its heroes was carried out to write essays, to highlight the peculiarities of the heroes of the literary work. When the analysis of literary work, a critical assessment of the character of the protagonists becomes important parts of school literature education, students can understand the literary work as an integral part of the art. To this end, teachers should spend the main part of the lesson to analyze the content of the literary work, summarize the evidence, and evaluate critically it.

Even today, some researches explain such concepts as "critical thinking", "critical evaluation", "critical consciousness", "critical behavior", critical education. According to the experts' opinions such as **V.I.Borodkin[2]** and **D.Kluster[3]**: "Critical thinking is a process of thinking that is used in the development of thoughtful reflection and suggestions. Critical thinking is a product of social development. "

Critical thought also implies the search for healthy ideas and the analysis of various concepts of themselves. A critical thinker can come up with new ideas, to know new opportunities, and to understand what is important to solve a problem. The term "critical thinking" is interpreted differently by different educators. Most experts consider critical thinking to be the highest level of thinking because it represents the prime level of learning activity of pupils. Critical thinking is a sign of the development of pupils' self-awareness. It has an active impact on pupils' personal lives. As Matthew Lipman[4] has systematized a person's cognitive processes, he has considered that his struggle for his right depends on his level of critical thinking. In this process, a person's intellectual potential is fully manifested.

According to the opinion of researcher **D. Halpern[5]**, "Critical thinking is an open way of thinking." The owner of critical thinking never stops. He enriches his ideas and views by basing on his life experiences. From this side, critical thinking differs from creative thinking. Critical thinking serves as the basis for the development of creative thinking.

Psychologists (J. Piaget [6] and D. Halpern) say that when pupils are 14–16, the developmental stage of critical thinking begins. However, this skill does not develop equally in all students. They need to have several qualities for using their critical views. In particular, they should prepare to plan their actions. There is often an emptiness, a bias in the minds of pupils. That is why they need to be able to express their ideas in a logical sequence. The firmness of opinions is an expression of confidence.

If students are not ready to accept the views of other classmates and peers without any objections, they will not be able to form their new thoughts and ideas. The tendency to the opinions of others hinders assimilating various information by a comfortable way of them. Students often face with complex tasks and become accustomed to delaying their solution. In this way, a lazy person appears who follows the orders and demands of others without thinking. Adolescents activate their intellect only when they have perseverance. In this way, they begin to be effective in the learning process, as well as in the process of forming independent or critical thinking.

A student with critical thinking potential does not try to justify his or her wrong decisions. He or she makes corrections to mental activity by drawing correct conclusions from the opinions of others. This is a very important skill, the reader observes himself throughout his thinking activity, controls the consequences of his conclusions. It is also important for the developing individual that the decisions which he or she makes are approved and recognized by others.

**Researcher J. Barell [7] highlights specific aspects of critical thinking. "Critical thinking is the basis of solving problems," he said.** Critical thinkers show precision in solving problems. They control the involuntary behavior of oneself and others. They are tolerant of the ideas and views of others. They try to solve problems together. They listen to his interlocutor intently. They respect any opinion. He looks at the problem from different angles. They establish a multifaceted connection between ideas. They also take a creative approach to view which is different from their one. They also consider several possibilities of the solution and share vague questions with others. They draw different conclusions. They are critical to their own opinions and evaluate them correctly. Also they make predictions, substantiates them, sets well-thought-out goals, use their knowledge and skills in different situations, perceive information actively.

Students form in a free civil society with the opportunity to work independently, to think non-standard. A critical thinker understands the content and consequences of their actions deeply. Defining the term critical thinking poses some complexity. Because critical thinking incorporates many parameters such as skills, activities, values. Based on several definitions of the term 'critical thinking', we have given the following definition of critical thinking, which focuses on the evaluation of the heroes of a literary work in literature lessons: "Critical thinking is a complex mental an activity like independent thinking, and it is a process which each student forms his ideas, arguments that have a logical basis in the process of evaluating the characters of literary work" [8].

A person's thought becomes critical only when it acquires an individual character. In the process of learning, students are required to have enough freedom to evaluate the characters of the work, to think independently in the process, to study complex characters, to solve situations independently. Critical and independent thinking is formed and developed only when a person is free. To do this, it is true to decrease the authority of the teacher in the organization of literary education. Critical thinking refers to a conscious attitude to different approaches, not a negative judgment or attitude. Decisions and judgments appear as the product of critical thinking. Students form and articulate their thoughts and attitudes within the curriculum. Critical thinking is the ability of analyzing information from a logical perspective. It allows students to make standard and non-standard decisions in certain situations, to work on a variety of arguments, to make well-thought-out decisions independently.

Students' memory in the learning process is important for both human mental activity and the learning process. Remembering is radically different from critical thinking. Many educators with a traditional way of thinking prefer to remember than to think at all. They mainly strive to assess the extent of students' memory. That is, they appreciate how well the students remembered the new knowledge they presented in the previous lesson and how perfectly they retold it. Contrary to this, critical thinkers focus on how independently they approach mental activity and knowledge.

Another form of critical thinking is associated with complex ideas, and without such critical thinking it is difficult to implement the learning process effectively. More intellectual activity is required from students in the lessons of literature, history, mathematics, ethics, aesthetics, logic, philosophy, pedagogy. They mentally strain themselves to understand materials in the textbook and the teacher's opinion. Complex mental thinking plays an important role in the situation which is complex in learning materials. For example, in literature lessons, a student has to strain both mentally and spiritually to understand the works of Alisher Navoi, to study the essence of the views put forward in them, or to understand the economic situation. In such situations, a complex intellectual process takes place in the mind of the reader. However, this process does not mean that the student's critical thinking has been triggered. Critical thinking has its conceptual significance. Many experts associate processes of all mental stress with students' critical thinking. Of course, that's not true. Students thinking development slows when they work on unknown ideas. Critical thinking arises when new ideas are tested, evaluated, developed and practiced. That is, remembering the facts, understanding the ideas creates the necessary conditions for critical thinking.

Critical thinking, that is, the thinking of each person, includes the following aspects:

- First, in "critical thinking", according to the famous psychoanalyst Sigmund Freud, unconscious mental processes and motivation is in the center of attention.
- From this point of view, the motivation of critical thinking arises on a person's mind, and also a general and individual approach emerges;
- Secondly, the difference between critical thinking and independent thinking is that critical thinking implies any shortcomings and achievements, and thus independent thoughts and feelings are formed. Students should be free enough to think critically and should think deeply. Also, they must be led to solving complex problems independently;
- Thirdly, global information is not only global but also has a supportive character. Informed education also serves as a guide for thinking critically in a person's ability. Students are required to be able to use information effectively and rationally to master critical thought of others' or to think critically on their own;
- Fourth, general critical thinking involves giving questions, identifying problems that need to be solved. Students are very curious. As their gaze falls on something new, an inner curiosity arises to know what it is. This interest motivates them to awaken critical thinking;
- Fifth, critical thinking is the pursuit of trustworthy evidence. A critical thinker tries to find a specific way of solving problems and reinforces his or her decisions with the power of the mind. He or she also realizes that there are other ways to solve problems and tries to convince his colleagues that his decisions are logical and practical. Evidence has the following components: evidence is based on its confirmation. Such affirmation is explained by several grounds. Evidence includes statistics, opinions taken from the text, descriptions given by the author to the character in his literary work, personal experiences. An important element in the stem of assertions, evidence and proofs is the base. The basis is a specific general judgment, which acquires a general character for the writer that is why it is often necessary for teachers to organize meetings of writers and poets to develop critical thinking skills in students, which opens a wide range of opportunities for them to engage in discussions and exchange ideas. As a result, the learning process makes a great impression on

the student's mind. Teachers should be able to effectively use the method of comparison in the process of teaching students to critically evaluate characters based on the analysis of literary work. Firstly, each student should compare the characters by contrasting them.

As a result of the analysis of literary work, students will have a clear idea about the writer's creative views, principles. As a result of the analysis of different works of the same author, students will have a certain idea about the writer's describing style, the rules of their generalization. As a consequence, students will be able to comprehend the unique content of a literary work. They can identify the visual means in a literary work and understand the factors that ensure its integrity.

Students must comprehend three important points for being able to critically evaluate a literary work:

- The right approach to the characters of the studied literary work ;
- The peculiarities of the literary work and its characters;
- The main idea of the writer and the requirements set by the writer for each of the characters of literary work.

To do this, students must observe the reality depicted in the work of art, have a clear idea about it, and understand the specifics of the characters in literary work. Only then students will have an opportunity to analyze works and develops ways to critically evaluate.

For having the ability to objectively critically evaluate the characters of the work, students need to deeply understand its structure, language, components of the text, the specific behavior of the protagonists. Understanding the interrelationships between the components of literary work is also important to describe its characters accurately. To do this, students need to have the experience to approach a literary text correctly.

Indeed, any pedagogical activity is aimed at the formation of a perfect person, which requires consistent teaching of students to think critically. Accordingly, person-centered education becomes more relevant than traditional education. Therefore, all literature teachers should always apply new ways of organizing lessons. This approach makes it possible to bring up people who are critical thinkers, who mobilize their mental capacity and strength to put new ideas into practice. In this process the following are important:

- **The logical basis of critical thinking.** First of all, any evidence must have a logical basis. The rule of inference must be stated in the sphere of ethics. This event requires students to have sufficient knowledge about the object which is being analyzed;
- **Justice of critical thinking.** It allows having an ability to be wary of accepting negative consequences and change one's point of view. It is especially important to have intellectual justice in different situations related to a worldview. The uniqueness of the students reflected in their honest attitude to any situation and situation. They will have a sense of responsibility. It is expedient to accept the results and errors naturally within the framework of scientific knowledge. Truthfulness is discovered through experience and trials;
- **The adequacy of critical thinking.** There is no need to prove the grounds and evidence if they are not denied by others. Students are receptive to any critical thinking. , Confidence, sincerity, persuasion, experience, competence, justice of recommendations can be sufficient bases for them in the process of

mastering critical thinking. Students draw the necessary conclusions based on what they have read and listened to. Students can prove their point by quoting from the work read.

In directing students to critical thinking, it is useful to focus on the following: require the student to substantiate his / her opinion, to check the necessary evidence; to direct to experts for verifying the accuracy of their evidence; to get accustomed to an examination of evidence directly; to search for alternative explanations; to identify other evidence based on perceptions; realizing that unproven evidence is misleading; to set problems based on a pattern; to understand how effective practical data is; to acknowledge the inaccuracy of their conclusions; to understand that there is naturalness in every evidence, and et cetera. Educator informs his students in which literary work to work on in the next lesson and which characters to evaluate. To teach students to critically evaluate the characters of a literary work, the teacher should design the lesson, clearly define the questions and assignments that will be given to the students, before referring a particular work to their attention. These questions and assignments should serve to identify the character and personality traits of the protagonists of literary work, their behavior, feelings, causes of happiness and unhappiness. It is expedient to explain the differences between the characters of the work, the contradictory aspects of their character, the similarities by using these questions.

When educators think about critically evaluating the protagonists of work, it is important to consider the ability of students to take a realistic approach to their personalities. To do this, the student should have mastered the experience of evaluating the character of the work concerning its naturalness, as it is described. Accordingly, teaching students to critically evaluate the characters of literary work is interpreted from a pedagogical point of view as teaching them to think at a high level in the educational process.

The educational process requires that not only students but also the teacher should think critically in the educational process. Because only a teacher with critical assessment skills can accurately analyze social education situations.

Students with critical thinking skills gain experience in interpreting and analyzing information, evidence, and knowledge independently. They can easily distinguish the opposite-minded characters in a particular work. It means that they think logically and articulate their views clearly. They also clearly understand and evaluate the opinions of their interlocutors and others, draw the necessary conclusions and find the right path in social situations. In the process of critically evaluating the personalities of the characters of work, some students can make effective use of their intellectual potential. That is, they can accurately assess the different perspectives of characters of a work. Another aspect is that the quality and effectiveness of literary education is significantly increased as a result of the formation of such an attitude in students. Because such a situation serves to develop students' ability to engage in critical evaluation of the characters of a work.

For developing students' critical assessment skills, it is appropriate to give assignments to writing texts, stories, and fairy tales in literature lessons. Tasks about creating a literary text are especially important. Such assignments are not only fun for students, but also very helpful in developing critical assessment skills in them. Such assignments arouse an in-depth mastery of works in most students, an interest in their analysis. This is, of course, a form of critical thinking that develops students' learning activism. The development of students' critical thinking is based on

some criteria. The main result of this process is determined by the existence of critical nature in the student's thought. This is determined by using several indicators:

- By assessment, an indication of mistake;
- By diagnosis, identification of causes;
- By self-control, showing what shortcomings exist;
- By Criticism, expression of consent to criticism, its rejection, presentation of negative evidence;
- By prediction.

The result is an expression of students' critical thinking based on their personal experiences.

The basis of critical thinking is that students treat other ideas around them with respect. In this way, an opportunity is created for their free development. The development of students' critical thinking cannot be accomplished by setting them different tasks. The tasks set for students are the first link to the learning situation in studying and creative searching. The first motivating thoughts are formed in the students through the same tasks.

It is known that every student has unique abilities and talents. Children are naturally curious and eager to learn. The learning process must be effectively managed by the teacher so that students can demonstrate their talents. In this process, the teacher's task is to systematically ensure the mobility and stability of students' thinking by using a variety of teaching methods. Then search activity is provided in students. Students think through thinking and a creative approach to the solution of problems, draw conclusions independently, come up with new approaches to problem-solving, and achieve important results. As a result, they develop a sense of satisfaction with their academic work. After students have mastered the skills that give opportunity them to critically evaluate the characters, they move in the following areas:

1. Personal and social direction;
2. Interconnected and unrelated direction;
3. Direction based on intuition and logic;
4. Regular-scale direction.

Each of them is described in detail below.

**In a personal and socially specific direction,** students express their attitudes toward the character of the work, regardless of whether their attitudes are positive or negative. Their esthetic tastes also play a special role in this. In the process, they express their opinions taking into account the understanding of others. Their ideas develop consistently and the process takes on a debatable tone. The personal attitude of the students to the heroes of the work retains its essence. Personal connection is the source and guarantee of a unique idea.

**Interconnected and unrelated direction.** In this process, the diversity and independence of the students' assessments of the characters are demonstrated. The validity of any assessment given by the students helps them to feel that the work of author has a vital reality, not only an artistic texture. Students' independence in thinking helps them understand that they can describe and think about a material world. Students with independent thinking

skills approach to the text of the work with inquisitiveness and critique. They can see not only the positive aspects of the heroes but also the negative aspects of intelligence.

**Direction based on intuition and logic.** Critical evaluation based on intuition and logic is the ability to express one's opinion based on one's sensory organs. However, they cannot rely on their personal experiences in expressing their views. They act on logic based on certain facts. Logic can replace sense and emotions. In this process, both the teacher and the students succeed and have the opportunity to express their ideas correctly. In such a situation, the students' assessments of the characters of work have their logical basis.

**Regular-scale direction.** Any person who is not able to think at a perfected level clings to his/her opinion even if his/her one is wrong. Healthy-minded people can think critically, take into account the views of their partners and deeply analyze their views. He can change his views by taking into account the reasonable opinions of those around him. Such students can work in a logical direction.

In pedagogical processes aimed at teaching students to critically evaluate the personality of heroes of work, students can master the following skills: express their point of view; to create collaborative perspectives aimed at critically evaluating characters of literary work; to firmly defend their views in negotiations; to write a description of heroes of work based on certain facts; to boldly articulate approaches that do not conform to the author's views; and other skills.

Abstract assignments that encourage students to think critically lead them into complex situations. An opportunity appears for acquiring new knowledge and information only when the learning process is focused on developing students' creative abilities and independent, critical thinking skills.

In the traditional educational process, creative tasks are used as a means of diagnosing the creative skills which are formed in students. The process of developing students' critical thinking should be improved through fully designed and structured educational tasks. In the process of completing such tasks, students should not only develop an interest in knowledge, but also the ability to master it. In this process, students also pay attention to the aesthetic aspects of mental labor. This requires them to know several solutions to the same problem and be able to compare them.

It is impossible to develop all aspects that are part of students' critical thinking at once. This is a very long pedagogical process. Success in this area requires the development of collections of didactic-based assignments. Assignments should be systematic and allow students to develop the intellectual, creative thinking activities. Students move from reproductive, formal-logical action based on the pattern to creative activity, critical thinking.

The level of development in spiritual mechanisms is also important in the development of creative activity in students. It is known that mental mechanisms - memory, attention, imagination, imagination, perception, etc. - play an important role in the development of students' independent and critical thinking, creative abilities.

It is known that each student is unique as an independent person. Each of them has its quality, talent, and capabilities. Their temperament, character, interests, needs and abilities are manifested through their creative activities. In the learning process, the student's intellect is of paramount importance. Students find non-standard

solutions to problems with the help of intelligence. Intellect has appearances as follows: verbal-linguistic; logical-mathematical; audio-visual; moving; musical-rhythmic; interpersonal communication; a personal appearance.

### III. CONCLUSION

Each student can carry out a certain type of intellectual activity and this ability is developed at different levels. While some students have general abilities, some of them show their intellects in some particular context such as playing musical instruments, writing poems, drawing pictures. Some students can demonstrate their abilities in multiple areas. When the necessary conditions are created in the educational process, students have the opportunity to demonstrate their knowledge in any field. This event shows that they can deeply master the content of any subject.

Verbal-linguistic intelligence plays an important role in the formation of students' critical thinking and critical evaluation skills. With its help, students feel responsible for the accuracy of both oral and written speech. By using the same verbal-linguistic intellect, they acquire the ability to use words in their proper place, to read correctly, to narrate the text of a literary work, to describe the character of the heroes, to express their critical attitude towards them.

Critical thinking:

- Allow students to respect their partners;
- A mutual understanding between people and can be the basis for productive activity;
- Facilitates the understanding of different perspectives about the material world, nature, and society;
- Creates conditions for students to mobilize their knowledge to solve unknown and complex problems;

The ability to critically evaluate ensures the independent development of students, allows them to develop their social experiences by mastering collaborative methods. It is of great importance for them to grow up to be full-fledged people who can give accurate and fair assessments to the members of society.

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