

PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF THE FORMATION OF STUDENTS' COMPARATIVE THINKING THROUGH FABLES

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Abstract

The formation of comparative thinking in students through parables is a pedagogically and psychologically important process. comparative thinking is a form of human thinking, in which thoughts, concepts and imaginations are expressed more through images, metaphors and symbols. This type of thinking plays a particularly important role in the development of creative and analytical thinking. Parables, due to their uniqueness and teaching power, are very effective as a means of forming figurative thinking.

Keywords: Students, parables, thinking, metaphors, symbols, pedagogical methods, imagination, images, concepts.

INTRODUCTION

Fables are narratives that are often engaging, vivid, and possess a strong moral and spiritual influence, helping to form figurative ideas in the minds of readers. Through fables, students develop the ability to imagine events, analyze characters and situations, and understand relationships between them. This encourages learners not only to memorize the text but also to comprehend it deeply and to form comparative images in their thinking.

From a pedagogical perspective, fables allow teachers to convey complex ideas to students in a simple and accessible form. Through fables, educators can explain complicated topics in a clear, engaging, and memorable way. This approach increases the effectiveness of the educational process, as it helps capture students' attention, stimulate their interest in learning, and promote the acquisition of solid knowledge. Information presented through fables is retained in students' minds in the form of images, symbols, and metaphors, which improves their ability to remember and apply knowledge.

From a psychological perspective, fables serve as an important tool for expressing the emotions and social experiences of children and adolescents. The formation of comparative thinking in students develops their imagination, creativity, and problem-solving abilities. Through events and characters, fables prepare readers for various life situations and cultivate moral values such as friendship, honesty, and courage. As a result, students' behavior and their decision-making processes develop in a more positive direction.

LITERATURE REVIEW AND METHODOLOGY

Imagination and comparative thinking occupy an important place in the human cognitive process. Particularly for school-age students, literary texts—especially fables—serve not only to develop reading skills but also to broaden the scope of their thinking. Fables are one of the oldest forms of oral folk literature in which moral and social values, human qualities, problems, and their solutions are expressed in a figurative and easily understandable form. Therefore, the use of fables in the pedagogical process is considered an effective means of developing students' creative thinking, attention, memory, and imagination.

The psychological characteristics and pedagogical methods of developing students' comparative thinking through fables have become highly significant in the modern educational system. The content and style of literary texts enable students not only to acquire knowledge but also to develop creative thinking, interpersonal understanding, and moral values. At the same time, fables enrich the reader's emotional world, strengthen their psychological state, and help them adapt to the social environment.

Khudoyberdieva conducted a pedagogical study aimed at developing students' figurative thinking and the culture of deep comprehension of literary texts through fables. The researcher proposes methods for the effective use of fables in the pedagogical process, highlighting the role and influence of fables as an artistic tool for awakening students' imagination and emotions [1, 65].

Kadyrova analyzes the pedagogical significance of fables in the development of young people's thinking. She shows that through the characters and events depicted in fables, students' creative abilities and problem-solving skills can be developed. The author recommends the use of fables in the educational process through interactive methods [2, 98].

Karimov examines figurative thinking through fables from a psychological perspective. He provides support for pedagogical technologies and methods aimed at developing students' empathy, independent thinking, and creativity. It is demonstrated that the artistic and psychological aspects of fables play an important role in shaping students' emotional and social behavior [3, 43].

In Tursunova's research, the role of fables in the development of creativity and thinking is highlighted. She analyzes how the content and artistic style of fables influence the development of students' imagination during the learning process, as well as their ability to express personal thoughts and feelings [4, 77].

DISCUSSION AND RESULTS

Another pedagogical advantage of including fables in the educational process is that they also serve as a form of cultural heritage. The fables of each nation reflect its historical, cultural, and spiritual values, which contributes to strengthening students' sense of national identity and appreciation. Therefore, through fables, readers develop not only their thinking but also their national consciousness.

To develop students' comparative thinking through fables, teachers can use several methods and techniques. For example, after reading a fable, students may be asked to describe the main characters, the events, and their relationships. In this way, learners not only perceive the events but also learn to process them cognitively. The development of comparative thinking can also be supported by creative tasks such as drawing based on questions, dramatization, or writing an alternative ending to the story. These methods increase students' interest and encourage active learning.

The formation of comparative thinking is also considered important for the development of students' language skills. The language of fables is rich, expressive, and vivid, which helps expand students' vocabulary. They become familiar with various expressions and metaphors and gain a deeper understanding of language. This subsequently improves the quality of both written and oral speech. [5,121]

The process of developing comparative thinking through fables should also be adapted to individual differences. Each student has a different level of imagination, interests, and psychological state. Therefore, teachers need to consider students' abilities when selecting fables and adapt the methods of their

use accordingly. For instance, some readers may find classical folk fables more engaging, while others may be more interested in fables with contemporary themes.

Psychological studies show that students with well-developed figurative thinking are more effective in solving complex problems. They are able to examine events and situations from a broader perspective and find alternative solutions. This ability is useful not only in the learning process but also in other areas of life.

The pedagogical and psychological significance of fables lies in the fact that they transmit not only knowledge but also contribute to students' emotional and moral development. Fables help cultivate such human qualities as empathy and compassion. This prepares young people for better communication in society, as well as for understanding and addressing social issues. [6,59]

In the process of using fables in pedagogical practice, teachers should pay special attention to increasing students' activity. Discussions, question-and-answer sessions, and group work based on fables activate students' thinking processes and develop their ability to express their thoughts freely. As a result, students strengthen their independent and comparative thinking skills.

Another unique feature of fables is that many of them originate from the traditions of Uzbek oral folklore. By studying and reading these works, students not only gain knowledge but also become familiar with their own culture. This is an important factor in the formation of national identity.

Combining fables with modern pedagogical technologies can also be effective in developing comparative thinking. For example, multimedia tools can present fables in an interactive format, increasing students' interest and enriching their cognitive activity. At the same time, creative projects, theatrical performances, and problem-based activities further develop students' creative abilities. [7,36]

The methodology for developing students' critical thinking skills through the use of fables is one of the most effective ways to form students' ability to analyze, compare, and draw reasoned conclusions based on the material they read. Critical thinking is the ability to consciously and purposefully evaluate information, identify causes and effects, and distinguish between facts and opinions. The development of these skills is particularly important in modern education, which aims to prepare individuals capable of independent thinking and making well-considered decisions.

In this context, fables serve as a unique tool with significant pedagogical and psychological value. As a literary genre, a fable traditionally represents a short story with a vivid plot and a moral at the end. The main characters in fables are often animals with human characteristics, which makes them easier for children to understand and perceive. This narrative form helps students immerse themselves in the text more easily, as elements of fantasy and allegory evoke an emotional response.

However, behind the apparent simplicity of a fable lies a deep meaning that requires not only superficial reading but also careful analysis, the ability to identify the main idea, and to draw correct conclusions. Therefore, working with fables provides an excellent opportunity for developing critical thinking.

The process of working with fables begins with attentive reading of the text by both the teacher and the students. It is important that students not only remember the plot details but also reflect on the behavior of the characters, the meaning of their actions, and the lessons that can be drawn from the narrative. In this process, the teacher asks questions that stimulate analytical thinking: Why did the characters act this way? What were the consequences of their actions? How is this similar to or different from real-life situations? Thus, students are engaged in an active dialogue that forms the basis for the development of critical thinking skills.

Special attention is given to discussing the moral of the fable, which often reflects universal life principles and ethical norms. Analyzing this element contributes to the development of moral awareness and helps students understand why certain actions are considered right or wrong. Students learn to compare what they read with their own experiences and social norms, which forms a holistic perception of the world and the ability to critically reflect on reality.

One of the important methods for developing critical thinking when working with fables is comparative analysis. Students may compare two or more fables, identify similarities and differences in both plot and moral, and discuss how the meaning changes when characters or circumstances are altered. Such activities promote the development of analytical and synthetic thinking processes, stimulate creative thinking, and teach students to view the text within a broader context.

Working with fables in the form of group and pair discussions also plays a significant role. Collaborative discussions allow students to hear different points of view, justify their own positions, and improve their ability to engage in constructive dialogue. The teacher acts as a facilitator, supporting the discussion and guiding it in a productive direction. An important aspect is creating an atmosphere of respect and trust, which allows each student to freely express their thoughts and feelings while developing confidence in their intellectual abilities. In addition, the methodology involves the use of various tasks that help consolidate and expand critical thinking skills. These may include creative projects such as writing alternative endings to fables, performing dramatizations, or composing their own fables on a given topic. Such activities not only increase students' interest in the learning process but also stimulate deeper engagement, imagination, and communication skills.

An important element of the methodology is also teaching self-assessment and peer-assessment skills. Reflection helps students recognize their strengths and areas for improvement and learn to accept and process constructive criticism. This contributes to the development of responsibility for their thoughts and actions and the ability to critically evaluate not only external information but also their own beliefs.

The integration of interdisciplinary connections when working with fables broadens students' horizons. Linking literary analysis with historical, philosophical, and social aspects helps reveal deeper and more multifaceted meanings of the works. Such a comprehensive approach enhances motivation to learn, promotes systemic thinking, and develops the ability to see connections between different fields of knowledge.

The methodology for developing critical thinking skills through the use of fables has significant potential for forming competencies necessary in the modern world. By mastering these skills, students learn to analyze information, weigh arguments, distinguish facts from opinions, and make reasoned decisions. This contributes to the development of personal qualities such as independence, responsibility, and openness to new experiences.

The pedagogical value of this methodology also lies in its accessibility and universality. Fables are simple in form, interesting in content, and easily perceived by children of different ages and levels of preparation. This allows the methodology to be used both in primary school and in higher grades, adapting

tasks and discussions to the age characteristics and developmental level of students.

In summary, the methodology for developing critical thinking skills through the use of fables represents a consistent and systematic approach that includes reading, analysis, discussion, creative work, and reflection. Such a comprehensive set of activities makes it possible to effectively develop the skills necessary for meaningful information perception and successful life activity.

In conclusion, it should be emphasized that the systematic application of this methodology contributes not only to improving educational outcomes but also to the development of a harmoniously developed and thoughtful personality. The ability to think critically is an essential tool for adapting to a rapidly changing world, and in this regard, fables serve as a powerful and accessible resource that teachers can successfully use to achieve their educational goals. The methodology of working with fables opens opportunities for developing students' intellectual potential, forming their ability to perceive deeper meanings and make well-reasoned decisions, which is the foundation for their successful future and the prosperity of society as a whole.

CONCLUSION

In conclusion, it can be stated that the development of comparative thinking through fables performs important pedagogical and psychological functions in the educational process. This process not only improves the quality of students' learning but also develops their creative thinking, language skills, and moral qualities. The effective integration of fables into the educational process by teachers, the use of an individual approach, and the enrichment of this method with modern technologies make this process more productive. As a result, students acquire not only knowledge but also the skills and values necessary for life, which helps them become active and socially responsible members of society.

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