



THE USE OF LITERARY WORKS TO DEVELOP CREATIVE AND CRITICAL THINKING IN HOSPITAL SCHOOL STUDENTS, AND THE ROLE OF ABDULLA ORIPOV'S POEMS IN FOSTERING HUMAN EMOTIONS

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Abstract

The article examines the development of thinking in students undergoing long-term medical treatment through literary works, as well as their attitudes toward the world, nature, and future life. It emphasizes the formation and improvement of humanistic values in hospital school students through fiction literature.

Annotatsiya:

Maqola uzoq muddat davolanish davrida o'quvchilarning tafakkurini shakllantirishda badiiy asarlar orqali olamga, tabiatga, kelajak hayotga bo'lgan munosabati ko'rsatilgan. Gospital maktab o'quvchilarida badiiy asarlar orqali insoniylik tuyg'ularni shakllashtirish va takomillashtirish inobatga olinshini nazarda tutadi.

Аннотация

В статье рассматривается формирование мышления учащихся, находящихся на длительном лечении, через художественные произведения, а также их отношение к миру, природе и будущей жизни. Особое внимание уделяется формированию и совершенствованию гуманистических чувств у учащихся госпитальных школ посредством художественной литературы.

Introduction

“Today, ideological policy, ideological views, and ideological perspectives have expanded, and this has become a key political process among countries. Teachers have begun to work in shifts in schools. Students who require long-term treatment are now being involved in hospital-based education or home education. The main goal is to ensure that sick children are not separated from education and school life, and that they receive knowledge like their healthy peers.”

“In society, the role of independent and critical thinkers is essential in creating an environment of diverse thinking. Along with providing education in hospitals, the





formation of a well-rounded person who sees the world with a new perspective is important. Through the results of this process, it is necessary to develop individuals who think independently, engage in creative research, possess strong willpower, ideological belief, high spirituality, and a pure conscience. Training qualified specialists who will build and strengthen the foundation of our great future is one of the most important and responsible tasks of hospital school teachers. Through thinking, students reflect on literary works. For this purpose, they imagine what they read and visualize it in their minds: both the characters of the work, the events taking place, conflicts, and personalities are all imagined as if they are clearly seen.”“A student who thinks based on imagination expresses their ideas through speech, and the scope of their emotions can also be felt in their speech. Therefore, both imagination and thinking are naturally connected with other psychological processes. Any human thought, feeling, or action involves imagination. A student imagines a literary character in their own way and develops an attitude toward them. The feelings of others cannot be touched with hands or seen with eyes. They must be felt in the heart and understood through imagination and emotions. The student experiences this process within their own intellectual abilities. A specific feature of education is that it combines upbringing as a social phenomenon, pedagogical activity, and personality development. From these three foundations, a real pedagogical process is formed. This process is designed using different educational concepts and theories and is implemented in educational institutions.”

“The concept of education is a comprehensive functional and meaningful category. Therefore, the development of critical thinking in students largely depends on the design of learning materials and their different forms. According to Ya. A. Komensky, education consists of three elements: the teacher, the learner, and the learning material.

A hospital school teacher must be able to teach based on an individual approach to students, organize the educational process by considering their health and psychological condition, maintain the child’s interest in learning, provide psychological support and motivation, and cooperate with parents and medical staff. In other words, a hospital school teacher is not only an educator but also a specialist who provides moral and psychological support. At the same time, the teacher is the provider of knowledge, while the student is the one who perceives it. The learning material represents the transfer of knowledge from the teacher to the children.”

“Thus, since the content of information is materialized in learning materials, the process of developing critical thinking requires managing the design process, providing comprehensive pedagogical processing of the content, and adapting





selected learning materials to students' real cognitive abilities. In this way, the creation of compact, simple tasks and learning materials helps to develop students' comprehensive thinking skills.

In literary education, hospital school students are emotionally influenced in these conditions: opportunities are created to enrich their imagination and world of fantasy, to develop their thinking and reasoning skills, and to improve their speech and communicative abilities.”

The process of analyzing a literary work ensures student activity and involves them in interpersonal relationships. It encourages them to find the roots of life problems, identify the basis of conflicts, and draw their own conclusions and discussions about life and human beings. It allows them to agree with some ideas and reject others, as well as to view issues critically. The character of a literary work brings the student closer to people and awakens a sense of not being indifferent to their own fate and the fate of others. Such feelings have a universal human value and contribute to the moral development of students. It also has a positive effect on their psyche.

In the process of developing creative and critical thinking, educational content is introduced into the teaching process in the form of learning materials. It is known that in hospital schools, learning material represents the final stage of structuring educational content. Before teaching begins, it exists in prepared normative documents such as curricula and textbooks. During the educational process, teaching and learning begin with studying the learning material. The learning material is considered an intermediate link between educational content and the teaching process. Depending on the student's condition, secondary designs are developed based on the learning material, such as lesson presentations, task systems, tests, and learning standards.

In the process of developing creative and critical thinking, it is necessary to distinguish two structural forms of learning material: its logical structure and its didactic structure. The didactic structure of learning material is understood in two ways: a broad (global) structure and a narrow (local) structure. In the local understanding of learning material, three elements are distinguished: knowledge, skills, and competencies. Viewing learning material as a broad phenomenon, it includes the following elements: a system of knowledge, concepts, terms, facts, laws, theories, a system of skills and competencies, experience of creative activity, and a system of attitudes.

In the process of developing critical thinking, there are many forms of learning materials. One of them is the learning task. It has several characteristics: it reflects the content of the studied material, and in a didactic design, students' cognitive





activity is also materialized; methods of cognitive activity are also included in didactic designs. In the process of developing critical thinking, special attention is given to the design stage of the teaching process for primary school students, and especially to the expected learning outcomes.

The specific feature of the process of developing creative and critical thinking is that a learning process is designed and implemented that guarantees the achievement of educational goals. A technological approach to the development of thinking is expressed not in description, but in a practical and visual structure that allows the realization of planned outcomes. Understanding the technology of developing creative-critical thinking is achieved by following the principle of clearly defined goals, establishing regular interaction with the learner, and understanding teaching through the learner's behavior, which is the philosophical basis of pedagogical technology.

A technological approach is very important in developing critical thinking in students receiving education during treatment. What are the specific features of educational technologies that help develop creative thinking in students? Below we discuss this. The learning process is organized based on scientifically grounded principles; a connection is established between the learner's personality and the information presented; the directions and components of this technology encourage thinking and reflection; in each learning situation, the teacher acts as a flexible and communicative subject; to assess students' critical thinking skills, working with texts is mainly recommended.

Technologies aimed at developing creative-critical thinking ensure that the hospital education process is carried out through cooperation, joint planning, and reflection. A student with sufficiently developed creative thinking is able to find solutions to any problem in the learning process, relying on their own effort, intelligence, knowledge, skills, and abilities. This strengthens the student's thinking, helps them think positively about the future, and allows them to temporarily forget their illness. These are important conditions for developing students' creative and critical thinking.

Abdulla Oripov's poetry, which skillfully expresses the life and aspirations of the Uzbek people through the possibilities of the native language and is enriched with national spirit, is an important subject for linguistic and linguopoetic research. Modern Uzbek literature, unlike Western literature which is primarily the art of events, is the art of words and imagery. Linguistic potential is the foundation of literary word art. Therefore, studying writers' works from a linguistic perspective should form the basis of scientific research of any literary work.





Abdulla Oripov's poetry is formed from deep literary-aesthetic, psychological, socio-philosophical concepts and ideas. This poetry is the result of the poet's heart, thinking, and imagination. Some of the poet's poems are especially important for their conciseness and wisdom. The poet puts into poetry the inner feelings that exist in a person's heart and soul—feelings that must be expressed and shared.”

Yaxshilarni o'tqaz uyning to'riga,
Tan ber, insonlarning asl – zo'riga.
Va lekin hech qachon topshira ko'rma,
Dononi nodonga, qo'yni bo'riga.

“This quatrain, titled ‘Qadr,’ has a didactic tone. Its advice is combined with wisdom and truth. The first two lines serve as a statement or thesis. The third line functions as an antithesis. The fourth line brings them together and completes the philosophical idea. In this final line, a contrast is created between the wise and the ignorant, similar to the opposition between a sheep and a wolf. Contradiction is a law of life, and opposition is a physical phenomenon.”

U hamma – hammaning tekkan joniga,
Zaqqum singib ketgan butkul qoniga.
Undan hazar qilar hatto ajal ham,
Chaqirsa kuchuk ham kelmas yoniga.

This small poem is called an epigram. In explanations of this word, it has the lexical meaning of an ‘inscription,’ and at the same time it can also refer to a message directed at a specific person. Behind each poem there may be a real person—in other words, an epigram may have a prototype. Abdulla Oripov showed in practice that philosophical thought always receives attention, that the words of a true poet carry special weight in this regard, and that no one can match a poet in terms of fame. He demonstrated that this phenomenon did not remain in the past, but also exists in the present scientific and technological era.

Inson! Sening uchun haqiqat – quyosh,
O'zingni tiriklik shohi sanaysan.
Afsuski, boshing xam, ko'zlarimga yosh,
Qachon quyoshingga sen tik qaraysan? («Arslon va inson»)

The brightness of thought, the harmony of ideas and emotions, the subtle development of poetic thought, firm reflections, a whirlpool of experiences, the unexpected exchange between stable literary forms and very personal reflections, and the harmony of individual observations and generalizations are the main forms of creative thinking that form the core of Abdulla Oripov's philosophical lyric poetry.



Rich, expressive imagery, poetic form that matches the content, completeness and unity of thought, fresh metaphors, and musicality—all of these call for self-awareness, becoming a ‘wise nation,’ and maintaining the ‘essence of the heart’ instead of being distracted by temporary decorations, as well as for high spirituality. In the poet’s philosophical poetry, the artistic-philosophical perception of the world is dominant. However, the presence of philosophical elements does not turn the poem into a simple poetic expression of a philosophical system.

In this structure, where philosophical spirit is strong and built on reflections about time, society, and the relationship between humans and nature, the most important element is the expression of the lyrical subject’s inner feelings. The conflicting emotions that move and deeply affect the poet come first. The eternal problems that occupy the poet’s mind are transformed into artistic images and raised to the level of artistic-philosophical generalization. The poet presents and interprets the thoughts and experiences of the lyrical subject in connection with the most general aspects of human consciousness and worldview.

Even when speaking about eternal problems, time and era are always present in the poet’s view. Problems that have concerned humanity for thousands of years are combined with urgent, contemporary issues. In the poet’s thought-based poetry on universal human values, questions of humanity and existence are raised and interpreted with a clear purpose. In poems of Abdulla Oripov, one can see features that bring poetry closer to philosophy and science.”

Conclusion

In the process of developing creative and critical thinking in hospital school students, literary works serve as an important didactic tool. In particular, Abdulla Oripov’s poems are effective in forming feelings such as humanity, kindness, patriotism, and a positive attitude toward life in students. Such an approach not only develops students’ thinking but also supports their psychological well-being and helps their social adaptation. As a result, the educational process in hospital school conditions becomes more meaningful and educationally valuable.

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