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PEDAGOGICAL CONDITIONS FOR DEVELOPING STUDENTS' COMPARATIVE THINKING THROUGH FABLES

Khasanova Volida Erkin qizi
Assistant Lecturer of the Department of
Foreign Languages at Turon University
Email: volida0208@gmail.com,
orcid: 0009-0003-9119-8015

Abstract: Pedagogical conditions for the formation of comparative thinking in students through parables are an area that requires special attention and in-depth analysis as one of the urgent issues in today's education system. As is known, the experience of the education system of developed countries shows that not only knowledge itself, but also the ability to think deeply, to compare each fact and phenomenon with other facts and phenomena, to have an independent opinion, to analyze and generalize them according to certain criteria are among the main competencies for a modern person.

Therefore, in pedagogical activity, especially at the higher education stage, it is important to develop comparative thinking skills at a high level in order to form students not only with scientific knowledge, but also as specialists with developed multi-competent, analytical and creative thinking.

Keywords: Parables, comparative thinking, pedagogical conditions, thinking in students, educational environment, interactive methods, analytical competence, modern educational process, critical thinking, independent analysis.

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Introduction:

Comparative thinking is the ability to compare and clarify a specific problem, phenomenon, event or concept with other new or previously studied information based on system, structure, essence, consequence or other criteria. The development of modern science, technology and society requires each student to be a result-oriented, independent, creative and comparative thinker. In achieving this goal, the widespread use of parables in the educational process, that is, tasks with a certain standard and exemplary solution, also serves as an effective tool. Revealing the possibilities of parables and choosing them as the main tool in the formation of comparative thinking requires the correct organization of the following conditions in the pedagogical process. First of all, parables must be chosen didactically correctly: they must not only be able to explain the essence of the subject, but also be a guide for the student to independently and deeply analyze it, compare points that are close to each other and far from each other. Each problem contains formative, developing, strengthening and generalizing tasks, especially as a result of the need to identify several ways and methods in the solution process, which strengthens the student's ability to compare, analyze, form alternative ideas and decisions.

Literature Analysis And Methodology: An environment organized on the basis of interactive methods, in which students directly participate in the learning process, plays an important role in the formation of comparative thinking. In current education, comparing different points of view, contrasting existing solutions with each other, and exchanging ideas about their differences and similarities through individual, pair, small group and whole-class discussion of examples creates favorable conditions for comparative thinking in a pedagogical environment. Each student strengthens the ability to reason rationally, justify his or her own point of view, and be open to the points of view of others. For the effective use

of parables in the educational process, the teacher is required to have the ability to use advanced pedagogical technologies, modern methodological methods, and information and communication technologies. For example, parables based on a problem situation, project and research activities, tasks that include elements of critical thinking, and tasks that require a creative and innovative approach develop the student's ability to compare his or her thoughts from several points of view, evaluate alternative solutions, and choose each of them based on modern criteria. In this case, if the parables do not have only one correct answer, but lead to alternative and several reasonable solutions, comparative thinking is further activated [1].

One of the pedagogical conditions suitable for comparative thinking is the ability to create an open, interactive learning environment. That is, students should have an environment where they can freely express their opinions, tolerant of scientific debate and diversity of opinion. When presenting their ideas, the teacher should actively involve each student, encourage them to engage in open and sincere dialogue with each other, deeply analyze each solution, identify other alternatives, and find the most optimal path. This is determined by the friendly, enthusiastic, stimulating and diverse nature of the pedagogical environment. It is important to have elements that encourage comparative thinking in the selection and use of problems. The main idea here is that through each problem, the student should analyze different ways, means, methods, and results with each other, and identify their strengths and weaknesses. A properly organized pedagogical environment forms in the student such qualities as independent research, comparative evaluation of information, ability to view the problem from different perspectives, making correct and reasonable decisions, and justifying one's position and position on the basis of evidence [2].

Discussion And Results: The opportunity to exchange experiences is also one of the main parts of pedagogical conditions. In the formation of comparative thinking, a constant exchange is carried out so that students can exchange knowledge, analyze illustrative materials, compare previous results with new ones, establish connections between scientific research results, statistical and practical indicators, and theoretical approaches. The organization of such processes in the pedagogical environment is conveniently formed through optional classes, seminars, conferences, generalization of best practices, and learning from practice. Elements of dialogue and creative problem solving also occupy a leading place in the formation of comparative thinking. Comparison is the process of comparing identical or similar objects, identifying their common and different aspects, and developing a separate approach to each of them. In teaching students to think in this way, it is appropriate to use examples that include techniques such as comparative analysis, description, grouping, and classification. A pedagogical environment is necessary that allows students to mutually evaluate the main results they have developed, demonstrate inter-student relationships, and expand their analytical and synthetic analysis skills [3]. The use of open resources for the user in the educational process, the wide application of the latest scientific innovations, the comparison of global knowledge, foreign experience and historical facts also serve to form a broad comparative mindset in the student. If the tasks that serve to identify the similarities and differences of modern technical, economic, social, political or cultural issues are widely present in the issues, the student tries to choose the most correct and effective solution, to search for the most optimal solution to the problem situation. By working on different options for issues, students strengthen analytical thinking, compare several methods and principles in solving each issue, as a result of which they have the opportunity to make independent decisions and

objectively evaluate the result. This is connected with one of the main goals of modern education - the training of knowledgeable specialists who are comprehensively developed, independent in their thinking, creative in their thinking, and ready for global changes. As a pedagogical environment, the learning process organized through problems encourages students to be active, increases their ability to make quick and informed decisions [4].

Mutual knowledge debate, working in a group or team, critical and comparative analysis of issues, comparing alternative results and jointly finding the most optimal option increase the success of pedagogical conditions. Such an organized learning process forms the skills of students to respect each other's opinions, justify their views with clear evidence, think objectively, and critically and comparatively approach the conclusions of others. As we can see, the formation of comparative thinking is an important factor for moving the pedagogical process to a new level. Modern formats of educational lessons - interactive technology, blended learning, gamification, individual and group tasks, remote and project activities, creative data processing, tasks based on media and IT technologies - strengthen the student's analytical, comparative and independent decision-making skills. When such educational activities are organized through problems, each student creates a result based on knowledge in real and virtual environments, multimodal thinking is formed [5].

CONCLUSION:

In conclusion, the well-thought-out and scientifically based organization of pedagogical conditions for the formation of comparative thinking in students through parables serves to radically improve the quality of education. The didactic selection of problems, the creation of an interactive collaborative environment, the use of advanced pedagogical technologies, the creation of an

open and diverse environment, the exchange of experience, knowledge, the wide use of modern resources, the orientation of students to independent research and exploration, the combination of analytical and practical teaching methods constitute the main pedagogical conditions. As a result, mature, modern specialists with comparative thinking, a free and broad outlook, who can perceive knowledge analytically and synthetically are formed. When these pedagogical conditions are effectively formed, problems become the most effective tool for developing not only philosophical or theoretical thinking, but also vital, practical and critical solutions. This serves as a key factor in strengthening the foundation of new achievements and advanced competencies in education, and in educating knowledgeable, deep-thinking, analytical and creative specialists.

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