AMERICAN JOURNAL OF EDUCATION AND LEARNING
ISSN: 2996-5128 (online) | ResearchBib (IF) = 10.91 IMPACT FACTOR
Volume-3| Issue-11| 2025 Published: |30-12-2025|

TECHNOLOGY FOR DEVELOPING COMPARATIVE THINKING IN STUDENTS THROUGH FABLES

https://doi.org/10.2781/zenodo.17823652

Khasanova Volida Erkin kizi
Assistant Lecturer of the Department of Foreign Languages at Turon University
volida0208@gmail.com
0009-0003-9119-8015

Abstract

In modern education, the formation of independent and creative thinking in the younger generation, the further development of human qualities, and the formation of effective competencies in finding solutions to life problems are of great importance. In this regard, it is necessary to cultivate comparative thinking in students, because the modern scientific and social environment, various issues, questions and problems encountered in life often require a new, progressive thinking, departing from the traditional approach. Therefore, the creation and implementation of new pedagogical technologies, advanced teaching methods and techniques is one of the urgent tasks. This article provides information on the technology of forming comparative thinking in students through parables.

Keywords

parables, comparative thinking, thinking in students, educational technology, independent thinking, pedagogy, development of thinking, teaching methods, analytical approach, methodology.

Introduction: Parables are considered one of the ancient and unique genres of folk oral literature. They have been passed down from generation to generation for thousands of years, playing an important role in the worldview, morality and upbringing of people. Parables are often told in the form of animals, plants or even inanimate objects and reveal certain social and moral problems through embodied images. Therefore, they are of incomparable importance in the spiritual life of every society. Parables are created in simple and fluent language, are understandable and memorable for young and old. They instill right and wrong concepts about life, convey such topics as good and evil, work and laziness, friendship and betrayal through vivid examples. Wise thoughts, ingenious answers and funny situations in parables affect young children with their simplicity, and adults with their deep philosophical meaning. In addition, parables are considered a unique source of

AMERICAN JOURNAL OF EDUCATION AND LEARNING
ISSN: 2996-5128 (online) | ResearchBib (IF) = 10.91 IMPACT FACTOR
Volume-3| Issue-11| 2025 Published: |30-12-2025|

lessons for every person with their themes taken from various spheres of people's life, everyday problems, dreams and hopes, beliefs and traditions. Through parables, a person tries to better understand himself and others, to choose the right path in life situations. At the same time, parables enrich a person's speech, develop creativity and expand the scope of thinking. Even today, parables have not lost their importance. The role of parables in the process of upbringing, in the promotion of spirituality and enlightenment is incomparable. They encourage not only children, but also adults to follow the right path in society, to live faithfully to human values. Therefore, it is important for every person to be inspired by the wisdom of parables and strive to use it correctly in life.

Literature Analysis And Methodology: The teacher's work on developing independent thinking skills in students requires, first of all, the effective use of didactic tools and the use of advanced approaches to conveying material to students in a different way from the traditional method. The technology of forming comparative thinking with the help of parables provides an opportunity to strengthen skills and qualifications, establish a connection between theoretical and practical knowledge and apply them to life problems. Parables have contained deep philosophical thoughts about society, life, nature and humanity for centuries. Therefore, through them, deepening students' comparative thinking, teaching them to look at problems in a new and broader way is fully consistent with the pedagogical goal [1].

The technology of forming comparative thinking in students with the help of parables is distinguished by its uniqueness. The main principle of this technology is to change the logical structure of the didactic material, that is, to help the student compare familiar events or situations with other facts and phenomena, to focus on understanding their similarities and differences. In this case, it is of great importance to strengthen the student's independent thinking and active participation, rather than any theoretical declaration. On the basis of parables, students are formed in the upbringing of realism, criticality, the ability to generalize, and the ability to search for alternative solutions. In pedagogical practice, the following aspects are considered important in selecting parables, presenting them to students, and using them effectively: the content of the parables should be appropriate to the student's age and level of knowledge, cover real-life situations, deeply instill educational and moral aspects, and, most importantly, they should form in students the habit of seeing the world in a dual way, that is, evaluating phenomena from two or more points of view. In this case, the teacher's taste and pedagogical skills also play a significant role in choosing parables. It is important to identify the main stages of the technology for the formation of

comparative thinking. These stages include the following areas: first, in-depth study of issues; second, the organization of various forms of questions and answers based on them; third, the stimulation of students' independent thinking and logical assessment skills; fourth, the effective management and generalization of the discussion process by the teacher. Through each of these stages, each student has the opportunity to work on himself in terms of knowledge, skills and qualifications during the learning process. In particular, as a result of exercises and discussions related to comparative thinking, independent thoughts and views emerge. When the formation of comparative thinking is carried out using issues, students first of all develop the knowledge and skills to compare events, concepts or completely opposite points of view. In particular, it becomes possible to analyze events in terms of cause and effect, to find common and specific aspects in issues that are close to each other or are opposite to each other, and to independently determine the connection between social and natural phenomena. Through such technology, students not only expand their knowledge, but also complicate their thinking, and they become accustomed to explaining their thoughts in detail and in a reasonable way [2].

Discussion And Results: In the educational process, the technology of forming comparative thinking based on parables is being improved. In the initial stages, starting with simple issues, in the subsequent stages, deep detailed issues, analytical and synthetic approaches are involved. In this case, students are accustomed to independently justifying their opinions with evidence, analyzing facts and developing alternative solutions by comparing them. The development of comparative thinking, in turn, increases the adaptability and readiness of each student for social life, professional activity, and modern technological changes. Lessons organized through parables, especially the activity-oriented approach, allow for the development of independent thinking and creative thinking. The moral and life values presented in parables prepare students for life and encourage them to independently solve the problems they face. Comparative thinking allows us to consider each event or phenomenon not one-sidedly, but comprehensively, analyze it, foresee its results, develop new ideas on a scientific basis, compare different options and choose the most correct and effective solution. In this regard, the pedagogical significance of parables is extremely high, through which the effectiveness of developing thinking in students increases [3].

The technology of forming comparative thinking using parables in the educational process leads to many positive results. First of all, students' worldview expands, they express their independent opinion on various events and phenomena, they are accustomed to thinking logically and drawing clear

conclusions. Another important aspect is that lessons organized on the basis of problems teach students to conduct their own research, take a broader and deeper look at life, and understand that there may be not one, but several solutions to any problem. This method also helps students move from simple to complex thinking and find their way in any situation. In the technology developed for the formation of comparative thinking, the main goal at the first stage is to have students analyze events not only one-sidedly, but also comprehensively, understand the main content and philosophical ideas behind them, and independently draw conclusions and results. In this technology, students learn a number of lessons from the social, moral, aesthetic, and intellectual perspectives from the parables being studied. The technology for the formation of comparative thinking, in turn, requires an updated style and active creativity from the teacher. On the other hand, with the help of technologies for the formation of comparative thinking through parables, the moral and spiritual world of students is enriched and spiritually developed. Participation in discussions about the main conclusions of the events studied through parables and their underlying meanings gives the student deep and thorough knowledge and encourages independent research. This, in turn, leads to a new level of academic excellence and thinking [4].

At all stages of the pedagogical process, the correct and purposeful use of parables to form comparative thinking is one of the main factors determining the quality of the lesson. As a result of the teacher analyzing each issue based on a modern pedagogical approach, interpreting it in accordance with the students' opinions and worldview, explaining each event with real-life examples, and organizing discussions and free debates between them, students' knowledge and skills are enriched. Especially in modern educational programs conducted at universities and institutes, classes organized on the basis of issues focused on comparative thinking help students go beyond the scope of science and form their own personal thoughts and views. When conducting lessons using parable technology in the formation of comparative thinking, students' thinking skills, analytical and synthetic approaches are developed. According to this technology, each issue is first presented by the teacher in its own way, and then it is widely discussed with the participation of students, increasing their ability to think independently, compare, and draw logical conclusions. As a result, students, in addition to the educational material, learn to correctly analyze real situations encountered in life. One of the most important advantages of using examples based on the technology of forming comparative thinking is that it harmoniously combines logical, deductive, and inductive thinking methods inherent in the nature of thinking. Students connect theoretical knowledge with practice, and social,

economic, spiritual, and moral lessons are learned from each issue. The teacher, in turn, expands the scope of science and knowledge by taking ideas from each student during the lesson and revealing different points of view [5].

When the technology of forming comparative thinking through parables is introduced in educational institutions, many innovations appear in pedagogical processes. Students have the opportunity to freely express their opinions, and the ideas put forward by them, in turn, become the cause of active and constructive discussions. Lessons are organized in a more interactive way, which allows each student to demonstrate their potential, further consolidate their knowledge and choose the right path in life. Lessons based on parables are one of the most convenient and effective tools for the formation of comparative thinking. In this process, students develop a constructive approach not only to science, but also to society and life, moral and spiritual education, and independent decision-making skills. Teaching through parables teaches students not only to acquire knowledge, but also to use it correctly in life, to think logically and creatively. The effective use of parables in the pedagogical process demonstrates the pedagogical skills of the teacher and serves as a reliable guarantee for the formation of deep knowledge, analytical and comparative thinking in students. The importance of the technology of forming comparative thinking in today's education system is very high, especially in our time of innovative development and rapid development. In modern society, rather than teaching the necessary knowledge to each young generation, it is important to direct them to correct and independent thinking, to find constructive solutions to social problems. The technology of forming comparative thinking through parables is the basis for each student to discover the secrets of thinking, observe the world from a different perspective, and become a possessor of perfect knowledge in order to be successful in today's rapidly changing life [6].

The selection of parables requires deep knowledge, a conscious approach, and the effective use of modern pedagogical technologies, in combination with the specific criteria and taste of the changing requirements of modern education. Parables are not only a means of imparting knowledge, but also a means of developing students' thinking, forming life skills and values in them. Therefore, in the process of selecting them, various aspects, many pedagogical, psychological, and methodological issues should be taken into account. First of all, the problems must be consistent with the main goals and objectives of the lesson and be structured in accordance with the topic being taught. The problem should directly reveal the essence of the rules and regulations studied during the lesson, and as a result, facilitate the assimilation of new knowledge for students. Because each

lesson, along with its content, can be effective through the appropriate selection of problems. The age and psychological characteristics of the students, their mental potential, level of knowledge, and, in general, the general level of development of the class as a whole also play an important role in choosing a problem. The problems should be age-appropriate, expanding the scope of modern thinking, but not too complex. Both making the problem in the lesson easy to solve and making it too complicated and causing frustration in students reduces the effectiveness of the lesson. Therefore, the selection of problems is carried out in accordance with the average student, his level of knowledge and experience. In this case, the connection with previous topics, the ability of students to develop independent thinking, analysis and problem-solving skills should also be taken into account. The effectiveness of education and the connection of students' knowledge with practical life are enhanced by the viability and practical content of the problems. Because viability increases the relevance of the educational process for him, encourages the student to be active, leads to independent thinking, and broadens his worldview. When education is organized, especially on the basis of the harmony of practice and theory, the student is formed as a mature person who can truly apply his knowledge in real life and independently solve problems. From this point of view, when choosing problems, priority is given to problems with plots close to real events, examples from everyday life, practical tasks. One of the important aspects of choosing a problem is its educational value. Problems must also participate in the development of students' personality, worldview, values, and moral qualities. Many teachers see problems only as a means of forming knowledge and skills related to science, but a well-chosen problem strengthens the child's thinking, speech and thinking culture, communication, and activity in the community. It is desirable that the problems reflect moral aspects, a creative approach, patriotism, friendship, justice, and other values, and be consistent with upbringing. This makes the problem seem as if it was chosen not only by the teacher, but by life itself [7].

The correct choice of the level of complexity of the problems is also an important criterion. Offering problems of varying difficulty in the lesson, taking into account the individual potential of students, allows them to consolidate, deepen and creatively develop their knowledge. In this case, it is necessary to choose not problems of the same complexity, but gradually from easy to complex, from simple to those requiring a creative approach.

Conclusion: In conclusion, the technology of forming comparative thinking in students through parables is one of the most effective and purposeful pedagogical approaches in modern education. Through lessons organized on the basis of this technology, students achieve independent and systematic thinking, the ability to

analyze and compare events, find the right solutions to life situations, reveal their potential, and develop creative and constructive approaches. This, in turn, serves as an important factor in educating a comprehensively developed, versatile, enterprising and creative young generation of modern society. Therefore, the widespread and effective use of the technology of forming comparative thinking based on parables in pedagogical practice remains one of the main goals of today's education system.

REFERENCES:

1. Khodjaev B. Ways to form independent thinking of students (methodological manual). Tashkent, 2008. 12 pages.
2. G'oziev E. Psychology of thinking. Tashkent, 1990. [https://elib.buxdu.uz/index.php/pages/referatlar-mustaqil-ish-kurs-ishi/item/12374-2021-06-01-10-22-23
3. Sodiqova D.R. Theoretical foundations of the formation of creative relational thinking in students. Republican scientific and practical conference, Jizzakh, 2022.
4. Sodiqova D.R. Specific advantages of developing creative relational thinking in students. Public Education, Tashkent, 2021, 3rd special issue.
5. Abdullaeva N.B. Psychological and pedagogical foundations of developing critical thinking in students. Tashkent, "Science and Technology", 2017. 24 pages.
6. Usmonov Z.S. Effective teacher activity and independent research methods. Tashkent, 2019. 45 pages.
7. Jabborov T.J. Theory and practice of pedagogical technologies. Tashkent: "Ma'naviyat", 2007. 63 pages.
8. Gulyamov S. Modern approaches to developing students' thinking. Andijan: AndMI, 2016. 51 pages.
9. Umarova D.A. Innovative approaches to the formation of independent and creative thinking. Fergana: FSU, 2020. 37 pages.
10. Z. Yaxshiyeva. Historical reality and its artistic interpretation. Neuroquantoiogy | november, 2022/11. 2510-2513.India.
11. Y.Z. Rashidovna. Activities Of Female Scientists, Scholars In The Research Of Timur Studies: Chronology And Education. Ustozlar uchun 1 (1), 217-220.2025.
12. Y.Z. Rashidovna. .Ingliz Va O'zbek Temurshunosligi Tadriji Va Taraqqiyoti. Hamkor konferensiyalar 1 (14), 1124-1127.2025.
13. Z Yaxshiyeva. Amir Temur Istilolari: Qarashlar, Izlanishlar Va Yondashuvlar. tamaddun nuri jurnali 2 (65), 338-342.2025.

14. YZ Rashidovna. S Tudies Of The Image Tamurlaine In The Field Of Russian Oriental Studies. scientific approach to the modern education system 3 (32), 4-6. 2025.