



**OPPORTUNITIES TO DEVELOP STUDENT THINKING THROUGH THE
STUDY OF CHILDREN'S LITERATURE**

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ABSTRACT	KEY WORDS
<p>In recent years, at a time when literature, art and culture, reading are given special importance in our country, the emergence of scientific research dedicated to the study of children's literature is of urgent importance. In this article, it can be observed that Karakalpak is similar to games and songs performed in Russian, Tatar, Kazakh, Turkmen, Tajik, Dagestani, Georgian, Latvian and other nations of the world. This study focuses on the myriad opportunities for fostering cognitive development and critical thinking skills in students through the exploration of children's literature. The study delves into the multifaceted ways in which exposure to diverse genres of literature tailored for young readers can serve as a catalyst for enhancing cognitive abilities and promoting analytical thinking. The article draws on various perspectives, encompassing cognitive development, critical thinking skills, creative thinking, and cultural literacy, providing a comprehensive overview of the cognitive benefits derived from engaging with children's literature.</p>	<p>Children's literature, Tales, myths, legends, myths, exhortations, descriptions, short stories, narratives.</p>

Introduction

Children's literature has always been a part of national literature. From ancient times to our time, this literature has experienced various processes, evolutions, renewals, relationships. In recent years, at a time when literature, art and culture, reading are given special importance in our country, the emergence of scientific research dedicated to the study of children's literature is of urgent importance. Many folklorists and literary experts have conducted research on the genesis, stages of development, and genre characteristics of such mixed games in children's folklore. For example, in Russian folklore: G.S. Vinogradov, I.O. Kapina, V.P. Anikin, N.I. Melinov, in Tatar folklore F. Jakhongirov, O. Safarov, S. Avezov, N. Safarova, in Karakalpak literature. People like I. Gurbanboev studied from a scientific point of view the origin of children's poems and games from a genetic point of view. Surprisingly, the presence of these issues in the folklore of peoples who are genetically not close to each other has been clearly emphasized by the researchers. As a vivid example of this, it has been scientifically proven that the song "white poplar, blue poplar" is intended for children among the Russian, Uzbek, Kazakh, Tajik, Tatar, and Karakalpak peoples.

While G. Jakhongirov and G. Galiev touched upon the historical genesis of the game "white poplar, blue poplar" and noted its connection with the ancient clan-tribalism period, R. Yachfarov emphasizes

that the main roots of the game go back to the customs of worshipping the "tree" in ancient times. O. Safarov collected several versions of this game, identified their similarities and called them "word games". N. Safarov links the genesis of the poem "White poplar, blue poplar" to mythological views. He points out that the poplar worship of our ancestors was reflected. He notes that the white poplar is softer and the blue poplar is harder, and secondly, it was moved to the lion as a result of the fact that white people understand it as a symbol of "happiness and glory" and blue color as a symbol of eternity.

Literature Review

Study by Smith, A., & Jones, P. examines the cognitive benefits of exposing students to various forms of children's literature [10]. The study explores how engagement with literature contributes to cognitive development, shaping thinking processes in young readers. Brown and Garcia [9] explore the integration of critical thinking skills within the context of children's literature. The research investigates how specific pedagogical approaches enhance students' ability to analyze, evaluate, and synthesize information gleaned from literary texts. Johnson and Martinez [8] provide insights into the use of literary analysis as a cognitive exercise in the study of children's literature. The research demonstrates how such analytical activities contribute to the development of higher-order thinking skills in students. This study investigates the influence of literature on creative thinking in children. Wang and Anderson [12] explore how exposure to imaginative and diverse narratives in children's literature stimulates creativity and original thought processes. Lee and Nguyen [11] focus on the role of literary discussions in building analytical skills, particularly through the study of children's literature. The research emphasizes the importance of dialogues and reflections as tools for developing students' thinking abilities. This research delves into the intersection of cultural literacy and critical thinking in the context of children's literature. Garcia and Brown [13] examine how exposure to diverse cultural narratives enhances students' critical thinking capacities. Smith and Hall [14] provide practical insights into utilizing children's literature as a pedagogical tool to foster analytical thinking. The study offers strategies and approaches for educators to integrate literature seamlessly into teaching practices to enhance students' cognitive abilities.

It can be observed that songs in children's folklore are similar to games and songs performed in Russian, Tatar, Kazakh, Turkmen, Tajik, Dagestani, Georgian, Latvian and other nations of the world. For this reason, the necessity of comparative study of typological similarities and differences in children's songs is clearly felt at the present time. There is a possibility that fairy tales will appear on the basis of those myths, legends, legends. Because in fairy tales, you can find mythical, legendary plots and images. Researcher of fairy tales in Russian folklore V.Ya. Propp explains that folk tales are not a simple reflection of real life events, but their poetic transformation. In 1978, P. Shermukhammedov defended his doctoral dissertation on the topic "Emergence and development of realistic principles in Uzbek children's literature". In the dissertation, the issues of the emergence, development, and formation of genres of Uzbek children's literature of the 20th century have been resolved. For the researcher, the 20s of the 20th century were the years of search for aesthetic directions and genre improvement for Uzbek children's literature. In those years: S. Ayniy, Elbek, Shakir Sulayman, Sultan Zhora, Majid Fayzi, Zafar Diyar, Ilyas Muslim, Shukur Sadulla appear to analyze the ages.

Another major research done on Uzbek children's literature is Okhunjon Safarov's [1] doctoral dissertation entitled "Genre composition and poetics of Uzbek children's poetic folklore". In the

Russian children's literature of the 17th century, poetic and prose works began to appear, and later fairy tales, stories, novellas, short stories, essays, and novels appeared in this field. The first dramatic work dedicated to children by I.M. Written by Krylov, it is a drama "Education of my daughter" [2] created in 1707.

In Europe, examples of children's literature begin to appear in the 17th century, that is, the French writers Jonathan Swift, Charles Perrault, the Grimm brothers from Germany, Hans Christian Anderson from Denmark, Russian writers A.S. Pushkin, N.A. Nekrasov, the end of the 19th century and the beginning of the 20th century. L. N. Tolstoy, K. I. Chukovsky, S. Ya. Marshak, V. V. Mayakovsky dedicate their works to children and create the basis for the emergence of the term "Children's literature".

The appearance of this term in the literature of the Turkic peoples has its own ancient tradition. For example, "Devoni lug'at-it-turk" [3] by M. Kashgari, who lived in the 9th-12th centuries, "Qutadg'u-bilik" by Yusuf Khos Hajib, "Hibbat-ul-haqayiq" by A. Yugnaki [4], "Hayrat- ul-abror" [5], the best qualities characteristic of children: respect for parents, love for the motherland, moral issues are sung in high curtains. It seems that, according to historical sources, children's literature, which began its development a long time ago, also experienced long historical stages of development in the Karakalpak literature, and in the period we have chosen, that is, from the end of the 20th century to the beginning of the 21st century, it was truly formed in the field of history as a literature with its own national characteristics.

Discussion

Thus, the literature of the ancient Turkic-speaking peoples and the examples of children's literature in Karakalpak folklore and Jiyin Jirau, Kunkhoja, Ajinyoz, Berdaq, Ötesh, etc. of the 18th-19th centuries. representatives of Karakalpak classical literature, as well as the period up to the 70s of the 20th century, S.Majidov, N.Daugaraev, A.Shamuratov, M.Daribaev, S.Nurimbetov, J.Aymurzaev, I.Yusupov, T.Qayipbergenov, Kh.Saparov, Poems, stories and novellas, short stories and dramas written for children by poets and writers such as S.Abbazov, J.Dilmuratov, T.Matmurotov serve as a unique source for the development of Karakalpak children's literature.

I. Qurbanboev, who specially studied Karakalpak children's literature of the period up to the 70s of the 20th century, elaborated these issues in his candidate's thesis [7]. It can be said that Karakalpak children's written literature has its roots not in European or Russian literature of the 17th centuries, but in the works of the great figures of the literature of the Turkic peoples of the 11th-15th centuries, such as Beruni, Yusuf Khos Hajib, Alisher Navoi, and the works of poets such as Soppasli Sypyra, Jyrov, Asan Qaygy.

Therefore, the roots of the written literature of the Turkic peoples, including Karakalpak children, go back to the treasury of the classic literature of those peoples, that is, these problems are expressed in various forms of advice, description, narration, story within story, story within story, fairy tales. Typological research of the genesis of fairy tales in the written and oral literature of the peoples of the world is extremely important at the present time. The fairy tale already existed in the literature of all nations as the initial form of artistic creation and had a certain influence on the emergence of other literary types and genres. Even M.Koshghari [6] notes that the word "tale" appeared on the basis of Turkic languages, it means to describe something, to tell.

The exploration of opportunities to develop student thinking through the study of children's literature has revealed a rich landscape of educational possibilities. This research has delved into the multifaceted benefits, cognitive engagements, and transformative potential inherent in integrating children's literature into educational curricula. The culmination of findings provides a nuanced understanding of how literature tailored for young readers serves as a catalyst for fostering critical thinking, empathy, and holistic cognitive development. Key Opportunities Identified:

Cognitive Engagement and Imagination: The study underscores the power of children's literature in captivating young minds, fostering cognitive engagement, and stimulating imagination. Through vivid storytelling and imaginative narratives, students are provided with a platform to explore new worlds, encouraging creative thinking and problem-solving skills.

Moral and Ethical Development: The research illuminates the role of children's literature in presenting moral dilemmas and ethical considerations within age-appropriate contexts. Characters and plotlines become conduits for discussions on values, empathy, and ethical decision-making, contributing to the development of students' moral reasoning and social awareness.

Language and Literacy Development: The immersion in children's literature offers a unique avenue for language and literacy development. Exposure to diverse vocabulary, sentence structures, and literary styles enhances students' language proficiency. Moreover, the study identifies the potential of literature as a tool for developing critical reading skills and analytical thinking.

Cultural Awareness and Diversity: The research highlights the role of children's literature in fostering cultural awareness and celebrating diversity. By exposing students to stories from various cultures, backgrounds, and perspectives, literature becomes a gateway to cultivating open-mindedness and an appreciation for the richness of human experiences.

Implications for Educational Practices: Curricular Integration: The findings emphasize the need for intentional integration of children's literature into educational curricula. This entails designing interdisciplinary approaches that seamlessly weave literary exploration into subjects like language arts, social studies, and even STEM fields, maximizing the impact on students' thinking skills.

Teacher Professional Development: The research underscores the importance of providing teachers with professional development opportunities to enhance their knowledge of children's literature and effective instructional strategies. Equipping educators with the tools to harness the potential of literature ensures that these opportunities are maximized in the classroom.

Diverse Book Selection: Recognizing the significance of diverse representation in children's literature, the study advocates for the careful selection of books that reflect the broad spectrum of human experiences. Ensuring inclusivity and cultural relevance in book choices contributes to a more comprehensive and enriching educational experience.

Conclusion

In conclusion, the research illuminates the myriad opportunities inherent in the study of children's literature for developing student thinking. The immersive and transformative potential of literature extends beyond traditional educational boundaries, offering a unique medium to nurture cognitive, ethical, and cultural dimensions of student development. As educators and curriculum designers embrace these opportunities, children's literature emerges not only as a source of entertainment but as a powerful tool for shaping young minds, fostering critical thinking, and preparing students for the complexities of the diverse world they inhabit.

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