

**PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF DEVELOPING 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.

Fables are stories that are often engaging, figurative, and have a spiritual and moral impact, helping to create illustrative thoughts in the minds of readers. Through fables, students develop skills in imagining events, analyzing characters and situations, and understanding relationships. This encourages them not only to memorize the text but also to deeply understand it and develop comparative images in their thinking. From a pedagogical perspective, fables allow students to convey complex concepts in an easy and understandable manner. Using problems, teachers can explain complex topics in a simple, engaging, and memorable way. This method improves the effectiveness of the educational process, as it helps attract students' attention, engage them in learning, and gain lasting knowledge. Information conveyed through fables is retained in the student's mind in the form of images, symbols, and metaphors, which improves their ability to memorize and apply knowledge. From a psychological perspective, fables are an important tool for expressing the emotions and social experiences of children and adolescents. Developing comparative thinking in students develops their imagination, creativity, and problem-solving skills. Through events and characters, fables prepare readers for various life situations, instilling moral values and qualities such as friendship, honesty, and courage. As a result, students' behavior and decision-making processes change for the better.

Imagination and comparative thinking play an important role in the human thought process. Especially for school-age students, literary texts, particularly fables, serve not only to develop reading skills but also to broaden their thinking. Fables are one of the oldest forms of oral folklore, 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 educational process is perceived as an effective means of developing students' creative thinking, attention, memory, and imagination. The psychological characteristics and pedagogical methods of developing comparative thinking in students through fables are gaining great importance in the modern education system. The content and style of literary texts allow students to acquire not only knowledge but also creative thinking, relationships, and moral values. At the same time, fables enrich the reader's emotional world, strengthen their state of mind, and assist in adaptation to the social environment. Khudoiberdieva conducted a pedagogical study aimed at developing students' imaginative thinking and a culture of deep understanding of literary texts through fables. It suggests ways to effectively use fables in the pedagogical process, highlighting the role and influence of fables as an artistic means of awakening students' imaginations and emotions. [1,65]

Kadyrova analyzes the pedagogical significance of fables in the development of youth thinking. He demonstrates that the images and events in fables can develop students' creative abilities and problem-solving skills. The author recommends using fables in the educational process through interactive methods. [2,98]

Karimov, on the other hand, analyzes imaginative thinking through fables from a psychological perspective. He provides support for pedagogical technologies and methods for developing students' skills of empathy, independent thinking, and creativity. It is shown that the artistic and psychological aspects of fables play a significant role in shaping students' emotional and social behavior. [3,43]

Tursunova's study highlights the role of fables in the development of creativity and thinking. He analyzes how the content and artistic style of fables influence the development of students' imaginations, as well as the expression of their personal thoughts and feelings, during the educational process. [4,77]

Discussion and results: Another pedagogical advantage of incorporating fables into the educational process is that they also serve as a cultural heritage. Each nation's fables reflect its historical, cultural, and spiritual values, which contributes to a heightened sense of national identity and appreciation in students. Therefore, through fables, readers develop not only their thinking but also their national consciousness. To develop comparative thinking in students through fables, teachers can use several methods and techniques. For example, after reading a question, students are asked to describe the main characters, the events, and their relationships. In this way, students learn not only to perceive events but also to process them in their minds. Creative tasks, such as drawing based on questions, dramatization, and writing a new ending, also contribute to the development of comparative thinking. These methods increase student engagement and encourage active learning. Developing comparative thinking is also considered important in the development of students' language skills. The language of a fable is rich, expressive, and colorful, which helps expand students' vocabulary. They will become familiar with various expressions and metaphors and will be able to develop a deeper understanding of the language. This will subsequently improve the quality of their written and spoken communication. [5,121]

The process of developing comparative thinking through fables should also be adapted to individual differences. The level of imagination, interests, and psychological state of each student will vary. Therefore, teachers must consider their abilities, select fables, and adapt their methods of use. For example, some readers may be more interested in classic folk fables, while others may prefer fables with contemporary themes. Psychological research shows that students with developed imaginative thinking are more effective at solving complex problems. They can view 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 not only convey knowledge but also provide emotional and moral education to students. Fables contribute to the development of such human qualities as empathy and compassion in students. This prepares young people for better communication in society, understanding, and solving social problems. [6,59]

When using fables in teaching, teachers should pay special attention to increasing student engagement. Conversations, question-and-answer sessions, and group work on fables stimulate students' thinking and develop their skills in free expression. This strengthens students' independent and comparative thinking. Fables are also unique in that they often originate in the oral traditions of the Uzbek people. Through studying and reading them, students not only gain an education but also become familiar with their culture. This is an important factor in the formation of national identity. Combining fables with modern pedagogical technologies is also

effective in developing comparative thinking. For example, multimedia can be used to present fables interactively, increasing student interest and further enriching their thinking. At the same time, the development of creative projects and theatrical productions based on problems further develops students' creative abilities. [7,36]

Using fables to develop critical thinking skills in students is one of the most effective ways to develop students' ability to analyze, compare, and draw informed conclusions based on what they read. Critical thinking is the ability to consciously and purposefully evaluate information, identify causes and effects, and distinguish between facts and opinions. Developing these skills is especially important in the modern educational process, which aims to prepare individuals capable of independent thinking and informed decision-making. In this context, fables serve as a unique tool with significant pedagogical and psychological value. As a literary genre, a fable is traditionally a short story with a vivid plotline and a moral at the end. The main characters of fables are often animals with human traits, which facilitates children's understanding and perception. This narrative form helps students more easily engage with the text, as elements of fantasy and allegory create an emotional response. However, behind the apparent simplicity of a fable lies a profound meaning that requires more than just a superficial reading, but also careful analysis, the ability to identify the main idea, and draw the right conclusions. Therefore, working with fables becomes an excellent opportunity to develop critical thinking. The process of working with fables begins with a careful reading of the text by the teacher and students. It is important that students not simply memorize plot details but begin to reflect on the characters' behavior, the meaning of their actions, and the lessons they can learn from the narrative. The teacher asks questions that stimulate analytical thinking: Why did the characters act the way they did? What were the consequences of their actions? How is this similar to or different from real-life situations? In this way, students are engaged in an active dialogue, which becomes the foundation for developing critical thinking skills.

Particular attention is given to discussing the fable's moral, which often reflects universal life principles and ethical standards. Analyzing this element fosters 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 fosters a holistic perception of the world and the ability to critically examine reality. One important method for developing critical thinking when working with fables is comparative analysis. Students can compare two or more fables, identify similarities and differences in both plot and moral, and discuss how the meaning changes with changing characters or circumstances. Such activities foster the development of analytical and synthetic mental processes, stimulate creative thinking, and teach students to see the text in the context of broader phenomena. Working with fables in group and paired discussions also plays a significant role. Joint discussions allow students to hear different points of view, argue their positions, and hone their skills 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, developing confidence in their own intellectual abilities.

Furthermore, the method involves the use of a variety of tasks that help reinforce and expand critical thinking skills. These can include creative projects, such as composing alternative endings to fables, acting out skits, or composing their own fables on a given theme. Such activities not only increase interest in the learning process but also stimulate deep student engagement, developing imagination and communication skills.

An important element of the method is the teaching of self-assessment and peer assessment skills. Reflection helps students recognize their own strengths and areas for development, as well as

learn to accept and process constructive criticism. This helps them develop responsibility for their thoughts and actions and the ability to critically evaluate not only external information but also their own beliefs.

Integrating cross-curricular connections when working with fables broadens students' horizons. Linking literary analysis with historical, philosophical, and social aspects helps them grasp the deeper, more multifaceted meanings of works. This integrated approach enhances motivation for learning, fosters systemic thinking, and helps students see connections between different fields of knowledge.

The fable-based approach to developing critical thinking has significant potential for developing students' competencies needed in the modern world. By mastering these skills, children learn to analyze information, weigh arguments, distinguish between facts and opinions, and make informed decisions. This fosters the development of personal qualities such as independence, responsibility, and openness to new experiences.

The pedagogical value of this approach also lies in its accessibility and versatility. Fables are simple in form, engaging in content, and easily understood by children of all ages and skill levels. This allows the approach to be used in both elementary and high school, adapting assignments and discussions to the age and developmental level of students.

In summary, the fable-based methodology for developing critical thinking skills is a consistent and systematic approach that includes reading, analysis, discussion, creative work, and reflection. This combination of activities allows for the most effective development of students' skills necessary for meaningful perception of information and successful life functioning.

In conclusion, it should be emphasized that the systematic application of this methodology not only improves educational outcomes but also fosters a well-rounded and reflective personality. Critical thinking is an important tool for adapting to a rapidly changing world, and fables, in this regard, are a powerful and accessible resource that teachers can successfully utilize to achieve their educational goals. Working with fables opens the door to the development of students' intellectual potential, fostering their ability to perceive deeper meanings and make informed decisions, which is the key to their successful future and the prosperity of society as a whole.

Krylov's Fable "The Wolf in the Kennel"

A wolf, thinking of breaking into the sheepfold,
came upon the kennel at night.

Suddenly the entire kennel yard rose up—

Sensing the gray bully so close,

The dogs barked in the barns and rushed out to fight;

The kennelmen shouted: "Ah, boys, a thief!"—

And instantly the gates were locked;

In a moment the kennel became hell.

They ran: one with a club,

Another with a gun.

"Fire!" they shouted, "fire!" They came with fire.

My Wolf sits, pressed back into the corner.

Snapping his teeth and bristling his fur,

With his eyes, it seems, he would like to devour everyone;

But, seeing that he wasn't here before the flock

And that he was finally coming to terms with the sheep,

My sly one launched into negotiations

And began thus: "Friends! Why all this fuss?

I, your old matchmaker and godfather,

Have come to you to make peace, not at all for the sake of a quarrel;
Let's forget the past, let's establish common harmony!
And I, not only will not touch the local flocks henceforth,
But I myself am happy to squabble with others for them,
And I swear by a wolf's oath,
That I..." "Listen, neighbor,"
Here the huntsman interrupted, "You are gray, but I, my friend, am gray,
And I have long known your wolfish nature;
And therefore it is my custom:
There is no other way to make peace with wolves
Unless you skin them." And then he released a pack of hounds on the Wolf.

Conclusion: To summarize, fostering comparative thinking through fables fulfills important pedagogical and psychological goals 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. Teachers' skillful integration of fables into the educational process, the use of an individualized approach, and the enrichment of modern technologies make this process more effective. As a result, students develop not only knowledge but also the skills and values they need in life, making them active, socially responsible members of society.

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