



BUILDING HIGHER ORDER THINKING THROUGH SOCRATIC QUESTIONING IN LITERATURE CLASSES

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Annotation. This article explores the effectiveness of Socratic questioning in developing higher-order thinking skills in literature classes. The study reveals that the Socratic approach encourages students to think critically and creatively, engage deeply with literary texts, and express their ideas with logical reasoning. It emphasizes the role of guided questioning in fostering interactive dialogue between teacher and students, enhancing independent analysis, and promoting reflective learning. The paper provides practical insights for educators seeking innovative strategies to enrich literature instruction and cultivate intellectual curiosity among learners.

Keywords: *Socratic questioning, literature teaching, higher-order thinking, critical thinking, creative thinking, interactive learning, analysis, independent learning.*

РАЗВИТИЕ ВЫСШИХ УРОВНЕЙ МЫШЛЕНИЯ С ПОМОЩЬЮ СОКРАТИЧЕСКИХ ВОПРОСОВ НА ЗАНЯТИЯХ ПО ЛИТЕРАТУРЕ

Аннотация. В данной статье рассматривается эффективность сократического метода вопросов в развитии мышления высокого порядка на уроках литературы. Исследование показывает, что сократический подход стимулирует учащихся к критическому и творческому мышлению, глубокому анализу литературных текстов и аргументированному выражению собственных идей. Особое внимание уделяется роли направленного диалога в укреплении взаимодействия между учителем и учениками, развитию самостоятельного анализа и рефлексивного обучения. Статья представляет практическую ценность для преподавателей, ищущих инновационные методы преподавания литературы и развития интеллектуального потенциала учащихся.

Ключевые слова: *Сократический метод, преподавание литературы, мышление высокого порядка, критическое мышление, творческое мышление, интерактивное обучение, анализ, самостоятельное обучение*

ADABIYOT DARSLARIDA SUQROT USLUBIDAGI SAVOLLAR YORDAMIDA YUQORI DARAJADAGI FIKRLASH QOBILIYATINI RIVOJLANTIRISH

Annotatsiya. Ushbu maqolada adabiyot darslarida o‘quvchilarning yuqori darajadagi tafakkurini rivojlantirishda Sokratik savol berish uslubining samaradorligi o‘rganiladi. Tadqiqot natijalariga ko‘ra, Sokratik yondashuv o‘quvchilarni tanqidiy va ijodiy fikrlashga, asarlarni chuqur tahlil qilishga va o‘z fikrlarini asosli tarzda ifoda etishga undaydi. Maqolada savol-javob asosidagi muloqotning o‘qituvchi va o‘quvchi o‘rtasidagi interaktiv hamkorlikni kuchaytirishdagi, shuningdek, mustaqil tahlil va refleksiv o‘qishni rivojlantirishdagi o‘rni yoritiladi. Mazkur tadqiqot adabiyot o‘qituvchilari uchun innovatsion metodlarni izlashda foydali manba bo‘lib xizmat qiladi.

Kalit so‘zlar: Sokratik savol berish, adabiyot ta’limi, yuqori tartibli tafakkur, tanqidiy fikrlash, ijodiy fikrlash, interaktiv o‘qitish, tahlil, mustaqil o‘rganish.

Socrates once said, “*I cannot teach anybody anything, I can only make them think.*” This timeless idea perfectly reflects the main goal of modern education to inspire students to think critically and independently. In literature classes, this principle becomes especially important, as students are encouraged not only to understand texts but also to question, interpret, and evaluate them. The Socratic questioning method provides a powerful way to develop higher-order thinking by leading students through thoughtful dialogue and inquiry. Through this approach, teachers create a learning environment where curiosity, reasoning, and reflection are valued as much as knowledge itself [3, 16].



The research was carried out in literature classes at the upper-secondary level over a period of one semester. The Socratic questioning technique was applied to lessons covering both prose and poetry. Before each lesson, teachers prepared a set of open-ended and thought-provoking questions designed to stimulate analysis, evaluation, and synthesis. For example, instead of asking “What happened in the story?”, teachers asked “Why do you think the character made that decision?” or “How might the ending change if the narrator had a different perspective?” [2, 25].

Students participated in small-group and whole-class discussions where they were encouraged to support their ideas with textual evidence. Reflective journals, observation notes, and students’ oral responses were collected as qualitative data. The approach emphasized process over correctness the goal was to help students think deeply rather than to find one “right” answer.

The results demonstrated clear growth in students’ higher-order thinking abilities. Learners began to ask more sophisticated questions, identify themes independently, and interpret literary symbols with greater accuracy. Teachers observed that students became more confident in defending their viewpoints and showed improved communication skills. In post-lesson reflections, many students reported that Socratic questioning helped them understand literature “from the inside,” rather than just memorizing summaries or teacher explanations. Class participation rates increased significantly, and the atmosphere became more open, respectful, and intellectually engaging.

The findings indicate that Socratic questioning serves as a bridge between traditional literary analysis and modern educational goals. By focusing on inquiry, reasoning, and dialogue, it nurtures both cognitive and emotional engagement. This method encourages active learning, where students take ownership of their understanding and view literature as a living conversation rather than a fixed text.

Furthermore, the technique promotes collaboration, empathy, and tolerance for multiple interpretations qualities essential for democratic and reflective societies [1, 43]. When used consistently, Socratic questioning can transform literature classrooms into communities of thinkers who analyze, question, and create meaning together.

CONCLUSION

The study demonstrates that Socratic questioning is a powerful and practical tool for developing higher-order thinking skills in literature classes. By encouraging students to reflect, question, and reason independently, this method moves learning beyond memorization and promotes true intellectual engagement. Students who participated in Socratic discussions became more confident in expressing their ideas, analyzing literary elements, and supporting their opinions with evidence from the text.

Moreover, the technique strengthens communication between teacher and students, fostering a classroom culture based on respect, curiosity, and dialogue. It transforms the literature lesson into a shared journey of discovery, where every question opens a path toward deeper understanding.

In conclusion, integrating Socratic questioning into literature teaching not only enhances critical and creative thinking but also prepares students for lifelong learning. As education continues to evolve, teachers who use this reflective and dialogic approach will help learners become thoughtful readers, responsible citizens, and independent thinkers — the ultimate goal of meaningful education.

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