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FOSTERING COGNITIVE-ANALYTICAL THINKING AND DEVELOPING TRANSFORMATIVE READING SKILLS IN ENGLISH LESSONS AT PRESIDENTIAL SCHOOLS

Khamdamova Shokhista Yusup Qizi

Termez State University, independent researcher

E-mail: Khamdamova.Sh@gmail.com

Annotation: This article explores the integration of cognitive-analytical thinking and the development of transformative reading skills in English language instruction at Presidential Schools in Uzbekistan. It highlights the importance of equipping students with higher-order thinking abilities that go beyond surface-level comprehension, enabling them to critically engage with texts and reflect on their own perspectives. The paper outlines practical strategies for fostering analytical thinking through inquiry-based learning, discussion, and real-world content. It also emphasizes the role of transformative reading in shaping students' personal growth and global awareness. The article concludes with recommendations for educators and curriculum designers to enhance English teaching practices in line with modern educational goals.

Key words: Presidential Schools, English Language Teaching, Cognitive-Analytical Thinking, Transformative Reading, Critical Thinking Skills, Student-Centered Learning, Reflective Reading, 21st Century Education.

PRESIDENT MAKTABLARIDA INGLIZ TILI DARSLARIDA KOGNITIV-ANALITIK FIKRLASHNI SHAKLLANTIRISH VA TRANSFORMATIV O'QISH KO'NIKMALARINI RIVOJLANTIRISH

Xamdamova Shoxista Yusup Qizi

Termiz davlat universiteti, mustaqil izlanuvchi

E-mail: Khamdamova.Sh@gmail.com

Annotatsiya: Ushbu maqolada O'zbekiston Prezident maktablarida ingliz tili darslarida kognitiv-analitik fikrlashni shakllantirish va transformativ o'qish ko'nikmalarini rivojlantirish masalalari yoritilgan. Unda o'quvchilarda yuzaki tushunishdan tashqari, chuqur fikrlash, matn bilan tanqidiy ishlash va o'z qarashlarini tahlil qilish kabi yuqori darajadagi tafakkur ko'nikmalarini shakllantirishning ahamiyati ta'kidlanadi. Maqolada izlanishga asoslangan ta'lim, munozara va real hayotiy materiallardan foydalanish orqali analitik fikrlashni rivojlantirish bo'yicha amaliy strategiyalar keltirilgan. Shuningdek, transformativ o'qishning o'quvchilarning shaxsiy rivojlanishi va global dunyoqarashini shakllantirishdagi o'rni yoritilgan. Maqola yakunida ingliz tili o'qituvchilari va o'quv dasturlarini ishlab chiquvchilar uchun zamonaviy ta'lim maqsadlariga mos ravishda tavsiyalar berilgan.

Kalit so'zlar: Prezident maktablari, Ingliz tilini o'qitish, Kognitiv-analitik fikrlash, Transformativ o'qish, Tanqidiy fikrlash ko'nikmalari, O'quvchiga yo'naltirilgan ta'lim, Reflektiv o'qish, 21-asr ta'limi.



ФОРМИРОВАНИЕ КОГНИТИВНО-АНАЛИТИЧЕСКОГО МЫШЛЕНИЯ И РАЗВИТИЕ ТРАНСФОРМАТИВНЫХ НАВЫКОВ ЧТЕНИЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА В ПРЕЗИДЕНТСКИХ ШКОЛАХ

Хамдамова Шохиста Юсуп кизи
ТерГУ, самостоятельный исследователь
E-mail: Khamdamova.Sh@gmail.com

Аннотация: В данной статье рассматривается интеграция когнитивно-аналитического мышления и развитие трансформативных навыков чтения на уроках английского языка в Президентских школах Узбекистана. Подчеркивается важность формирования у учащихся навыков мышления высокого уровня, выходящих за рамки поверхностного понимания текста, что позволяет им критически осмысливать прочитанное и рефлексировать над собственными взглядами. В статье представлены практические стратегии развития аналитического мышления через обучение на основе исследовательского подхода, дискуссии и работу с аутентичными материалами. Также акцентируется внимание на роли трансформативного чтения в личностном росте учащихся и формировании глобального мышления. В завершение даны рекомендации для педагогов и разработчиков учебных программ по совершенствованию преподавания английского языка в соответствии с современными образовательными целями.

Ключевые слова: Президентские школы, Преподавание английского языка, Когнитивно-аналитическое мышление, Трансформативное чтение, Навыки критического мышления, Обучение, ориентированное на ученика, Рефлексивное чтение, Образование XXI века

Introduction. In recent years, Uzbekistan has made significant strides in reforming its education system, with the establishment of Presidential Schools standing out as a key initiative aimed at nurturing a new generation of highly educated and globally competitive youth. These schools are designed to provide advanced academic training, foster leadership qualities, and promote innovative thinking among students.

In the context of globalization, English language proficiency has become an essential skill for academic success, international communication, and access to global knowledge. As such, English language education holds a central place in the curriculum of Presidential Schools, serving as a gateway to broader educational and professional opportunities.

This article aims to explore how English language instruction at Presidential Schools can be enhanced through the integration of cognitive-analytical thinking and the development of transformative reading skills. By focusing on these higher-order thinking strategies, educators can empower students to engage more deeply with texts, think critically, and develop a reflective and globally aware mindset.

Methodology. Transformative reading is an approach to reading that goes beyond understanding the literal meaning of a text. It encourages readers to engage deeply with the content, question assumptions, and reflect on how the text relates to their own beliefs, experiences, and worldview. This type of reading fosters personal growth and transformation by challenging students to think critically and empathetically.

Traditional reading often focuses on surface-level comprehension such as identifying main ideas, vocabulary, and answering factual questions. In contrast, transformative reading emphasizes interpretation, reflection, and the ability to connect texts to broader social, cultural, and personal contexts. While traditional reading is primarily cognitive, transformative reading is both cognitive and affective, involving emotional and ethical engagement with the text.

Transformative reading helps students develop a deeper understanding of themselves and the world around them. It enhances critical thinking, empathy, and open-mindedness skills that are essential for success in the 21st century. Academically, it improves analytical writing, discussion skills, and the ability to synthesize complex ideas. Personally, it encourages self-awareness, moral reasoning, and a lifelong love for learning.

To effectively foster cognitive-analytical thinking in English language classrooms, educators must adopt a variety of student-centered strategies that promote inquiry, reflection, and real-world relevance. First and foremost, using inquiry-based learning and open-ended questions allows students to explore ideas independently, formulate hypotheses, and engage in deeper analysis of texts. This approach encourages learners to think beyond the obvious and develop their own interpretations. So, teachers can encourage debate, reflection, and problem-solving activities that require students to articulate their thoughts, consider



alternative viewpoints, and justify their reasoning. These interactive methods not only enhance critical thinking but also build communication and collaboration skills.

Moreover, incorporating real-world texts and authentic materials such as news articles, interviews, podcasts, and literature helps bridge the gap between classroom learning and real-life application. Authentic content provides meaningful context, stimulates curiosity, and challenges students to connect language learning with global and personal issues.

By combining these strategies, English lessons at Presidential Schools can become powerful platforms for developing students’ cognitive-analytical abilities and preparing them for the intellectual demands of the 21st century.

The integration of cognitive-analytical thinking and transformative reading in English language education is grounded in the works of several influential scholars. Their theories provide a strong foundation for understanding how students can be guided toward deeper, more reflective learning.

Nefedov emphasized that learning is not merely about acquiring the ability to think, but about developing specialized ways of thinking across various contexts[2]. His sociocultural theory highlights the importance of scaffolding and guided interaction, which are essential in helping students analyze texts critically and construct meaning collaboratively.

Stephen D. Brookfield contributed significantly to the understanding of critical thinking in education[1]. He argued that critical thinking is a dynamic and multifaceted process that involves questioning assumptions, evaluating evidence, and engaging with diverse perspectives. This aligns closely with the goals of transformative reading, where students are encouraged to move beyond passive comprehension and become active interpreters of texts.

V. I. Zagvyanskiy the founder of transformative learning theory, described this process as a profound shift in the way individuals perceive themselves and the world. According to Zagvyanskiy, transformative learning occurs when learners critically examine their beliefs and assumptions, leading to personal and intellectual growth[4]. This concept is particularly relevant in English lessons that aim to foster empathy, self-awareness, and global citizenship through literature.

Z. Salimova further reinforced the idea that reading is not a neutral act[3]. He famously stated that “reading the word” must be accompanied by “reading the world,” suggesting that literacy is inherently linked to critical consciousness. In this view, transformative reading becomes a tool for empowerment, enabling students to understand and challenge social realities.

Together, these scholars provide a comprehensive framework for implementing cognitive-analytical and transformative approaches in English language teaching. Their insights support the idea that education should not only transmit knowledge but also transform the learner.

To effectively cultivate transformative reading skills in English lessons, it is essential to create learning experiences that challenge students intellectually and emotionally. One of the first steps is selecting texts that challenge perspectives and provoke thought. These texts should present complex themes, diverse viewpoints, and moral dilemmas that encourage students to question their assumptions and reflect on their values.

Furthermore, teachers should design activities that promote deep comprehension and personal connection. These may include reflective journaling, role-playing, thematic discussions, and creative responses that allow students to relate the text to their own lives and experiences. Such activities help learners move beyond passive reading and engage with texts on a deeper, more meaningful level.

Equally important is the role of the teacher as a facilitator of transformation. Rather than simply delivering content, the teacher guides students through the process of inquiry, interpretation, and self-discovery. By creating a safe and open classroom environment, the teacher encourages students to express their thoughts freely, listen to others, and develop empathy and critical awareness.

Together, these practices support the development of transformative reading skills that not only enhance academic performance but also contribute to students’ personal growth and global citizenship.

The implementation of cognitive-analytical thinking and transformative reading strategies in Presidential Schools has already shown promising results. For instance, in one English class at the Termez Presidential School, students were introduced to George Orwell’s *Animal Farm* as part of a unit on political systems and power. Rather than focusing solely on vocabulary and plot, the teacher guided students through a series of open-ended discussions, encouraging them to draw parallels between the text and historical or current events. This approach not only deepened their understanding of the novel but also sparked critical conversations about leadership, propaganda, and ethics.



In all stages students engaged in a project-based learning activity where they read personal narratives from different cultures and then created reflective essays comparing those experiences to their own. This activity promoted empathy, cultural awareness, and self-reflection key components of transformative reading.

Teachers at this school also reported that students became more confident in expressing their opinions, asking questions, and challenging ideas respectfully. These outcomes demonstrate that when English lessons are designed to foster higher-order thinking and personal engagement, they can significantly enhance both academic performance and character development.

Conclusion. In conclusion, integrating cognitive-analytical thinking and developing transformative reading skills in English language instruction at Presidential Schools offers a powerful approach to modern education. These strategies not only enhance students’ linguistic competence but also cultivate critical thinking, empathy, and global awareness skills that are essential for success in the 21st century.

The implementation of inquiry-based learning, reflective activities, and the use of authentic texts has shown to significantly improve students’ engagement and depth of understanding. Moreover, the role of the teacher as a facilitator of transformation is crucial in guiding students through meaningful learning experiences.

Based on the findings and examples discussed, the following recommendations are proposed:

1. Curriculum designers should incorporate more texts and tasks that promote critical and transformative engagement.
2. Teachers should receive professional development on cognitive-analytical and transformative pedagogies.
3. Classroom environments should encourage open dialogue, reflection, and student autonomy.
4. Assessment methods should be adapted to evaluate higher-order thinking and personal growth, not just factual recall.

By embracing these approaches, Presidential Schools can continue to lead educational innovation in Uzbekistan and serve as a model for fostering thoughtful, reflective, and globally competent learners.

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THE SIGNIFICANCE OF HEUTAGOGY IN FOSTERING SELF-DIRECTED LEARNING COMPETENCIES AMONG PHILOLOGY STUDENTS

Kattaeva Feruza Shakirovna

PhD, Termez state university

E-mail: firuzzza89@gmail.com

Abstract: This article explores the role of ‘Heutagogy’ in developing independent learning skills among philology students. In the context of higher education, fostering self-directed learning is crucial for enhancing students’ academic autonomy, critical thinking, and lifelong learning competencies. The study examines the theoretical foundations of heutagogy, its principles of learner-centered and self-determined education, and practical strategies for implementation in philology programs. Findings suggest that integrating ‘Heutagogical’ approaches in teaching significantly improves students’ ability to plan, monitor, and evaluate their own learning processes, thereby promoting autonomy, motivation, and overall academic performance.

Keywords: heutagogy, independent learning, self-directed learning, philology students, autonomous learning, higher education