

## PEDAGOGICAL CONDITIONS FOR DEVELOPING STUDENTS' COMPARATIVE THINKING THROUGH FABLES

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**Abstract:** Pedagogical conditions for the formation of comparative thinking in students through parables are an area that requires special attention and in-depth analysis as one of the urgent issues in today's education system. As is known, the experience of the education system of developed countries shows that not only knowledge itself, but also the ability to think deeply, to compare each fact and phenomenon with other facts and phenomena, to have an independent opinion, to analyze and generalize them according to certain criteria are among the main competencies for a modern person. Therefore, in pedagogical activity, especially at the higher education stage, it is important to develop comparative thinking skills at a high level in order to form students not only with scientific knowledge, but also as specialists with developed multi-competent, analytical and creative thinking. **Keywords:** parables, comparative thinking, pedagogical conditions, thinking in students, educational environment, interactive methods, analytical competence, modern educational process, critical thinking, independent analysis.

**Introduction:** Comparative thinking is the skill that enables an individual to analyze and clarify a particular problem, phenomenon, event, or concept by comparing it with new or previously learned information, taking into account its system, structure, essence, consequences, or other characteristics. The progress of modern science, technology, and society demands that every student develop as a result-oriented, independent, creative, and analytical thinker. To achieve this, the active use of parables in the educational process — tasks that have standard or exemplary solutions — proves to be an effective means. Identifying the potential of parables and using them as a primary tool for cultivating comparative thinking requires the proper organization of specific pedagogical conditions. First and foremost, parables must be selected with didactic precision: they should not only reveal the essence of the topic but also guide students toward independent, in-depth analysis, helping them compare both similar and contrasting aspects. Each educational problem includes formative, developmental, reinforcing, and generalizing tasks; through exploring multiple ways and methods of solving them, students enhance their ability to compare, analyze, and generate alternative ideas and solutions.

**Literature Analysis And Methodology:** An educational environment built upon **interactive methods**, where students are actively and directly engaged in the learning process, plays a crucial role in the **development of comparative thinking**. Such an environment fosters curiosity, dialogue, and independent exploration — all essential components for nurturing analytical and reflective learners.

In modern education, the process of **comparing diverse viewpoints, contrasting various problem-solving approaches, and exchanging ideas** about similarities and differences through **individual,**

**pair, small group, and whole-class discussions** creates rich opportunities for students to practice comparative reasoning. When learners analyze examples collaboratively and debate multiple perspectives, they strengthen their ability to think logically, substantiate their opinions with evidence, and remain receptive to alternative viewpoints. This not only enhances intellectual flexibility but also cultivates empathy and tolerance for diversity of thought.

For **parables** to be effectively integrated into the learning process, educators must master the use of **advanced pedagogical technologies, modern methodological techniques, and information and communication tools**. The teacher becomes not merely a transmitter of knowledge but a facilitator who guides students in discovering relationships, contrasts, and analogies independently.

For instance, **parables designed around problem-based learning, project work, or research activities**, as well as **tasks involving elements of critical, creative, and innovative thinking**, significantly contribute to the formation of comparative abilities. Such exercises encourage students to examine their ideas from multiple perspectives, consider a range of potential solutions, and evaluate them using **modern educational and social criteria** such as efficiency, originality, practicality, and ethical soundness.

Importantly, when parables do **not have a single predetermined answer**, but instead allow for **multiple valid interpretations or alternative solutions**, they stimulate deeper engagement and cognitive flexibility. In such cases, students are not simply memorizing or imitating examples but **actively constructing meaning**, comparing outcomes, and making informed judgments. This process of intellectual exploration reinforces their capacity for **comparative analysis, critical evaluation, and creative problem-solving**, which are indispensable skills in contemporary education and lifelong learning [1].

One of the most essential **pedagogical conditions** for fostering **comparative thinking** is the creation of an **open and interactive learning environment**. Such an environment should provide students with opportunities to **freely express their opinions**, participate in **constructive scientific discussions**, and **respect a diversity of viewpoints**. It must encourage inquiry, dialogue, and reflection, allowing students to engage intellectually while feeling confident that their perspectives are valued and respected.

In this kind of educational atmosphere, the **teacher plays a central facilitating role**. Rather than merely transmitting information, the teacher actively involves every student in the learning process, ensuring that all voices are heard. The educator encourages **open and honest dialogue**, guiding students to **analyze each proposed idea or solution in depth**, to **explore alternative viewpoints**, and to **evaluate various strategies** in order to determine the most effective or optimal one. The success of this process depends on the **friendly, motivating, and inclusive character of the pedagogical environment**, which inspires enthusiasm, intellectual curiosity, and mutual respect among learners.

An essential aspect of developing comparative thinking is the **inclusion of elements that stimulate analysis and comparison** in the design and selection of learning tasks and problem situations. Each problem presented to students should prompt them to **compare different approaches, methods, and outcomes**, identifying their **strengths and weaknesses**. This analytical process allows students not only to master the material but also to develop the ability to **evaluate multiple perspectives, integrate knowledge, and make reasoned judgments**.

A well-structured pedagogical environment cultivates in students such vital qualities as **independence in research, the ability to evaluate information comparatively, flexibility in thinking, and the skill to consider problems from different angles**. It also nurtures **decision-making competence**, enabling learners to make **logical and evidence-based conclusions**. Moreover, students learn to **justify their viewpoints coherently**, reinforcing their communication and argumentation skills, which are essential for academic and professional success.

In addition, an open and interactive environment promotes **collaborative learning**, where students learn to listen, debate respectfully, and synthesize ideas through shared intellectual effort. It encourages **critical reflection, creativity, and self-directed learning**, helping students to connect theoretical knowledge with real-world contexts.

Ultimately, such a pedagogical approach not only enhances students' comparative and analytical abilities but also contributes to their **personal and intellectual growth**. It prepares them to become **independent thinkers**, capable of navigating complex problems, embracing multiple perspectives, and making balanced, informed decisions — qualities that are indispensable in today's dynamic, knowledge-based society [2].

Discussion And Results: The **opportunity for the exchange of experiences** represents one of the **fundamental pedagogical conditions** necessary for the development of **comparative thinking**. Continuous intellectual exchange among students allows them to **share knowledge, reflect on ideas, and deepen their understanding** through interaction and collaboration. Within this process, learners analyze illustrative materials, **compare prior results with newly acquired data, and draw connections** between various elements of academic inquiry — such as **research findings, statistical indicators, practical experiences, and theoretical concepts**. This dynamic exchange not only enriches their cognitive perspective but also helps them to form a more integrated and holistic understanding of the subject matter.

The effective organization of such interactive processes within the educational setting can be achieved through **optional classes, seminars, workshops, conferences, and collaborative projects**. Additionally, **sharing and generalizing best teaching and learning practices and learning from real-world experience** contribute significantly to the enhancement of comparative and analytical abilities. These activities foster an academic culture in which students are encouraged to **learn from each other, to analyze different viewpoints, and to synthesize diverse types of knowledge** into coherent, evidence-based conclusions.

Equally important are the **elements of dialogue and creative problem-solving**, which occupy a central role in the development of comparative thinking. **Comparison**, in its essence, is a cognitive process that involves examining identical or similar objects or phenomena, identifying their **commonalities and distinctions**, and formulating a **unique approach** to understanding or solving each of them. This mental activity is not limited to recognition of differences but extends to the ability to generalize, infer, and evaluate.

To cultivate such thinking skills effectively, educators should employ **methodological techniques** such as **comparative analysis, description, grouping, systematization, and classification**. These tools train students to approach information systematically, to identify relationships and hierarchies among ideas, and to develop critical reasoning.

A well-structured pedagogical environment that supports **mutual evaluation and collaboration** is essential for this process. It should provide students with opportunities to **assess each other's work constructively, exchange feedback, and demonstrate interpersonal and cooperative skills**. Such interaction helps them to **expand their analytical and synthetic thinking, refine their judgment, and develop confidence in presenting and defending their viewpoints**.

Ultimately, by encouraging the exchange of experiences and fostering dialogic, comparative, and creative approaches to learning, educators nurture students who are capable of **independent inquiry, critical reflection, and multidimensional analysis**. These learners become not only consumers of knowledge but also **active creators and evaluators of ideas**, equipped to engage thoughtfully with the complexities of modern academic and professional life [3].

The **integration of open educational resources, the active use of the latest scientific innovations, and the comparison of global knowledge, international experiences, and historical facts** play a crucial role in cultivating a **broad and flexible comparative mindset** among students.

When educational tasks are designed to explore the **similarities and differences among modern technical, economic, social, political, or cultural phenomena**, they naturally promote comparative analysis. Through these activities, students are challenged to **identify the most accurate, efficient, and contextually appropriate solutions** to complex real-world problems. The comparison of alternative approaches and perspectives stimulates critical reflection, motivating learners to **seek the most optimal strategies** and to justify their choices through logical reasoning and evidence.

Working with diverse problem-solving options allows students to **strengthen their analytical and evaluative skills**, as they examine and contrast various **methods, models, and principles**. This process nurtures **independent decision-making**, helping learners to assess their results objectively and to understand the implications of their conclusions. In doing so, they acquire the intellectual autonomy and flexibility necessary for lifelong learning and innovation.

Such an approach is directly aligned with one of the **core objectives of contemporary education** — the preparation of **highly competent, well-rounded specialists** who are **independent thinkers, creative innovators, and active participants in a rapidly changing global environment**. Modern education is not limited to the transmission of factual knowledge; it focuses on forming individuals who can **analyze, synthesize, and adapt information** in response to new challenges and opportunities.

Within this pedagogical framework, a **problem-based learning environment** plays a particularly important role. When instruction is organized around real or simulated problem situations, students become **active participants** in their own learning process rather than passive recipients of information. Such an environment enhances their **capacity for rapid and informed decision-making**, fosters **intellectual engagement**, and encourages **collaborative exploration** of complex issues.

In essence, the use of open resources, the integration of global and historical perspectives, and the application of innovative, problem-centered teaching methods together create a powerful educational ecosystem. This system not only promotes **comparative and analytical thinking** but also prepares students to thrive as **adaptable, creative, and globally aware individuals**, capable of contributing meaningfully to the progress of science, society, and culture [4].

**Collaborative knowledge exchange, group discussions, and critical as well as comparative analysis** of various issues — including the comparison of alternative outcomes and the collective search for the most effective solution — significantly enhance the effectiveness of pedagogical conditions. A learning environment organized in this way develops students' abilities to **respect differing opinions, support their arguments with logical and factual evidence, and approach others' conclusions with objectivity, critical thinking, and comparative reasoning.**

Thus, the formation of **comparative thinking** emerges as a key factor in **advancing the pedagogical process to a higher level of quality and intellectual engagement.** It transforms the traditional classroom into a dynamic space of dialogue, reflection, and discovery, where students are not passive recipients of information but active participants in knowledge construction.

Contemporary educational models — including **interactive technologies, blended learning, gamification, individual and group-based activities, project- and research-oriented learning,** as well as **media- and IT-integrated approaches** — play a crucial role in developing learners' **analytical, comparative, and independent problem-solving skills.** These methods encourage students to apply theoretical knowledge to practical contexts, fostering adaptability and innovation.

When such learning activities are **structured around problem-based approaches,** students are given the opportunity to **generate solutions both in real and virtual learning environments,** where knowledge is not only acquired but also creatively applied. As a result, **multimodal thinking** — the ability to process and connect information from different sensory, logical, and digital modes — begins to take shape.

This holistic and interactive model of education nurtures **critical awareness, collaboration, and cognitive flexibility,** which are essential for success in the modern, rapidly evolving world. It empowers students to think beyond standard frameworks, to analyze complex issues from multiple perspectives, and to make well-grounded, creative, and independent decisions [5].

#### CONCLUSION

In conclusion, the **systematic and scientifically grounded organization of pedagogical conditions** aimed at fostering **comparative thinking** through the use of **parables** plays a pivotal role in **enhancing the overall quality of education.** A carefully designed educational process that incorporates **thoughtfully selected didactic problems, the creation of an interactive and collaborative learning environment, the integration of advanced pedagogical technologies,** and the **development of an open, inclusive, and diverse atmosphere** provides a solid foundation for the intellectual growth of students.

Equally important are the opportunities for **experience and knowledge exchange, the active use of modern information and educational resources, and the encouragement of students' independent research and exploration.** The **combination of analytical, creative, and practical teaching methods** ensures that learning becomes a dynamic, student-centered process that promotes critical inquiry, reflection, and innovation.

As a result of these well-established pedagogical conditions, students evolve into **well-rounded and forward-thinking professionals** who possess **comparative reasoning skills, a broad intellectual perspective, and the ability to analyze and synthesize knowledge effectively.** Such learners are capable of evaluating problems from multiple angles, identifying optimal solutions, and applying their insights to real-world challenges.

When these pedagogical conditions are effectively implemented, **problem-based learning** becomes not only a method of developing philosophical or theoretical thought but also a powerful tool for cultivating **practical, vital, and critical decision-making skills**.

Ultimately, this model serves as a **key factor in advancing educational innovation**, strengthening the foundation for **new achievements and higher-level competencies**, and nurturing a generation of **knowledgeable, analytical, creative, and intellectually independent specialists** who are fully prepared to contribute to the progress of modern society.

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