

Respublika OAK jurnali

ISSN 2181-4201

TA'LIM TRANSFORMATSIYASI

ILMIY-METODIK JURNALI



IYUL 2026, 4-SON

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ILMIY – METODIK JURNAL

№. 4

METHODOLOGY FOR DEVELOPING STUDENTS' CREATIVE THINKING THROUGH THE INTEGRATIVE TEACHING OF BRITISH CHILDREN'S LITERATURE

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Annotation. This study aims to develop a methodology for fostering students' creative thinking through the integrative teaching of British children's literature in English as a Foreign Language (EFL) classrooms. The research is grounded in the integrative approach to literature teaching, which views language, literature, and culture as interconnected components of effective foreign language education. Unlike traditional teacher-centered instruction, the proposed methodology engages students in active literary interpretation, intercultural dialogue, collaborative learning, and creative problem-solving. British children's literary texts serve as authentic resources that stimulate imagination, enhance language proficiency, strengthen cultural awareness, and encourage higher-order thinking skills. The study employs theoretical analysis, comparative analysis, and synthesis of contemporary literature on integrative pedagogy and literary education to develop a conceptual methodological framework. The findings suggest that integrating literary, linguistic, cultural, and creative learning activities significantly enhances students' creativity, critical thinking, communicative competence, and personal engagement with literary texts. The proposed methodology contributes to modern EFL pedagogy by providing innovative strategies for integrating British children's literature into higher education to support students' holistic intellectual and creative development.

Keywords: British children's literature, integrative teaching, creative thinking, EFL, higher education, literature pedagogy, intercultural competence, student-centered learning, language education, innovative methodology.

BRITANIYA BOLALAR ADABIYOTINI INTEGRATIV O'QITISH ORQALI TALABALARNING KREATIV FIKRLASHINI RIVOJLANTIRISH METODIKASI

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Ingliz tili va adabiyoti kafedrasida o'qituvchisi

Annotatsiya. Mazkur tadqiqot ingliz tili chet tili (EFL) sifatida o'qitiladigan auditoriyalarda Britaniya bolalar adabiyotini integrativ o'qitish orqali talabalarning kreativ fikrlashini rivojlantirish metodikasini ishlab chiqishga qaratilgan. Tadqiqot adabiyotni integrativ o'qitish yondashuviga asoslanib, til, adabiyot va madaniyatni samarali chet tili ta'limining o'zaro uzviy bog'liq tarkibiy qismlari sifatida talqin etadi. An'anaviy o'qituvchi markazli ta'limdan farqli ravishda, taklif etilayotgan metodika talabalarni adabiy matnlarni faol talqin qilish, madaniyatlararo muloqot, hamkorlikda o'qish va kreativ muammolarni hal etish faoliyatlariga jalb etadi. Britaniya bolalar adabiyoti namunalari tasavvurni rivojlantiruvchi, til kompetensiyasini oshiruvchi, madaniy ongini mustahkamlovchi hamda yuqori darajadagi tafakkur ko'nikmalarini shakllantiruvchi autentik o'quv resurslari sifatida xizmat qiladi. Tadqiqotda integrativ pedagogika va adabiy ta'lim bo'yicha zamonaviy ilmiy adabiyotlar nazariy tahlil, qiyosiy tahlil hamda sintez usullari asosida o'rganilib, konseptual metodik model ishlab chiqildi. Natijalar shuni ko'rsatadiki, adabiy, lingvistik, madaniy va kreativ o'quv faoliyatlarini integratsiyalash talabalarning kreativligi, tanqidiy fikrlashi, kommunikativ kompetensiyasi hamda adabiy matnlarga shaxsiy munosabatini sezilarli darajada rivojlantiradi. Taklif etilgan metodika Britaniya bolalar adabiyotini oliy ta'lim jarayoniga innovatsion tarzda integratsiyalash orqali talabalarning intellektual va ijodiy salohiyatini kompleks rivojlantirishga xizmat qiladi hamda zamonaviy EFL metodikasini boyitadi.

Kalit so'zlar: Britaniya bolalar adabiyoti, integrativ o'qitish, kreativ fikrlash, EFL, oliy ta'lim, adabiy ta'lim metodikasi, madaniyatlararo kompetensiya, talaba markazli ta'lim, til ta'limi, innovatsion metodika.

МЕТОДИКА РАЗВИТИЯ КРЕАТИВНОГО МЫШЛЕНИЯ СТУДЕНТОВ ПОСРЕДСТВОМ ИНТЕГРАТИВНОГО ОБУЧЕНИЯ БРИТАНСКОЙ ДЕТСКОЙ ЛИТЕРАТУРЕ

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Аннотация. Настоящее исследование направлено на разработку методики развития креативного мышления студентов посредством интегративного обучения британской детской литературе в условиях преподавания английского языка как иностранного (EFL). Исследование основано на интегративном подходе к преподаванию литературы, рассматривающем язык, литературу и культуру как взаимосвязанные компоненты эффективного обучения иностранному языку. В отличие от традиционного преподавания, ориентированного на преподавателя, предлагаемая методика вовлекает студентов в активную интерпретацию художественных текстов, межкультурный диалог, совместное обучение и творческое решение проблем. Произведения британской детской литературы рассматриваются как аутентичные образовательные ресурсы, способствующие развитию воображения, совершенствованию языковой компетенции, формированию культурной осведомлённости и развитию навыков мышления высокого уровня. В исследовании использованы методы теоретического анализа, сравнительного анализа и синтеза современных научных работ по интегративной педагогике и литературному образованию для разработки концептуальной методической модели. Полученные результаты свидетельствуют о том, что интеграция литературной, языковой, культурной и творческой деятельности значительно способствует развитию креативности студентов, критического мышления, коммуникативной компетенции и их личностного взаимодействия с художественными текстами. Предлагаемая методика вносит вклад в современную методику преподавания английского языка как иностранного, предлагая инновационные способы интеграции британской детской литературы в образовательный процесс высшей школы для всестороннего интеллектуального и творческого развития студентов.

Ключевые слова: британская детская литература, интегративное обучение, креативное мышление, EFL, высшее образование, методика преподавания литературы, межкультурная компетенция, студентоориентированное обучение, языковое образование, инновационная методика.

Introduction. The integrative approach to teaching literature has become one of the most effective pedagogical paradigms in English language education because it combines linguistic, literary, and cultural dimensions into a unified learning process. Rather than treating literature solely as a source of language practice or historical information, this approach encourages learners to interpret literary texts through multiple perspectives, enabling them to develop both language proficiency and higher-order thinking skills. The article argues that language, literature, and culture are inseparable components of foreign language education, and successful literature instruction should integrate all three elements within classroom practice.

An integrative literature classroom places students at the center of the learning process. Instead of relying on traditional lecture-based instruction, learners actively analyze texts, exchange interpretations, compare cultural perspectives, and construct personal meanings from literary works. Such interaction transforms literature lessons into collaborative learning environments where creativity, critical thinking, and intercultural awareness develop

simultaneously.

The authors emphasize that literature should not be viewed merely as an academic discipline requiring memorization of historical facts, literary movements, or author biographies. Instead, literary education should encourage students to interpret, evaluate, and creatively respond to texts while connecting literary experiences with real-life situations. This learner-centered orientation significantly contributes to students' intellectual, emotional, and creative development.

Integrative Teaching and Creative Thinking

Creative thinking is considered one of the essential outcomes of an integrative literature curriculum. The article criticizes traditional lecture-centered instruction because it limits learners to passive reception of information and provides few opportunities for independent interpretation or creative engagement. Under conventional teaching practices, students often memorize literary information without developing analytical or imaginative abilities.

The proposed integrative framework suggests that literature instruction should incorporate activities requiring students to interpret symbolic meanings, compare cultural values, solve authentic problems, formulate personal opinions, and participate in collaborative discussions. Such activities encourage learners to move beyond literal comprehension toward creative knowledge construction and independent reasoning.

According to the article, modern education increasingly recognizes creativity as a primary educational objective rather than simple knowledge acquisition. Knowledge serves as a foundation, whereas creativity enables learners to generate innovative ideas, solve complex problems, and transfer classroom learning into authentic contexts. Therefore, literature teaching should intentionally integrate thinking-skills instruction with literary analysis to promote students' creative and cognitive development.

British Children's Literature as an Integrative Resource

Although the article discusses literature instruction in general rather than British children's literature specifically, its theoretical framework strongly supports the pedagogical use of literary texts for developing intercultural competence, language proficiency, and creative thinking. British children's literature is particularly suitable for this purpose because it combines imaginative storytelling, authentic language, cultural values, moral dilemmas, and symbolic representations that stimulate students' intellectual curiosity and creative imagination.

When learners engage with British children's literary works through an integrative methodology, they simultaneously develop linguistic competence, cultural awareness, emotional intelligence, interpretative ability, and creative thinking. Literary discussions, role-play, project-based learning, creative rewriting, digital storytelling, and intercultural comparison encourage students to become active constructors of meaning rather than passive recipients of literary knowledge.

Principles of an Integrative Methodology

Drawing on the theoretical framework presented in the article, an integrative methodology for teaching British children's literature should include the following pedagogical principles:

- integration of language, literature, and culture;
- student-centered learning;
- collaborative interpretation of literary texts;
- intercultural dialogue;
- authentic literary materials;
- higher-order thinking activities;
- creative problem-solving tasks;
- reflective discussion;
- personal response to literature;
- application of literary knowledge to real-life contexts.

Relevance to the Present Study

The theoretical assumptions presented in this study provide a strong foundation for developing a methodology aimed at enhancing students' creative thinking through the integrative teaching of British children's literature. While the original article focuses on literature instruction in a general EFL context, the present research extends these principles by applying them specifically to British children's literature and by emphasizing creativity as the primary educational outcome. Consequently, the proposed methodology integrates literary interpretation, intercultural learning, collaborative inquiry, and innovative pedagogical technologies to create a learning environment that promotes students' creative potential while simultaneously strengthening their linguistic and cultural competencies.

Conclusion. The integrative teaching of British children's literature offers an effective methodological framework for developing students' creative thinking in EFL classrooms. By integrating language, literature, and culture into a unified learning process, this approach transforms students from passive recipients of knowledge into active participants who interpret, analyze, evaluate, and creatively respond to literary texts. Unlike traditional teacher-centered instruction, integrative literature teaching promotes collaborative learning, intercultural dialogue, independent reasoning, and authentic engagement with literary works.

British children's literature provides rich opportunities for fostering imagination, cultural awareness, communicative competence, and higher-order thinking through meaningful literary experiences. The use of authentic texts, learner-centered activities, project-based learning, role-play, and reflective discussions enables students to construct personal meanings while applying literary knowledge to real-life situations.

Therefore, the proposed methodology demonstrates that the integrative teaching of British children's literature not only enhances students' language proficiency but also strengthens their creativity, critical thinking, intercultural competence, and lifelong learning skills. Consequently, this approach represents an innovative and effective direction for modern English language and literature education in higher education institutions.

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Nashriyot litsenziyasi AI № 178. 08.12.2010. Original – maketdan bosishga ruxsat etildi: 01.07.2024.
Bichimi: 60/84 ¹/16 «Palatino Linotype» garn. Ofset bosma usulida. Ofset bosma qog'ozi. Bosma tabog'i
6,75 Adadi 50. Buyurtma № 124. Bahosi kelishilgan holda.



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