

FORMATION OF ANALYTICAL THINKING IN FUTURE TEACHERS OF PHILOLOGY (USING THE EXAMPLE OF ANALYZING RUSSIAN LANGUAGE TEXTBOOKS FOR INCOMPLETE SENTENCES)

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Abstract. Modern society requires an analytically thinking teacher who is able to instill analytical skills in his/her students; therefore, when preparing future teachers, in particular teachers of Russian literature, it is important to develop their analytical thinking. One of the ways of its formation can be the ability to work with didactic material, to choose the best textbooks for teaching certain lexical and grammatical topics.

The purpose of the research is to develop the skills of critical analysis of linguistic and methodological literature in future teachers of literature. To achieve this goal, the article presents an example of the analysis of current textbooks on the Russian language for the study of incomplete syntactic constructions at school. Since incomplete sentences are a kind of deviation from the norms of constructing standard syntactic constructions in the Russian language, different points of view arise regarding their grammatical status, classification, and methods of analysis. Such disagreements lead to difficulties in their analysis and qualification in the university, and especially in the school curriculum. One of the controversial issues remains the issue of distinguishing between incomplete two-part sentences and one-part constructions. Incomplete one-member sentences are interesting and difficult to analyze, especially those with the omission of the main part. Insufficient attention is paid to the stylistic coloring of incomplete sentences in school practice of teaching the Russian language. In this regard, there was a need to analyze school textbooks. The analysis was aimed at identifying the features of the presentation of theoretical material, the typology of exercises and tasks for independent work, determining the positive and negative sides of different educational and methodological complexes in the Russian language. The experience of analysis presented in this article can serve as a model for working with educational material and will be useful primarily for a student philologist, a future teacher of Russian literature, for the formation of his analytical thinking, as well as a skilled teacher of literature in order to improve the effectiveness of teaching certain grammar topics.

Keywords: analysis, analytical thinking, incomplete sentences, Russian language, textbook, teacher of literature

Introduction. According to Y. V. Dementieva, analytical skills are “the possession of a set of special intellectual analytical-synthetic actions aimed at achieving qualitative changes in personality

and contributing to the growth of professional skills” [4]. One of the ways of their formation in future teachers of Russian literature can be the ability to work with didactic material, to critically evaluate the teaching and methodological complexes available to the teacher, to choose the optimal textbooks for teaching certain lexico-grammatical topics [14]. The topic “Incomplete sentences”, studied in Russian language lessons in the 8th grade, is one of the most difficult topics for students to master, and therefore it has been chosen as the object of our analysis. In the Russian language there are certain norms and rules of building syntactic constructions, which determine the laws of subordination and coordination of words in them. And if constructions do not obey these rules, they are called non-standard/non-typical/unspecialized syntactic constructions, or expressive syntax constructions. They include non-verbal inductive statements, word-propositions, parcellated constructions, elliptical and incomplete sentences. Such syntactic structures are most often observed in colloquial speech, less often in book speech, which is due to the ‘economy’ of speech effort in live oral speech. Incomplete sentences are the most frequent category of constructions with unformalised predicativity. Incomplete sentences are such syntactic constructions in which one or more parts of the sentence, both main and secondary, are missing. This missing part of the sentence is semantically necessary to understand the utterance, e.g.: – *Что подарим на именины – Платье, которое купим завтра перед праздничным ужином* [Compare: *На именины подарим платье, которое купим завтра перед праздничным ужином*]. Incomplete sentences are sentences with free syntactic positions. Formal components are not obligatory in the sentence structure. An important role in incomplete sentences is played by the context or speech situation, which forms the semantic content of the utterance, hence the traditional division of incomplete sentences into two groups: contextually incomplete and situationally incomplete. Such constructions are designed to reproduce the style of a lively and relaxed conversation, so they are extremely common in dialogic speech: “Incomplete sentences are typical for dialogic speech, in which a response rejoinder can be built by analogy with the previous one. Thanks to incomplete sentences, the pace of speech in a dialogue increases, the image of speech communication becomes dynamic” [3, p. 21]. In addition, incomplete sentences free speech from the known making it easier, help to avoid tautology and make complex sentence constructions simpler. The use of incomplete sentences in speech is absolutely justified (especially in colloquial style) either by the situation of communication or by the context, and students should know their communicative and stylistic functions, be able to explain the reasons for their use, and possess the skills of grammatical analysis of the structure of such sentences.

Relevance of the problem under study. Scientific research in recent years has shown that students have difficulties in identifying promising and outdated information, in finding contradictions in it, they are not always able to select the most significant and appropriate information and summarize it. According to L. L. Tkacheva, a future teacher should learn to evaluate and systematize information from the point of view of its objectivity, optimal use in pedagogical situations of teaching and education. He or she should form an analytical approach to information taking into account pedagogical goals and objectives [16]. Science distinguishes such types of analysis as substantive, structural, essence, functional, value-orientation, cultural, psychological, and prognostic. But all of them are carried out on the basis of analytical thinking. The very concept of ‘analytical (critical) thinking’ is defined differently in scientific sources. According to V. A. Krutetsky, analytical thinking ‘allows the individual to cognize and feel the surrounding reality on a larger scale, going beyond the traditional limits and possibilities of perception and awareness; it allows not only to independently revise and rethink the received information, but also to recheck in practice the validity of the received knowledge’. [7, p. 352]. The technology of developing critical thinking through reading and writing, which became the leading technology in the professional training of future specialists in the late twentieth century in the United States and Europe, was developed by American educators Jenny Still, Curtis Meredith, Charles Temple,

and Scott Walter in the mid-1990s. They understand critical thinking as ‘a set of skills and ability to analytical, reflexive, research, critical, independent mental activity’ [10]. D. Halpern in the concept of critical (analytical) thinking includes ‘evaluation of the thought process itself - the course of reasoning that leads to conclusions, or factors that were taken into account when making a decision’ [18, p. 22]. American scientist D. Kluster identifies five indicators of analytical (critical) thinking: 1) it should be free and independent; 2) it can be motivated by theoretical knowledge and information; 3) the ability and skill to ask and pose questions; 4) the ability to convincing argumentation, the ability to logically prove one's own opinion and the chosen solution to the problem; 5) such thinking is social, i.e. it is tested and honed in a certain community [5, p. 7]. In order to form critical thinking, it is necessary to develop the future teacher's analytical skills, which imply the ability to analyze information. A. L. Tertel believes that ‘analysis is the identification of those or other sides, elements, properties, connections, relations, etc. in an object. It is the dissection of the cognized object into its components’ [15, p. 82]. V. A. Slastenin states that ‘analytical skills are the ability to distinguish details of components from the general’ [13, p. 146]. In his opinion, it is not only analyzing, but also synthesizing information. A. G. Kovalev and V. N. Myasishev understand the conditions for successful formation of analytical skills as ‘development, enrichment and deepening of interests, growth of knowledge and skills, development of character, enrichment of scientific research activity with content and growth of social consciousness’ [9]. That is, the main link in the system of professional education is the student's readiness for research activity, which, in particular, involves the development of skills to critically evaluate the available scientific and didactic material, to select the optimal textbooks for teaching certain topics [14]. Thus, the problem of developing students' analytical (critical) thinking, which implies the ability to interpret, analyze and critically evaluate any type of information in various situations at a high level, does not lose its relevance nowadays. In the process of linguo-methodological training of the future teacher of Russian language and literature and formation of his/her analytical thinking, it is necessary to develop in him/her the need to obtain new linguo-methodological knowledge and to teach to investigate the internal regularities of linguo-methodology. Besides, a student-philologist should learn to work with constantly updated didactic information, incorporate it into the already existing system of beliefs and, based on the linguo-methodological material received and processed by him/her, make methodologically correct decisions [6]. The need for a detailed analysis of school textbooks is caused by the presence of controversial issues in distinguishing incomplete two-member sentences and one-member constructions, the complexity of working with incomplete one-member sentences, especially with the omission of the main part. In this regard, there is a need to develop an algorithm for students to analyze incomplete sentences. Also in the school practice of teaching Russian language there is insufficient attention paid to the stylistic coloring of incomplete sentences. Our analysis of textbooks was focused on identifying the peculiarities of theoretical material presentation, specifics of exercises and tasks for independent work, identifying the positive and negative aspects of current educational and methodological complexes in the Russian language.

Material and methods of research. Descriptive-analytical, comparative-analytical and observation methods were used as the main research methods. Russian language textbooks for grade 8 by L. A. Trostentsova, T. A. Ladyzhenskaya, A. D. Deikina, O. M. Aleksandrova [17]; M. V. Panov, S. M. Kuzmina, L. N. Bulatova, N. E. Ilyina, T. A. Rochko et al. [11]; M. M. Razumovskaya, S. I. Lvova, V. I. Kapinos, V. V. Lvov [12]; textbook ‘Russian Language. Theory’ edited by V. V. Babaitseva [1] served as a material for analysis.

The results of the research and their discussion. The school textbook on Russian language for grade 8, authored by L. A. Trostentsova, T. A. Ladyzhenskaya, A. D. Deikina, and O. M. Aleksandrova, gives an initial idea of incomplete syntactic constructions: ‘In a simple sentence (two-

member or one-member), a part may not be named, which is clear from the immediate context. These are incomplete simple sentences' [17, p. 99]. The authors present two types of incomplete sentences: incomplete one-member and incomplete two-member sentences and give examples. They also give information about the fact that in such sentences a part of the sentence is missing not in the sense, but in the composition of the sentence parts, and it can be easily restored from the previous context. In the informative block the authors also mention the sphere of use of incomplete sentences: 'Most often the context is dialogical. In a dialogue, incomplete sentences are usually the second replicas correlated with complete first ones' [17, p. 99]. The textbook contains three exercises to consolidate the topic. Two of them, exercises 213 and 214 on pages 99-100, require finding this type of non-standard syntactic construction, the ability to correctly identify it and restore the missing part of the sentence. The second exercise is complicated by a punctuation task. The third exercise, 215 on p. 100, requires composing a dialogue on the topic on the basis of the sample given in the exercise. Thus, this textbook provides basic theoretical information on incomplete sentences and standard exercises to analyze them. Interesting for use in school as a base of theoretical material on the study of incomplete sentences is the Russian language textbook by V. V. Babaitseva "Russian language". This textbook represents all the material for the course of grades 5-9 and makes it possible to refer to it as a reference book. The theoretical material on the topic begins with a description of the types of sentences in terms of structure and meaning (complete and incomplete sentences) and is accompanied by interesting examples. The theoretical material on this topic begins with a description of the types of sentences by structure and meaning (complete and incomplete sentences) and is accompanied by interesting examples. According to V. V. Babaitseva, incomplete sentences are 'sentences in which the sentence parts necessary for completeness of structure and meaning are omitted' [1, p. 228]. The author notes that 'missing parts can be recovered from the context' [1, p. 228] [1, c. 228]. The textbook contains an important mention that one-member sentences can be incomplete, which means that students have difficulties in determining the type of syntactic structure (especially if the main part is missing in a one-member sentence). The author also draws attention to the fact that the presence of objects and adverbial modifiers in the sentence is a sign of missing the predicate: 'Incomplete sentences also include sentences in which there is no predicate - a link subordinating the secondary parts (objects and adverbial modifiers): *Сила наша – в единстве, доблесть – в беспредельном патриотизме, в горячей любви к Родине* (A. Serafimovich)» [1, p. 229]. The author also emphasizes the intonational coloring of such syntactic constructions in oral speech and explains their punctuation in writing: 'The omission of a part within a sentence in oral speech may be marked by a pause, in the place of which a dash is placed in writing, for example: *Татьяна – в лес, медведь за нею* (A. S. Pushkin); *По полям бегут ручьи, на дорогах – лужи* (S. Marshak)» [1, p. 229]. The textbook also has a comparative table of complete and incomplete two-member and one-member sentences with examples. It should also be noted that V. V. Babaitseva's 'Theory' presents another type of non-specialized constructions - word-sentences. The author begins the theoretical material with the parts of speech that can be used in the role of these non-standard syntactic constructions and gives examples of two independent parts of speech: particles and interjections. Then the linguist speaks about the sphere of use of word-sentences: 'Word-sentences in fiction are usually used in the speech of characters and are one of the means of their speech characterisation' [1, p. 249]. The line of school textbooks edited by V. V. Babaitseva, in addition to the above, contains the textbooks 'Russian Language. Practice' and 'Russian Language. Russian Speech'. In the school practice of teaching Russian language the textbook by M. M. Razumovskaya, S. I. Lvova, V. I. Kapinos, V. V. Lvov is actively referred to. The topic we are interested in is presented in the 8th grade program. Thus, the authors first say that sentences can be complete and incomplete. Then they give the following definition of incomplete sentences: 'sentences are incomplete if any part easily

reconstructed from the speech situation is missing: *Река раскинулась. Течет, грустит лениво и моет берега.* (A. Blok). The highlighted sentence is incomplete. It misses the subject river, which, however, is named in the first sentence and there is no need to repeat the word. «О чем говорили» – «О разном». In this incomplete sentence, the predicate "говорили" is omitted' [12, p. 106]. Further in the textbook there is a mention of the sphere of functioning of incomplete constructions, the peculiarities of their punctuation: 'When in oral speech a pause is made at the place of the omission of a sentence part, a dash is put in writing: *Вода быстро прибывала. Вот затопило низкий берег, затем – лодочную станцию*» [12, p. 106]. This textbook contains four exercises with additional tasks. Let's analyse each of them. Exercise 171 on p. 107 consists of two tasks. The first task involves finding incomplete sentences, naming which part of the sentence the missing words are, and asking whether they should be repeated. The second task is aimed at compiling a word formation chain for the highlighted word. The exercise is followed by an important 'Take Note' section, which warns against confusing the concepts of 'incomplete sentences' and 'word-sentences': 'In Russian there are also indivisible sentences, so-called word-sentences: «Ты выучил уроки» – «Нет». – «А сочинение написал» – «Да». – «Будешь играть в шахматы» – «Возможно». – «А у тебя есть шахматы» – «Конечно» [12, p. 107]. The next exercise, 172 on p. 107, involves the task of composing a dialogue, taking into account the use of incomplete sentences, on such topics as: 'Information about the place of residence', "Getting to know each other", "Information about the natural conditions of the place". Exercise 173 on p. 107 is a well-composed set of 4 tasks. The first one involves writing out first one-member sentences and then incomplete two-member sentences and explaining the differences between these types of syntactic constructions. The second task is designed to determine the type of a one-member sentence. The third task requires preparation for reading the sentences of the exercise, gives some tips for it, for example, to mark pauses. The final task in this exercise requires you to identify the morphemic patterns of the selected words, give some examples and name the similarities and differences of the words of each group. Exercise 174 on p. 108 (the last one in this textbook on the subject of incomplete sentences) involves independent work on such linguistic topics as: 'Incomplete sentences in colloquial speech', "Generalized-personal sentences in proverbs and aphorisms", "The role of nominal sentences in fiction texts". The students spend a month collecting language material on one of these topics. The topic 'Incomplete sentences' is presented in a slightly different and richer way in the textbook by M. V. Panov, S. M. Kuzmina, L. N. Bulatova, N. E. Ilyina, T. A. Rochko and others. Familiarisation with incomplete sentences traditionally begins in the 8th grade. It is interesting to approach this topic when pupils are asked to answer a number of questions about such types of sentences as sentences without main parts. The textbook is characterised by vivid illustrative material. For example, in exercise 244 on pp. 143-144 an excerpt from Doctor Zhivago (from the poem by Yuri Zhivago) by B. L. Pasternak was given, and students are asked to think about sentences without a subject and answer the question whether the missing part of the sentence is necessary to understand the content of the text. After the exercise, the following explanation is given: 'The absence of the subject in this task does not distort the understanding of the text, because the subject is easily restored from the context - the previous stanza' [11, p. 144], and as an example, an excerpt from the work 'Кружечка под елочкой' by B. S. Zhitkov is given. And at first it is suggested to reflect on the third sentence, taken out of context and representing an incomplete sentence by structure, and only then the whole passage is given, and as a result it is concluded that incomplete sentences become understandable due to the context, i.e. the previous sentences. The next exercise, 245 on page 144, asks you to restore the missing parts of the sentence in the dialogues and answer the question of what helped you in completing this task. A similar task is also contained in exercise 246 on page 144: you need to write down two sentences and restore the missing main part in the second sentence, and also try to explain how you managed to restore the missing part

of the sentence. The authors of the textbook then provide a definition of incomplete sentences, which is placed on a red background: "Sentences in which the parts provided for by its structure are omitted and called incomplete" [11, p. 145]. The textbook presents types of incomplete sentences and provides conditions for choosing one type or another. Emphasis is placed on the area of use of such constructions, on the features of their functioning: "Incomplete sentences are actively used in oral speech"; "Language responds vividly to the conditions of communication, is sensitive to them, and avoids excessive repetition. Omitting implied members of a sentence is a means of removing the "superfluous," the redundant in the verbal design of speech, which is already understandable in a given context or in given communication conditions. This is a way to make communication more effective" [11, p. 146]. And then the rule is followed by a series of exercises to consolidate the theoretical material. Thus, in exercise 247 on page 145, it is necessary to explain the reason why the dialogues given in the exercise can be easily understood. The second dialogue contains a detailed explanation of the restoration of a part of the sentence: "The second sentence is an answer to a question, which is an incomplete sentence, and can be an answer to other questions" [11, p. 145]. Exercise 248 on p. 145 suggests restoring the speakers' remarks in various situations. Thus, the following remarks are suggested for analysis: «– *А какой у вас первый – Математика*» [11, p. 145]. Exercise 249 on page 146 contains the task of rewriting the text and naming incomplete sentences with an explanation of the conditions for omitting the omitted members of the sentences and indicating their syntactic role. Such tasks help to develop an algorithm for analysis of incomplete sentences, which, in our opinion, can be reduced to the following sequential steps: 1) using context or situation, restore the omitted parts of the sentence; 2) establish the structure of the complete sentence (one-member, two-member); 3) provide a description of the incomplete sentence, defining it by structure and naming the omitted members. It would be appropriate to offer this algorithm to students as a recommendation for completing the specified exercise. The authors of the textbook should also be commended for addressing the rather difficult-to-understand issue of distinguishing between incomplete constructions and complete sentences with zero word forms: "Incomplete sentences should be distinguished from complete sentences with zero word forms. The sentence *Вася – студент* is complete with zero link. "To understand this sentence, no context clue is required" [11, p. 146]. Thus, in exercise 251 on page 147, it is necessary to prove that the sentence "Petya at school" in the proposed context is incomplete, and an additional task is given to give a similar example. In exercises 252–253 on page 147, based on an analysis of poetic texts, it is proposed to characterize the sentences by composition and completeness and prove that they are complete. The final exercise on the topic of incomplete sentences in this textbook is exercise 254 on page 147, containing an excerpt from the work "The Master and Margarita" by M. A. Bulgakov. Students need to find incomplete sentences and determine their syntactic status. The problem of distinguishing between incomplete two-member and complete one-member sentences is also not ignored: in the section "Questions and tasks for revision" in the system of control questions, the question is presented: "How do one-member sentences differ from incomplete ones?" [11, p. 147], which also helps to develop students' skills of reasoning and analysis. Based on the analysis of the features of the presentation of theoretical material, the typology of exercises, the positive and negative aspects of some textbooks on the Russian language were determined. We would especially like to highlight the textbook by M. V. Panov, S. M. Kuzmina, L. N. Bulatova, N. E. Ilyina, T. A. Rochko and others, in which the theoretical and practical material on incomplete sentences is presented richer and more diversely. Our analysis of the theoretical material presented in textbooks allowed us to develop an algorithm for working with incomplete sentences that was missing from them, but which, in our opinion, is necessary for students:

- 1) to restore the missing parts of the sentence using context or situation;
- 2) to establish the structure of a complete sentence (one-member, two-member);

3) to give a description of an incomplete sentence, defining it by structure and naming the missing parts.

Conclusions. Thus, the formation of analytical thinking of a future teacher is closely connected with the skills of working with information [2], with the ability to critically evaluate the theoretical and methodological tools available in his arsenal [6], [9]. Analytical thinking, along with logical thinking that actively interacts with it, contributes to the ability to find patterns in any problematic issue and clearly justify one's position [8].

In this article, we presented the results of a critical analysis of some current Russian language textbooks for incomplete sentences. The choice of this grammatical topic was predetermined by the existing disagreements in the views of scientists regarding the grammatical status, classification, and methods of analyzing such sentences, especially in school practice of teaching Russian. Critical analysis of linguo-methodological literature is one of the mechanisms for the formation of analytical thinking in future teachers. Our analysis of school textbooks using the example of the presentation of the topic "Incomplete Sentences" in them allowed us to develop the following work algorithm:

1) to determine the goals of studying a particular lexical and grammatical topic in the school course of the Russian language and the planned results of mastering the main educational program of the subject area "Russian Language";

2) to evaluate the completeness, scientific nature, consistency, reliability of the theoretical material presented in the textbooks, taking into account the goals of studying the specified topic;

3) to analyze the typology of exercises presented on this topic (classification, identification; reproductive/productive, punctuation, speech, etc.), variety of tasks and the language material used in them;

4) to evaluate whether the textbook contains enough exercises to form an understanding of the phenomenon being studied, and to develop practical skills and abilities of students;

5) to identify whether the theoretical information and the system of exercises need to be supplemented.

The ability to work with textbooks, critically evaluate the theoretical and practical material presented in them, and systematize information from the point of view of its objectivity and optimal use in pedagogical situations of teaching and upbringing can contribute to the development of analytical skills in a future teacher. The results of the conducted research will be useful, first of all, to a student-philologist, a future teacher of Russian literature, for the development of his analytical thinking, as well as to an already formulated teacher of literature in order to improve the effectiveness of teaching certain grammar topics.

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