

THE THEORETICAL FOUNDATIONS OF THE CINQUAIN METHOD: FROM THE POETIC FORM TO A TOOL FOR THE DEVELOPMENT OF THINKING

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The Cinquain method, developed by the American educator Adele Simon at the beginning of the 20th century, at first glance represents a simple poetic form. However, behind this simplicity lies a deep potential for developing thinking, creativity, language skills and critical analysis.

Inspired by the works of Jean Jacques Rousseau and Maria Montessori, Adele Simon sought to create a teaching method that would develop children's creative abilities and help them express their thoughts in a concise and succinct form.

* Structure: The classic Cinquain consists of five lines with a certain structure:

- * Line 1: One word (noun) is the theme of the poem.
- * Line 2: Two words (adjectives) – description of the topic.
- * Line 3: Three words (verbs) – an action related to the topic.
- * Line 4: Four words (phrase) – expression of a feeling or thought about the topic.
- * Line 5: One word (synonym or association to the topic) – repeat the topic.

The Siquain method is based on the basic principles of cognitive psychology, in particular, on the theory of associative thinking, information structuring, short-term and long-term memory.

* Development of thinking: Creating a Cinquain requires a person to actively think, analyze the topic, select key definitions, describe actions and express personal opinions. This contributes to the development of creative thinking, imagination, the ability to concisely express thoughts and express emotions.

* Language competence: Cinquain stimulates the development of vocabulary, improvement of grammatical skills, the use of various parts of speech, as well as the formation of stylistic design of the text.

* Metacognitive skills: Creating a Cinquain helps you become aware of your own thoughts and feelings, analyze them and express them in a specific form.

* Conceptual thinking: Cinquain allows you to delve deeply into a topic, highlight key concepts, establish connections between them and present them in a concise and structured form.

The principles of the method:

- * Focusing on the main thing: Cinquain forces you to concentrate on the key aspects of the topic, discarding all the unimportant.
- * Conciseness and conciseness: Cinquain requires concise and clear expression of thought.
- * Creative freedom: Within the framework of the Cinquain structure, there is a space for creative realization, the use of metaphors, figurative comparisons and individual style.

Modern interpretations:

- * Development of the method: Today, Cinquain is used not only as a poetic form, but also as a tool for developing thinking in various fields, including education, psychotherapy and business.
- * Visual Cinquaines: There are also visual Cinquaines where each line is represented by a drawing, symbol, or photograph.

The Cinquain method is not just a poetic form, but a system that is based on deep theoretical foundations and has a unique potential for developing thinking, creativity, language skills and critical analysis. It is a valuable tool both for the educational sphere and for various areas of life where it is important to structure thoughts, develop creativity and improve communication skills.

Application in education:

- * Different levels of education: Cinquain can be used both in elementary school and in high school, as well as in universities and specialized courses.
- * Various subjects: The method is applicable in teaching literature, history, geography, biology, art, as well as in learning foreign languages.
- * Various tasks: Cinquain can be used to introduce a new topic, consolidate the material covered, develop creative abilities, conduct discussions, evaluate knowledge and skills.

Advantages of the Cinquain method:

- * Simplicity: The method is easy to learn and use.
- * Flexibility: Cinquain can be adapted to different levels of learning and lesson goals.
- * Creativity: The method stimulates creativity and an individual approach to learning.
- * Efficiency: Cinquain promotes a deep understanding of the topic and the development of various cognitive skills.

Examples of the use of Cinquain in education:

- * Learning vocabulary: Creating Cinquaines based on new words helps to improve their memorization and understanding of meanings.
- * Development of writing: Writing Cinquaines based on the text teaches you to concisely express your thoughts and express your own opinion.
- * Preparation for oral presentations: The creation of Cinquaines helps to structure information and prepare a short report on the topic.
- * Conducting discussions: Cinquaines can be used as a starting point for discussing a topic and exchanging opinions.

1.2 Methods of developing critical thinking and creative writing in English as a foreign language classes

The essence of the concept of "Critical thinking"

Thinking is the highest form of reflection of the surrounding world by the brain,

the most complex cognitive mental process peculiar only to humans, as well as thinking is defined as "a state of indecision, hesitation, doubt" [Galperin, 2011, p. 401]. As Leontiev argued, thinking is always an active process, it begins with a "presentation", that is, the object is presented

to consciousness; thinking proceeds at the level of awareness [Kazantseva, 2013, p. 210]. Therefore, thinking begins with a problematic situation, it is an analytical and synthetic activity.

M.I. Makhmutov in the article "Intellectual potential"

indicates that the following types of thinking are considered the most valuable in pedagogy: logical; creative; critical. They reflect the highest

level of intellectual abilities of a person [Gurvich, 2013, p. 7].

It is the development of these types of thinking that is one of the main tasks of pedagogy. Logical thinking is a type of thinking performed according to the rules of mental operations (synthesis, analysis, generalization, comparison, etc.).

The second type of thinking – creative thinking – is characterized by the presence of a sudden guess, intuition, insight, the result of which is a new product (invention, thought).

The third type of thinking – critical thinking – is defined as the ability of a person:

– to notice the inconsistency of another person's behavior or statements with the generally accepted opinion or norms of behavior, their own idea of them;

–to be aware of the truth or falsity of a position, theory, illogicality of a statement, the ability to react to them;

– be able to separate the wrong or false from the right, correct, and analyze, prove, refute, evaluate tasks and subjects,

to show a pattern of behavior or utterance, etc. [Lindsay, 2008, p. 119].

Critical thinking is an integral component of logical and creative thinking, it cannot exist without connection with them.

The work of psychologists and teachers M.I. Stankin, A.V. Brushlinsky, L.V. Zankov and E.D. Bozhovich also indicates that the transition to a new educational stage is associated with the complication of forms of educational activity and the possible intensive formation of elements of creative and critical thinking, the emergence of new cognitive interests.

Pedagogical practice, in turn, confirms that the formation of critical thinking towards oneself and others is one of the main tasks of pedagogical science [Kornilova, 2013, p. 93]. In pedagogy and psychology, there are different approaches to defining critical thinking: "Critical is analytical, creative, reflective and understanding, capable of interpreting and evaluating what is hidden in the message, as well as taking a position in relation to it" [Bybler, 2012, p. 199].

According to E.O. Bozhovich, critical thinking is the ability to choose the most optimal among an abundance of solutions, while argumentatively refuting the wrong, questioning effective, but not effective solutions [Zimnaya, 2012, p. 3].

According to D. Halpern, critical thinking is directed thinking characterized by logic, purposefulness and balance, the use of cognitive strategies and skills that increase the chance of obtaining the desired result.

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