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**İdiostil - An Important Aspect of the Analysis of a Fictional Text
for the Development of Critical Thinking**

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ABSTRACT

In the era of the development of modern global information technology, the expansion of the media space and the functional load, the need for analytical and critical thinking skills has become clear. Time has shown a person how important it is to analyze new information and make conclusions quickly, to be able to express one's opinion and principled attitude towards events, to understand the way in the labyrinths of manipulated information, to distinguish between false and true, to filter and critically evaluate information. Therefore, preference is given to the development of these skills in the modern educational concept. Analytical and critical thinking are considered high thinking skills. The best way to develop them is to teach literature, one of the main goals and results of which is to develop a deep understanding of the text and access to the subtexts in it; The artistic text really allows for this with an infinite depth of thought, a variety of interpretations and many aspects of research. The efforts of modern education researchers are also aimed at finding effective ways to achieve this goal. What effective teaching strategies do we use to get the desired result? What are the main problems in the process of teaching literature? - Which methods are best for developing analytical and critical thinking to make the result better and more productive? These are topical issues, the clear answers to which will help us to develop a correct, effective result-oriented concept. The present article is based on the search for answers to these questions. It discusses one important aspect of the analysis of a fictional text - idiosyncrasy and ways and means of its effective use; We think that the results of the study of the views of European and Georgian researchers and scientists, concepts and theories, the study of pedagogical practice posted on the Internet and the observation of their own work experience will be of some help to those interested in teaching literature.

Key Words: İdiostil, technology, analytical and critical thinking, education, functional.

**İdiostil-Eleştirel Düşüncenin Gelişimi İçin Kurgusal Bir Metnin
Analizinin Önemli Bir Yönü**

ÖZET

Modern küresel bilgi teknolojisinin gelişimi, medya alanının genişlemesi ve işlevsel yük çağında, analitik ve eleştirel düşünme becerilerine duyulan ihtiyaç netleşmiştir. Zaman, bir kişiye yeni bilgileri analiz etmenin ve hızlı bir şekilde sonuç çıkarmanın, kişinin fikrini ve olaylara karşı ilkeli tutumunu ifade edebilmenin, manipüle edilen bilgilerin labirentlerindeki yolu anlamanın, yanlış ve doğru arasında ayırım yapmanın, bilgiyi filtrelemenin ve eleştirel olarak değerlendirmenin ne kadar önemli olduğunu göstermiştir. Bu nedenle, modern eğitim konseptinde bu becerilerin geliştirilmesi tercih edilir. Analitik ve eleştirel düşünme, yüksek düşünme becerileri olarak kabul edilir. Onları geliştirmenin en iyi yolu, ana amaçlarından ve sonuçlarından biri, metnin derin bir anlayışını ve içindeki alt metinlere erişimi geliştirmek olan edebiyatı öğretmektir; sanatsal metin, sonsuz bir düşünce derinliği, çeşitli yorumlar ve araştırmanın birçok yönü ile bunu gerçekten sağlar. Modern eğitim araştırmacılarının çabaları da bu hedefe ulaşmak için etkili yollar bulmayı amaçlamaktadır. İstenen sonucu elde etmek için hangi etkili öğretim stratejilerini kullanıyoruz? Edebiyat öğretimi sürecindeki temel sorunlar nelerdir? Sonucu daha iyi ve daha üretken hale getirmek için analitik ve eleştirel düşünmeyi geliştirmek için hangi yöntemler en iyisidir? Bunlar, doğru, etkili bir sonuç odaklı kavramgeliştirmemize yardımcı olacak açık cevaplar olan güncel sorulardır. Bu makale, bu soruların cevaplarını aramaya dayanmaktadır. Kurgusal bir metnin analizinin önemli bir yönünü tartışıyor - idyosine ve etkili kullanımının yolları ve araçları; Avrupalı ve Gürcü araştırmacıların ve bilim adamlarının görüşlerinin, kavramlarının ve teorilerinin, internette yayınlanan pedagojik uygulama çalışmalarının ve kendi iş deneyimlerinin gözlemleme sonuçlarının, edebiyat öğretimi ile ilgilenenlere biraz yardımcı olacağını düşünüyoruz.

Anahtar Kelimeler: İdiostil, teknoloji, analitik ve eleştirel düşünme, eğitim, kurgusal.

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Introduction

"Never think about what you were asked, think about why you were asked.

If you guess why you were asked, you will understand how to answer."

Jewish Wisdom

Literary text - purpose or means? - This is the key question to find out what role literature plays in our modern educational concept? Which approach is preferred in teaching - academic or utilitarian? For the first, the text is the goal, for the second - the means to develop the student's thinking skills and to connect them with the outside world read in the text. Both the purpose and the means of the literary text - such a formulation of the answer would be more valid for the multi-faceted purposes of teaching and learning literature on the modern stage: In adults, the development of analytical, critical, creative, and reflective thinking skills, along with the ability to work independently on different types of oral and written texts, to develop their comprehension, interpretation, and argumentation skills, is not an easy task. In addition to selecting effective strategies to achieve a successful outcome, many factors need to be considered. Each text requires an individual approach ... just like each student.

The path to a successful learning process begins with establishing the adolescent's correct attitude toward literature. We should not even teach literature, but first of all we should instill its love in the adolescent in order to arouse in him not only the desire to read, but also the desire to understand; ... to bring up the reader and not the "re-reader". This is a more difficult task and requires great care and hard work, without which it will be impossible to climb the ladder of thinking, which includes analytical and critical thinking skills. Their essence lies in the analysis and correct interpretation of the information provided; Ability to draw correct conclusions based on a correct pagan analysis, In J. Dwayne's words, -"the ability to recognize the important and to reverse the insignificant and the unreliable makes a person an expert, master and judge of any situation... "Possessing this ability determines the difference between a true master and an intellectual backward ... " Adequate education and training are needed to bring up a true master. One of the best ways to train your mind is to understanding of literary text.

Understanding is a subjective process and depends on personal values, life experiences, beliefs and moral norms. It is the main goal and means of teaching literature that is the right direction for the formation of these norms, whereas, as G. Dochanashvili would say: "Literature has more opportunities than thousands of laboratories and installations..." And if we use these opportunities properly, we will get the right result. Numerous studies conducted in different countries have shown the power of the positive impact of fiction on human consciousness; proved that "... After reading each normal story, you become a little better than you are, smarter than you were ..."

That is the essence of literature "A conscious or unconscious attempt to influence the reader, as a result of which the reader must share a certain life position."

Literature is first and foremost the art of speech; The main characteristic of a fictional text is the magic of the word, which is so appealing and impressive to a person. What emotion is evoked by a particular text, what is unforgettable, and how the peculiarities of the magic of the logo are expressed in it - is the result of an in-depth understanding of the clear text.

Understanding a fictional text is accomplished in a number of ways. Among them, the most important is the interpretation, the flexibility of which allows the interpreter or the reader to make a multifaceted prediction. One of them is the relationship between the author and the text.

How can the role of the author be defined in the process of interpretation? What is the author's relation to the text? How accessible are the author's intentions to the reader? How much does it help the reader to consider the author's ideostyle in understanding the text - These questions caused a difference of opinion among the theorists of hermeneutics, which is clearly seen in their writings. Some interpreted the author's intention in interpreting the text; Others thought that the report should not be devoted to the author's intent, and that the whole text should be focused on the text itself; The third only gave the reader a literary meaning. In interpreting the text, the author's intention was to refute such representatives of the moderate wing of literary theory as: R. Barthes, K. Jung, M. Foucault, R. Welke, O. Warren, H.G. Gadamer, P. Ricœur

Interpretation of the text for Hans Georg Gadamer is a dialogue between the present and the past, in which the principal meaning is not the author's intentions, but the process of shifting the text from one cultural-historical context to another. Thus, the presentation of the author's thought in our favor does not equate to the presentation of the inner essence of the work;

K. Jung even believed that every work of art is shaped by the author's purpose, and that it is a kind of destiny. He argued that the author's psychology is determined by these writings. Therefore, the creator was considered to be subject to his own actions, and in explaining these actions, he considered the position of the author to be unreliable;

Michel Foucault also considered the exclusion of the author factor to be better for the polysemy of the text, for bringing the role of the reader to the forefront, and for unlimited interpretation.

"The text is only" an object made of ink and paper until one of the readers perceives these marks on the paper as verbal symbols. "- Wrote L. Rosenblatt, who acknowledges the advantage of the role of the reader.

The idea of the existence of only an author's version of the interpretation of a fictional text is also unacceptable to E. Hirsch. In his view, the process of interpretation is an open perspective that focuses on the probabilities and assumptions proposed by the author. Numerous readers individually determine its "significance."

Theorist Ramaz Chilaia, while discussing the relationship between the text and the author, considers it motivated to ask the question in this way, because the incorrect separation of intensity and interpretation gives an opportunity to replace the reader and the author's faces. "Does anyone think behind every text ?!" he reads.

Of course is considered. After all, literature is a dialogue between the author and the reader. The text, as Rosenblatt put it, " Wide Web in letters" on paper, is their connecting magic portal as a means of penetrating each other's conscious or unconscious, which is not an easy task. In the words of R. Chilaia: "Feeling the author of a work is the most difficult, almost impossible process: This means access to other consciousness. The second no less difficult task is to describe the image that is formed by the reader through the works."

The ability to access other consciousnesses is related to the ability to access one's own consciousness, and the development of both is based on the process of teaching and learning, especially when

working on a fictional text, with a proper understanding of the author's intention and analysis of the creator's idiosyncrasy.

Idiosyncrasy - is an individual, unique handwriting, a manner of speech that has a complex character. It expresses the socio-historical essence of a person, national, individual-psychological and moral-aesthetic peculiarities in different aspects. In idiosyncrasy, a person's worldview and perception of the world, conceptual vision and thesaurus, general or linguistic culture are revealed. Observing it, understanding the author's writing techniques, genre and stylistic characteristics, even at a minimal level, and analyzing the text from this perspective is a kind of key to penetrating his entrails and reading the inner layers or subtexts.

Selection of effective methods and strategies

How can the idiosyncrasy as an important aspect of the interpretation of a fictional text be used effectively in the teaching process? How can we help him to develop subconscious access, analytical and critical thinking skills?

The modern education system is student-centered and not teacher-centered, but its role in conducting the learning process correctly and effectively is irreplaceable. Learning is a creative process and getting a successful outcome depends on many factors. Since there is no universal method of teaching, it is crucial to choose the right method or technique tailored to the individual characteristics of the students, their age or mental abilities. Unlike many other skills, critical thinking requires a conscious and active involvement of the learner, which is both a prerequisite for getting an effective result and a guideline for selecting methodology.

Studies in the field of education over the years have shown the effectiveness of several methods or techniques that are actively used to develop students' analytical and critical thinking: Interactive or collaborative learning, problem-based learning, the zigzag method, and more. These methods will also help us to understand the effect of idiosyncrasy.

Interactive teaching is the best way to express oneself and one's potential in the student; It naturally shows the individual perspective of self-knowledge and the world, which is so close to the goals of teaching literature.

Problem-based learning is also close to these goals, as the "life" proposed by the author in each fiction text is a "problem" and leads the reader to a transaction, that is, to turning the text into the prism of one's own mind and evaluating ideas, themes, values or views. It is the reader's interaction with the ideological side of the text, its main message, and not the information conveyed in it, that shows the high level of analytical and critical comprehension of the text, as well as the ability to generalize this problem. Understanding how responsive public values are. How important are these problems not only for the author or any reader, but for people in general, and why?

Yet the Greek sage said that the mother of all sciences is the sage. Why? - This is a question that arises in a person as soon as the desire to know the world arises and is often heard to establish cause-and-effect relationships between events or facts. This interpretive question often revolves around the explanation of idiosyncrasy: Why was this text created? Why this and not another title and name? Why such and not different appearance and speech of the character? Why such vocabulary and not different vocabulary? Why such and other linguistic-artistic means? .. - The answers to such questions lead to the author's main statement and access to the subtexts. Asking a well-thought-out question is a

unique art, a skill that needs to be acquired and developed, and it is very important in the learning process. If the student is well versed in the art of asking questions, it will give them the opportunity to logically decipher information, draw conclusions and use the results to analyze both familiar situations and unfamiliar situations. This is an indicator of the development of creative, analytical and critical thinking and is a cornerstone of an effective learning process.

Asking the right question is important for both the interactive teaching method and the oral reflection. Numerous purposeful, well-formulated questions about the problems raised in the text are a prerequisite for a fruitful dialogue with the author. The same can be said for discussion. Both of these forms of oral reflection, with their flexibility, provide not only knowledge of the content of the text, but also many aspects of analysis and evaluation, the formation of one's own attitude towards it, listening to other people's opinions, reconciling with oneself, and opportunity to draw appropriate conclusions, to consider and respect someone else's opinion, to perceive problems from someone else's position - to establish a culture of dialogue.

The principle of reflection is based on the mental wrestling with the text, in which the idiom plays an orienting function. It is in it that the recognizable hints help the reader to come to the main point. In it is the search for the golden key that opens the magical door of the artistic world of the text. Adults who love mysterious adventures will gladly follow you on a journey into this world. They will be actively involved in the search for keys or hints - in the analysis of the text, during which every detail, every nuance, even a small amount, should be paid attention to, because perhaps the most important and valuable information may appear in a seemingly insignificant detail: Title, subtitle, epigraph (if any), text construction, compositional lines, storytelling, storytelling manner, character creation style, main features of artistic faces, names, color palette, textual language fabric - vocabulary, artistic techniques and many more, which Defines idiostyl

Understanding the text begins with the title, which raises some expectations in the reader. It is a kind of gateway to the world of text, and is the first important reference to the main point on which the author invites us to dialogue. Some texts have an epigraph, which is no less important and, along with the title, serves as a kind of expectation or mood maker.

Before we begin to explore the depths of the text in order to identify the main point of the text, after the first reading, it is advisable to reflect on their primary. It will be interesting for them to present their own vision from the perspective of the reader, to observe - what expectations the title has given and whether these expectations have been justified after reading the text; What and how they saw and understood, how they perceived the story told in the text; How important the problem is; What moments will be considered to be the most noticeable and what will impress them the most and why. Evaluate it, that is, fix their attitude towards it and justify their opinion: whether they liked it or not; Is this topic interesting and valuable to them and why; If you remember another text on the same topic and what parallels can be drawn between these texts; Whether there is empathy for the characters; If you have had similar moments personally and what a feeling you have towards him. If they can tell us their story in writing or present us as the authors of their story. This kind of self-reflection will help them to express their position on the text and the problems raised in it.

The position of each will be important to feel like a participant in the process, which is called dialogue with the author. Having your own, even negative, position on the issue is a prerequisite for a fruitful dialogue.

Before looking for answers to the questions at the end of the text in the textbooks, it is interesting to see what questions the students themselves will have about the text; Think about what you were asked to do directly with the author. At least one question asked by the students can be converted into a single interview format, and when analyzing the text in the idiotic context, they can read it themselves as an answer to the questions asked by the author.

We need to keep in mind that for a particular audience, given the age, the problems presented in the text may be uninteresting and irrelevant. This is natural too. It is also natural. However, if they take Umberto Eco's advice: "If we take the right approach, we can draw useful conclusions from a far less interesting community," They will try to put any text in the prism of their own mind in this aspect, there will be more motivation to engage in dialogue and the process will be not only boring, but also more adventurous and the result will be useful.

If different positions are identified, discussions on interesting and topical topics for students will further increase their involvement in the learning process. The presentation of the author's position by one group as one of the parties to the discussion will add some excitement, encourage activity and make it easier for the participants to access the author's intentions.

Discussion is also the best way to identify the essence of critical thinking. Students should be aware that critical thinking is not just about expressing a different opinion. That critical thinking is more about the ability to form one's own, reasoned, and reasoned position. As J. Dewey would say: "It is a more complex and constructive phenomenon and implies the openness of man to the knowledge of the diversity of the universe. Critical thinking is a kind of readiness and desire to study events, facts, ideas on one's own." In this sense, the understanding of the text will develop the author's ability to form his own position on the events and ideas proposed by him, and at the same time prepare him for real-time transaction in similar situations. It makes you feel good about yourself, convinces yourself and your strengths, and lifts you up emotionally.

In every literary text there is a story told in a different form and style: some extensively and quietly, some briefly and dynamically; Some are rich in artistic means, while others are full of eloquence but deep thinking. This is explained in different ways: sometimes because the author is so blunt that he wants to capture the reader's imagination and fill in the obscure places with his help; Sometimes he uses words carefully because of censorship and defense. Sometimes he turns a blind eye to censorship and uses artistic means in abundance, the opening of which opens up the main message. Sometimes a word is more than a word itself, or a symbol that needs to be carefully opened. All of this is packaging for the author. It decides in what form to pack and deliver to the reader the main message. The form of the text is also a kind of reference to decipher the author's intent. Why in such a way and not otherwise?

Understanding the text is impossible without context. Considering the factors that influenced its creation will not only help access the text, its author's inner world: Why and how a particular text was written; What is the connection between the author's life and the events depicted in the text; What place does this text occupy in the author's work; Whether it is a typical example of its genre, literary current, or style prevalent in writing at the time, and so on. In this regard, it is important to study the author's biography.

According to some researchers, being acquainted with the biography of the writer gives me a lot of nothing and they even consider it superfluous to teach these dry numbers. Students are not very

interested in him either. If we mean only the dates of birth and death in biography, or the study and creation of works, we may agree. But if we consider that there are connecting lines between the life of the Creator and His creatures, and often it is a generalization of his own life experience, then the study of the writer's biography takes on a different kind of load.

In what environment his personal formation took place; Things had an impact on the formation of his worldview; What he was reading; How well he knew the writing of his time; What a life experience he had; Or what was the source of his creativity; What were his personal traits - such information is more interesting and important for the reader than dry dates. It makes it easier to explain the allusions in the text and to understand idiocy in general. Makes the perception of the author and the text as one whole tangible; Instead of an Wide Web created with letters on the paper, it brings to life the face of its own, life experience, joy or pain, shared or felt by the author - the author, who is nowhere to be seen, but is scattered throughout the text and idiotically makes us feel his existence; Which offers us its position on this or that issue, invites us to the field of thinking and teaches us the tools of competition - analytical and critical thinking. It makes it easier to explain the allusions in the text and to understand idiocy in general. Makes the perception of the author and the text as one whole tangible; Instead of an ablabud created with letters on the paper, it brings to life the face of its own, life experience, joy or pain, shared or felt by the author - the author, who is nowhere to be seen, but is scattered throughout the text and idiotically makes us feel his existence;

No small amount of time is required to obtain such information. In order for the student not to lose interest in finding important biographical details to understand a particular text, targeted teacher assistance is essential. He or she may provide the relevant material or indicate exactly what, where, and how the information is to be found. This will make the job easier, make the process more organized and save time, which is a very important factor in teaching voluminous texts.

The use of auxiliary tools - graphic organizers, ie schemes and cognitive diagrams - gives good results for the organized use of time and the motivation of student engagement. It makes the learning process more fun and exciting; Makes it easier to lead the discussion in the desired way; Makes the stages of text analysis and the results achieved by reflection clearer; It is convenient both individually and for couples and group work. It is necessary to select visual schemes or cognitive diagrams, the use of which maximally effectively represents the aspects of idiostyl: Event Chain, Scratches and Answers, Comparison, Thought Map, Chained, I Wonder and more.

Important is the reflection made at the end of the text analysis for both the teacher and the student: What did the author of the text think of me? What impressed you? What is most interesting to me in this text? What did I discover in myself after reading and analyzing this new text? What was difficult for me to understand? What do I agree with and what do I disagree with the author? What did this text teach me? - The answers to such thought questions are a kind of indicator of the quality of the results achieved in terms of the development of analytical and critical thinking and the effectiveness of the chosen learning-teaching strategies.

Comparing the primary and final reflexes presented in the form of graphic organizers or cognitive diagrams clearly shows the results achieved, which allows the parties involved in the assessment, drawing some conclusions and self-reflection - both the student and the teacher. It also serves as a sort of orienting map to better plan your trip to the world of the next text; Towards a set goal, along with constructing knowledge, to develop analytical and critical thinking skills, to select the next steps or strategies to take.

Conclusion

Due to the urgency, caring for the development of high thinking skills remains a challenge in the modern educational space in the world educational space. The efforts of education workers are aimed at developing the ability of analytical and critical thinking for the next generation, not only to express a different opinion, but also to develop a thoughtful and reasoned position, openness and readiness skills for cognition of world diversity. What prevents him from meeting the "intellectual machinist" will add to his self-confidence and strength of faith; Feelings of inner contentment and emotional upliftment.

It is impossible to achieve all this without teaching a multidisciplinary approach, by teaching one specific subject. However, the teaching of literature from these disciplines has a special place due to its multifaceted and diverse aspects. The main thing is to orient these aspects in the right direction towards the wide horizons that the analysis of the fictional text offers and which is the best opportunity for the formation of critical and analytical thinking. One of these aspects is the correct understanding and purposeful use of Idiostyl. With its help and selection of effective training methods, it is possible to succeed in developing high thinking skills, the essence of which is to analyze the information provided, to interpret it correctly and to draw appropriate conclusions. This is crucial for success in any area of life.

There are many ways to succeed in the learning process. We offer one of these ways as a methodical model.

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