

***NATALIA SKOMOROVUSKA**, associate professor department of theory
and methods of teaching, Ivano-Frankivsk regional institute
of postgraduate pedagogical education, Ukraine*

THE ROLE OF THE PROBLEM-BASED APPROACH IN DEVELOPING CRITICAL THINKING

The article analyzes the role of the problem-based approach in developing the critical thinking of lyceum students during Ukrainian literature lessons, taking into account modern educational challenges associated with the need to foster an independent, responsible, and intellectually active individual capable of navigating the information landscape, comprehending diverse social phenomena, and making well-founded choices. Given the competency-based orientation of modern Ukrainian education, rethinking traditional approaches to organizing learning activities – specifically, shifting from the reproductive assimilation of literary knowledge to the active comprehension and research-oriented analysis of literary texts – is becoming increasingly important. In this context, the problem-based approach is viewed as a vital didactic tool that fosters an intellectually rich educational environment – one where lyceum students do not merely absorb ready-made information but also independently identify contradictions, define learning problems, formulate hypotheses, and seek solutions.

Particular attention is focused on the theoretical foundations of problem-based learning, its didactic potential, and the possibilities for integrating it into the process of literary education as a means of stimulating students' cognitive activity and fostering a conscious approach to the literary text. It has been established that problem-based learning in Ukrainian literature lessons can be implemented through a system of problem-oriented questions, learning situations, discussions, research tasks, interpretation exercises, and creative projects that encourage the independent search for meaning. Its value also lies in the ability to combine literary analysis with a moral-ethical, historical-cultural, and personal exploration of the issues raised in the work, thereby fostering a holistic perception of literature as a vital means of understanding the human being, society, and the self.

The study substantiates the advisability of using problem-based learning as an effective means of fostering a conscious reader capable of deeply analyzing literary works, grasping the author's stance, understanding the multifaceted nature of images and plot situations, and critically evaluating the social, moral, and worldview-related issues explored in literature.

The study explores the interrelationship between problem-based tasks and questions and the development of key critical thinking skills: working with information, comparing different interpretations, formulating hypotheses, evaluating texts, drawing independent conclusions, substantiating one's own position, and identifying logical connections between individual elements of a literary work. It is emphasized that critical thinking in the process of literary education is not limited to the ability to express doubt or challenge a particular judgment; rather, it entails the capacity to analyze information, verify the validity of conclusions, distinguish

between facts and interpretations, evaluate arguments, and form an independent position based on evidence.

It is concluded that the problem-based approach is an effective tool for developing the critical thinking of lyceum students, as it fosters an active, participatory role in the learning process, contributes to the development of reading competence, and enhances the overall quality of literary education. Its application makes it possible to shift the focus of learning activities from the passive reception of ready-made knowledge to the independent construction of meaning, the search for evidence, the analysis of artistic phenomena, and the reflective evaluation of one's own work. Further research into methodological models and practical strategies for implementing problem-based learning in Ukrainian literature lessons has been identified as a promising area, particularly the development of a system of problem-based tasks for various stages of literary work analysis.