

HOW TO ENGAGE STUDENTS WITH RELIGIOUS TEXTS AND IDEAS THROUGH THE EFL CLASSES?

Khasanova Dilbar

*International Islamic academy of Uzbekistan,
The teacher of the department Foreign Languages
khasanovadilbar88@gmail.com*

Summary: Teaching English for religious studies can be a valuable tool for educators who seek to deepen students' understanding of religious concepts and texts. Through the study of English-language religious texts, students can develop skills in critical analysis, interpretation, and textual analysis, while also improving their language skills. In following article, the ways of engaging students to the EFL class will be discussed. The ways of fostering respectful discussion and critical thinking will be analyzed as well.

Introduction.

During the last two decades, the state's status is measured by the standard of living of its population, the position of its personnel in the world labor market, and their political and economic relations to the changes taking place around them. Therefore, these requirements require higher education graduates to have professional quality as well as responsibility and high knowledge. If we define the concept of "professional quality" at this point, the study of this term by L.B. Start by Schneider. According to his recognition, a person realizes himself as a representative of a special labor team, begins to understand that his "I" is cognitively and emotionally different from others. [1;56] One key benefit of teaching English for religious studies is that it enables students to access important religious texts and ideas in their original forms. Many religious texts were written in classical languages such as Hebrew, Aramaic, and Greek, which can be challenging for students to read and understand. By studying these texts in English translation, students can gain a better understanding of their religious and historical significance.

In addition, studying English-language literature related to religion can help students to explore complex religious concepts and themes through a variety of literary genres, such as poetry, fiction, and drama. This can foster discussion and debate around critical issues in religious studies, such as the role of religion in social justice and ethical decision-making. Furthermore, teaching English for religious studies can help students to develop cross-cultural awareness by exposing them to the rich diversity of religious traditions around the world. English-language works by authors from diverse cultural backgrounds, such as Nigerian novelist Chinua Achebe or Indian poet

Rabindranath Tagore, can provide insights into the ways that religion intersects with culture, politics, and society. Flowers, Christopher Cullen, Falender, Kouwenhoven, WEdward E & Lawler III, Kafyulilo, HakiElimu JA Bowden discussed this topic and made a decision that it is possible to foster discussion and critical thinking through English materials. [2;145]

Methods of research:

In order to collect the data Scientific Method and Grounded theory are used. In order to apply the above mentioned methods, she kept in mind that this method is used to collect and analyze data through experimentation, observation, and testing hypotheses. It involves conducting experiments, recording data, and analyzing the results to find conclusions.

Grounded theory: This method is used to develop a theoretical understanding of a particular phenomenon. Researchers will collect data through observation, interviews, and other methods, and analyze the data to develop a theory or framework to explain the phenomenon. [3; 14]

Result and Discussion:

According to Kadirov, professional qualities are a set of knowledge, skills, qualifications of a person in a certain field and the opportunity to apply his abilities in a qualitative and effective way in work. If we rely on the opinions of foreign and local scientists who have conducted scientific research on the importance of professional quality, having the qualities required by the profession is becoming part of the natural needs of a person. [4] To effectively teach English for religious studies, it is important for educators to select texts and materials that are appropriate for the level and needs of their students. This may involve selecting texts with accessible language, providing vocabulary lists or translation aids, or selecting texts that are appropriate for classroom reading and discussion.

Additionally, educators should ensure that they create a classroom environment that fosters respectful discussion and critical thinking. This may involve developing classroom norms around respectful dialogue and debate, creating opportunities for students to share their own experiences and perspectives, and encouraging students to ask questions and seek clarification.

Ultimately, teaching English for religious studies can be a rewarding experience for both educators and students. By providing students with opportunities to engage with religious texts and ideas through the English language, educators can help students to develop important critical thinking, language, and cross-cultural awareness skills that will benefit them throughout their academic and personal lives.

- Encourage a diverse range of opinions: Don't just focus on one particular religious perspective. Instead, encourage students to explore and share their

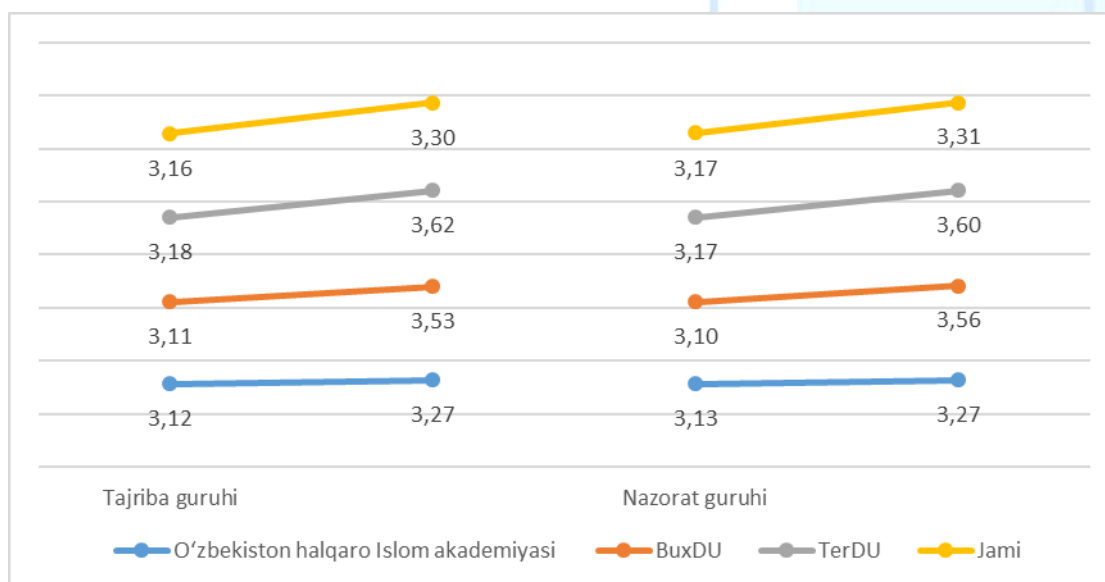
perspectives on different religions and religious beliefs. This can help to broaden their understanding of different cultures and beliefs.

- Use discussions and debates: Hold debates, discussions, and even role-playing activities that bring different religious beliefs and practices together. This can help students to understand those beliefs, as well as how different people approach religion and spirituality.

- Help students develop their own opinions: Encourage students to question their assumptions and beliefs about religion. By questioning their own understanding, students can develop critical thinking skills.

- Make use of texts and literature: Use literature and texts relevant to the subject matter to help students to develop critical thinking skills. You can use novels, plays, and poetry that explore religious themes to understand these themes as a critical issue. Literature and texts can lead to robust discussions and help students to become more inquisitive.

- Know the line between respecting opinions and being critical: While it is important to encourage open dialogue and respect others' beliefs and opinions, it is equally crucial to not sugarcoat or dilute your arguments. This delicate balance comes with the practice of open-mindedness towards education and respect towards others' faiths.



Conclusion:

The empirical value determined according to the values of the statistical functions is less than the critical value and the confidence intervals overlap with each other, according to the preliminary results, it can be concluded that the level of knowledge of the experimental and control groups is the same. Overall, fostering discussion and critical thinking through English classes for religious studies will help students develop

a well-grounded understanding of different religious perspectives, as well as the ability to think critically about religion and spirituality. [6; 34][7; 234]

Reference:

1. Akmalovna, T. N., Muminova, D., Khasanova, D., & Kadyrova, M. (2022). TEACHING GRAMMAR FOR RELIGIOUS STUDIES STUDENTS BASED ON NEEDS ANALYSIS. *Journal of Positive School Psychology*, 6003-6011.
2. Bowden, J. A., & Masters, G. N. (1993). Implications for higher education of a competency-based approach to education and training. Australian Government Pub. Service.
3. Falender, C. A., & Shafranske, E. P. (2004). Clinical supervision: A competency-based approach,
4. Flowers, Christopher Cullen Faculty and Administrator Attitudes Toward Competency-Based Education: A Q Methodology Approach (2017) Diss. North Carolina State University
5. Khasanova, D. (2020). IMPORTANCE OF COMMUNICATIVE ACTIVITIES IN CONDUCTING ENGLISH CLASSES BASED ON ISLAMIC TOPICS. In *ПЕДАГОГИКА И ПСИХОЛОГИЯ В СОВРЕМЕННОМ МИРЕ: ТЕОРЕТИЧЕСКИЕ И ПРАКТИЧЕСКИЕ ИССЛЕДОВАНИЯ* (pp. 137-141).
6. Lawler III, E. E. (1994). From job-based to competency-based organizations. *Journal of organizational behavior*, 15(1), 3-15.
7. Қодиров М.М Бўлажак технологик таълими ўқитувчиларини касбий сифатларини шакллантириш: дисс. ... Тошкент, 2020. – 14 б