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**TEACHING THE IMAGE OF "HERO-GIRL" IN KAZAKH EPICS
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Abstract. The article considers the importance of teaching through critical thinking technology, based on the image of "hero-girls" in Turkic epics. The typological features and similarities of the images of "hero-girls" in the epics are analysed. The introduction describes the image of "hero-girls" common to the world and Turkic peoples. Their courage and intellect go hand in hand and say that they are preserved in the memory of the people. Examples were given of the fact that each action of a girl warrior in one song is worthy of a hero, based on centuries-old poets Zhyrau. Similarly, the works of folklore scholars and educational specialists demonstrate that this theme has remained a central concern for researchers to this day and will never lose its relevance. In this regard, systematic analyses of the heroic girls in the poem, from their birth through their upbringing, family background, customs and traditions, and many of their personalities, are carried out. That is, the issues held at the university among students and discussions during the classes, their views, thinking were analyzed. The scientific conclusions of well-known educational specialists on the theoretical and practical importance of critical thinking, technology lectures, and practical lessons, as well as the effectiveness of using methods and techniques, were considered. The main idea of our research work is to depict the images of "heroic girls" in epics, their heroic path, actions, features, etc., and to discuss critical analysis. That is, the effectiveness of the critical thinking method and the sharing of students' thoughts, critical views, and critical opinions during the lecture are comprehensively studied and analysed through the core of thought. It was revealed that the technology of critical thinking has a wide

range of possibilities for various arguments in lectures. Within the framework of this topic, tests, analytical work, discussion work were organized among students in the first stage of the experiment along with a questionnaire.

Keywords: epic, hero, typological specificity, plot, technology of critical thinking, national value, survey, experiment, debate

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ҚАЗАҚ ЭПОСТАРЫНДАҒЫ «ҚАҺАРМАН-ҚЫЗДАР» БЕЙНЕСІН ЖОО-ДА СЫНИ ОЙЛАУ ТЕХНОЛОГИЯСЫ АРҚЫЛЫ ОҚЫТУ

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Аннотация. Мақалада түркілік эпостардағы «қаһарман-қыздар» бейнесін негізге ала отырып, сыни тұрғысынан ойлау технологиясы арқылы оқытудың маңыздылығы қарастырылады. Эпостардағы «қаһарман-қыздар» бейнелерінің типологиялық ерекшеліктері мен ұқсастықтары сараланады. Кіріспеде әлем және түркі халықтарына ортақ «қаһарман-қыздар» бейнесі туралы сипатталады. Олардың ерлігі мен ақылдылығы халық жадында сақталғандығы жайлы сөз қозғалады. Қайсібір жырдағы жауынгер қыздың әрбір іс-әрекеті батырға лайық екендігі, ғасырлап жырлаған ақын-жыраулардың өзегінде қалғандығы туралы мысалдар келтірілді. Сол сияқты, күні бүгінге дейін фольклортанушы, педагог-маман зерттеушілерінің еңбектерінен аталған тақырымыздың орын тауып келгені және бұл тақырыптың ешқашан өзектілігін жоя қоймайтындығы еңбектерінен дәлел. Осыған орай, жырдағы батыр қыздардың дүниеге келгеннен бастап, өскен ортасы, оның отбасында алған тәрбиесі, салт-дәстүрлері мен көптеген оның тұлғалық тұрғысынан жүйелі талдаулар орын алады. Яғни, жоғары оқу орындарында студенттер арасында жүргізілген сауалдар мен сабақ барысындағы пікірталастар, олардың көзқарасы, ой-өзегі талданды. Сыни тұрғысынан ойлау технологиясы дәрістер мен тәжірибелік сабақтардың

теориялық және практикалық маңыздылығы мен әдіс-тәсілдерді қолданудың тиімділігі туралы, белгілі педагог-мамандардың ғылыми тұжырымдары назарға алынды. Яғни, зерттеу жұмысымыздың негізгі идеясы эпостардағы «қаһарман-қыздар», олардың батырлық жолы, іс-әрекеті, ерекшеліктері, т.б. бейнелерінің көрінісі сомдалып, сыни талдаулар сөз етіледі. Яғни, сыни тұрғысынан ойлау әдісінің тиімділігі, дәріс барысында студенттердің өз ойларымен бөлісуі, сыни-көзқарасы, сыни-пікірлері жан-жақты зерделеніп, ой өзегінен өткізіп талданады. Сын тұрғысынан ойлау технологиясының дәріс сабақтарында түрлі дәйектеу мүмкіндігінің мол екендігі айқындалды. Осы тақырып аясында студенттер арасында эксперименттің алғашқы кезеңінде сауалнамамен қатар тест тапсырмалары, талдау жұмыстары, пікір алысу жұмыстары да ұйымдастырылды.

Түйін сөздер: эпос, кейіпкер, типологиялық ерекшелік, сюжет, сыни ойлау технологиясы, ұлттық құндылық, сауалнама, эксперимент, пікірталас

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ОБУЧЕНИЕ ОБРАЗУ "ГЕРОИНИ-ДЕВУШКИ" В КАЗАХСКИХ ЭПОСАХ В ВУЗЕ ПО ТЕХНОЛОГИИ КРИТИЧЕСКОГО МЫШЛЕНИЯ

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Аннотация. В статье рассматривается важность обучения через технологию критического мышления, основанного на образе «девушек-героинь» в тюркских эпосах. Выделены типологические особенности и сходства образов «девушек-героинь» в былинах. Во введении описывается образ «девушки-героини», общий для всего мира и тюркских народов. Их мужество и ум идут рука об руку и говорят о том, что они сохранились в памяти народа. Были приведены примеры того, что каждый поступок девушки-воина в одной песне достоин героя, основанные на многовековой истории поэтов жырау. Кроме того, на сегодняшний день работы исследователей-фольклористов, педагогов нашли свое место и эта тема никогда не отменяет своей актуальности. В связи с этим проводится системный анализ личности девушек-героев с момента их рождения, среды, в которой они росли, воспитания, обычаев и т.д.,

приобретенных в своей семье. То есть анализировались вопросы, проводимые в университете среди студентов и обсуждения на занятиях, их взгляды, мышление. Технология критического мышления учитывала теоретическую и практическую значимость лекций и практических занятий и эффективность применения методов и приемов, научных выводов известных специалистов в области педагогики. То есть, основная идея нашей исследовательской работы заключается в том, что «героини-девушки» в былинах воплощают образ своего героического пути, поступков, черт характера и т.д. и дают критический анализ.

Ключевые слова: эпос, герой, типологическая специфика, сюжет, технология критического мышления, национальная ценность, опрос, эксперимент, дебаты

Introduction. At present, the most intensive introduction of learning technologies in the educational system is taking place. That is, the goals and tasks set for future specialists are not doubled. With regard to this topic, the benefits of critical thinking technology are strongly influenced by the understanding of arguments and arguments in the content of the text, as the topic itself suggests. Critical thinking technology will undoubtedly show results regardless of the audience. That is, the main purpose here is to instill the interest of the student, to understand the meaning in the text, to discern the meaning, to reflect, to generalize, etc. Be able to summarize the answers to the main problems using different methods in the process of achieving these goals. During the lecture, with the help of discussion methods, debates, round tables, group competitions, etc. in front of the teacher and applicants, you can make sure that each of them will be able to thoroughly express their views and opinions, argue their arguments, through questions and answers to add your opinion and find full key answers to your questions. That is, Greek "kritikos" - a concept, meaning able to think, means achievement of a known goal. In the course of fully achieving the goal of a known topic, this is not just a subject area, but the implementation of research such as learning by what methods.

Literature review. In this connection, as the scholar-literary scholar A. Baitursynov noted, "the person writing the word, should be a writer and critic". Currently, the technology of critical thinking is becoming one of the topical topics and is gaining momentum. Research on this topic is also a lot. There are many works of scientists when it comes to the theoretical basis of analysis of this technology in a specific work. The American scientist, Kristoffer Larsson in his article "understanding and teaching critical thinking - a new way" (Kristoffer, 2017) brought new conclusions about critical thinking based on the opinions of the world scientists. Christopher P. Dwyer, Michael J. Hogan, Ian Stewart in his article "integrated critical structure thinking framework for the 21st century" we place within the framework of broad thinking skills, which define and organize the six main results of "CT learning (t. e. memory, understanding, analysis, evaluation, conclusions and reflective judgments)" (Christopher et al., 2014) – critically revealed the results of thinking technology.

Each study here has its own critical views, different classifications and conditions. From a critical point of view, we are convinced that, while critical thinking technology has maximum change, it is in itself necessary in the context of the theme and purpose. The types of classifications of scientists in research papers are one for five species, one for six or seven. Of course, here we can say that each has its own value. Therefore, as an example we have decided to consider 5 kinds of critical thinking of D. Kluster (Bekahmetov et al., 2008). These are: independent thinking; digesting the game; being able to evaluate the problem and the same game; arguing the game; critical thinking itself is social thinking, that is, connected with life. It is about the effectiveness of technology, according to which the scientist finds the final solution of the result through the categories of achieving the full result of a certain topic, analysis, the formation of critical thinking, etc.

You can cite this article when discussing how women in Turkic epic tradition sometimes display heroic qualities equal to or surpassing male heroes, challenging the traditional male-centered epic narrative (Özcan, 2021).

Materials and methods.

In connection with this, some analysis of the image of “heroine-girl” in bylins, determining the training at the university with the help of technology of critical thinking was provided. That is, the relationship between the heroine and the female heroine in the songs, highlighting critical issues by describing their views on each other. The rite of struggle in psalms, the match of hand-to-hand combat - is an example of a groom pretending on a girl, the fitting of origin, etc. look at the tradition of innocation before marriage. We also make sure that the final result of the lecture will reveal the main topic in full and form your own opinion of the student. This source is excellent evidence of how female heroism in epic and folktale traditions challenges gendered norms of heroism – a crucial point if you connect *critical thinking technologies* with re-reading traditional narratives with gender awareness (Mir et al., 2022).

One of the most effective methodological approaches to teaching the portrayal of women in epic works is the method of artistic and figurative analysis. This method is based on viewing a literary character not simply as a secondary element of the plot, but as a full-fledged component of the aesthetic system. Since, in literary studies, a character is an artistically concentrated manifestation of the author's worldview and national consciousness, analyzing female characters from this perspective allows us to reveal their functional and ideological significance in the epic.

Identifying the typological nature of the epic female image. The first stage of the methodology involves determining the typological nature of the epic female image. Female images in Kazakh epics are divided into several basic types:

- the wise, far-sighted companion (Kurtka);
- faithful wife and spiritual support (Gulbarchin);
- heroine worthy of heroic deeds (Banu-Shekesh, Nazym);
- character possessing both beauty and wisdom (Akzhunis).

By identifying these types, students realize that epic female characters are

multifaceted, not one-dimensional. At this stage, the goal of the method is to provide a systematic understanding of the place and function of female characters in epics.

In the method of artistic and visual analysis, special attention is paid to artistic details. The portrait of a female character, her speech patterns, actions, and influence on the hero are examined on the basis of specific episodes. For example, the fact that Kurtka guides the hero or warns him of impending danger demonstrates that she is not just a housewife, but a strategic thinker.

The methodological significance of this approach is that it teaches students to notice seemingly insignificant details in the text that are actually of great conceptual importance.

The portrayal of women is closely linked to the central idea of the epic. Literary and imaginative analysis examines how values such as patriotism, unity, loyalty, and patience are manifested in the actions of female characters. This analytical approach allows us to perceive the epic not simply as a historical work, but as an artistic model of the national worldview.

From a methodological point of view, at this stage it is effective to ask the problematic question: how would the hero's fate have changed without the female character? This question encourages students to analyze and reflect.

The methodology for studying epic female characters is directly linked to the principles of person-centered learning. By analyzing female characters, students evaluate their inner worlds, moments of choice, and sense of responsibility. This approach links literary analysis to life values and develops critical thinking skills in students.

In conclusion, the method of artistic and figurative analysis is one of the most effective methodological approaches to teaching the female image in epic works. With the help of this method, the female character is revealed as an active figure in the ideological and aesthetic system of the epic. The epic female image is an artistic phenomenon that reveals the spiritual, social, and cultural significance of the female figure in the Kazakh worldview.

When teaching about the portrayal of women in epic works, the main goal is to present them not simply as companions to the hero or secondary characters, but as figures who form the ideological basis of the epic narrative. Therefore, the teaching methodology should be organized systematically and in stages.

1. Presenting female characters as independent literary figures.

The first condition for effective teaching is to present the female characters of the epic as independent figures. At the beginning of the lesson, the teacher should introduce the characters to the students from the point of view of: their role in the epic, their influence on the plot, their influence on the fate of the hero.

The teacher asks students these thought-provoking questions at the beginning of the lesson. This approach directs students' attention to the significance of the character.

2. Teaching based on specific episodes.

The main method for effectively teaching epic portrayals of women is analysis

based on episodes. Key scenes involving the heroine are selected, and her character and essence are revealed through these episodes. For example, Gulbarshin's calm decisions or Kurtka's advice to the hero demonstrate their wisdom and spiritual nobility.

This method develops text analysis skills and prevents abstract storytelling.

3. Defining the typological characteristics of female characters.

During the learning process, it is effective to classify epic female characters according to specific types: wise, far-sighted girl; brave, courageous girl; faithful wife, spiritual support; character who cares about national interests.

This approach explains to students that the female image in Kazakh epic poetry is systematic and traditional.

4. Forming ideas through comparative analysis

Teaching students to compare the portrayal of women in several texts, rather than just within a single epic, is an effective methodological approach. For example, by comparing the characters of Kurtka and Banu-Shekesh, students identify their common and individual traits. This method develops critical thinking and literary analysis skills.

5. Unlocking the educational potential of female characters

Female characters in epics are a literary example of national education. In the learning process, special attention should be paid to their qualities such as: loyalty, patience, wisdom, patriotism.

Particular attention should be paid to such qualities as: loyalty, patience, wisdom, patriotism. Such an analysis connects the epic with modern life, increasing its educational value.

6. Interpretive and creative methods

Creative tasks play a special role in effective learning. For example: write a description of a female character; give your own assessment of one of her actions; compare a female character from an epic with a modern girl. These methods encourage students to think actively and form their own views on the text.

7. Application of the principle of personality-oriented learning

A personality-oriented approach is important when studying epic female characters. By evaluating the choices, decisions, and responsibilities of the characters, students compare them with their own life values. This method allows literature to be perceived not simply as a subject, but as a spiritual experience. «In modern epic narratives, feminine heroes break from conventional male-centered heroic models. According to Castro Balbuena, female protagonists such as Daenerys Targaryen demonstrate heroic agency that includes resistance to social oppression and active participation in conflict, challenging the traditional gendered epic archetype» (Castro, 2024).

Effective teaching of female characters in epic works is achieved through the integration of literary analysis, comparative methods, and educational and creative approaches. Thanks to this systematic methodology, the image of the epic heroine is cemented in the minds of students as a high model of the female figure in the Kazakh worldview.

Results.

The article reveals mutual historical and cultural proximity of epic works common to Turkic peoples. In this regard, typological features of stories in Turkic epics, comparative cultural and cognitive methods and techniques were chosen as research methods. Methods of comparison and critical thinking, formulation and others. aspects of heroism, masculinity of Kazakh daughters-batyr, etc. During the lecture, proceeding from the topic, the comparative analysis makes sure that a critical approach is quite acceptable. That is, through the SRT technology at lectures, seminars, through a specific plan of development of knowledge, skills and skills of the student, achieving results effective within the topic. That is: introduction, analysis of texts, scientific opinion, poll, interview, group work, debates, debates, written work (essay).

In this regard, who are “heroines-girls” in our stories? What character was different? Why in the national memory the name “Batyr”? So, being a hero, is he a power holder? Or are the beautiful girls who fought the enemy and showed courage? - finding answers to various questions. It also examines the emergence of critical sentiments, such as the belief that the work of our daughters is of great educational value and not just pride.

The text "Dariga kyz", "Kyryk kyz", "Korkyt ata" and Kazakh epics were chosen as the object of the study. It should be especially noted that the images of the Kazakh epics "Alpamys batyr", "Kobylandy", "Er Targyn", "Kambar batyr" and many others are not inferior to images of girl-heroes such as Kurtka, Karlyga, Akzhunus, Gulbarshyn, Nazim and others. They can be called female images written from the point of view of men.

The heroine, the heroine, the man's heart are all evidence that our daughters, whose words, including strength, intelligence, and cunning, the value of a family looking forward to the future, are sharp, perfect.

It is also worth noting that the song "Nauryzbay-Hanshayim" depicts a girl - a hero. Nauryzbay batyr, who takes his place in the people's memory, with an emphasis on horses from one village, could not say a word,

On How-Nauryzbay:

Wouldn't you believe slava Nauan is a hero?

Can't say it's not taboo.

Raise your hand, fellow receipt officer,

On the back of the betpak lies a horse (Ismaqova et al., 2002).

Of course, Nauryzbay, impressed by the heroic act of some, not only will not stop with the words of the girl, but will also realize her dream. It is not without reason that we understand that in the songs "Kyryk kyz" and "Nauryzbay-Hanshayim" we see not so much the power as the intelligence, courage and heroism of our brave girls.

Discussion. National consciousness undoubtedly has an impact on every family and environment. The method of debate allows the student during the lesson to develop a complete solution to the goal and express his opinion. In this regard, the

scientific article of correspondent-scientist K. Kurmambayeva notes that "the topics of the discussions should cover different points of view and include issues that have not reached a consensus. The student will take a leading position, not play an active role. He seeks to know the world, to define uncertainty. He searches for the answer to the problem and tries to find a solution. He is able to compare, assess himself, criticize, express his point of view, clarify his opinion, express his words, analyzing opinions, opinions on each issue. A close connection is established between the student and the teacher. Debates help the student to search independently, freely express his opinion in front of the group, develop his language" (Qūrmambaeva, 2002).

The search for answers to several questions in order to compare the above examples is therefore a major objective. That is 1. Are there girl-heroes today? Who are they? 2. Should "heroines-girls" be only a force and incarnation, because?

In this regard, search for answers to several questions on the examples given during the group work. We thought it was a secret to analyze stories and express our own critical views. For example, the plot of the saga "Dariga kyz" on religious themes should be noted. The girl insists that "there is a soul who could take me on this lease" (Babalar soʻzi, 2005). Dariga kyz says that she was "born more than the man", the hero who wants to fight with himself? - he calls for a greater test of strength.

It's a condition that the heroine has to put in front of the marriage, that is, I'm told that a married guy will challenge himself and if he wins, become her spouse.

The following example is the character's requirement in the work "Korkit ata" in the poem "Kam Burabek ul Bamsa Bayrik". Only after victory over the races, shooting, force tests I give consent, - concludes several conditions (Ysqaqov, 1994), - proving how strong the girl is.

Of course, what is the reason why a hero here is unique in his desires? - It is a question. One of the two countries was a homecoming heroine, and the other was a heroine with mental beauty and incredible strength. In some songs we see that the girl warrior does not meet the requirements or falls in love at first sight. We make sure that his future half is as special as his fiancée. Whatever the people, what we see here can be considered family welfare, the peace of the people. To this day we do not say that our steadfast girls prove their actions, persistent and indomitable character. The proof of our topic is the scientific opinion of scientist R. Lipez about the "girls-warriors": "The girl is a heroine as a model of independence. But the fact is that it is usually handed to the hero after defeating her, and then comes up as a prisoner, as well as running in a duel. If she does not lose her rich power, then for the most part she is revealed by its application, and the activity of the warriors is lost t. e. becomes peaceful wives" (Lipes, 2020), he says. It can be said that this opinion of the scientist is a reflection of the era of motherhood. Here it can be said that various gaps in the passage of criticism, mythical characters, the influence of mystical force are a distinctive feature of the motherhood era.

"In examining the depiction of female characters in epic literature, Asker

highlights that in the Koroghlu Epic, women are not merely passive figures bound by domestic roles but actively participate in heroic narratives. Some female characters in the epic demonstrate courage and warrior-like behavior—engaging in battles alongside male heroes or defending family honor—thereby challenging the traditional gender roles associated with epic heroes" (Asker, 2022).

In the same vein, commenting on the opinion of Klavdia Elian: "About this tradition of Saks: Of Saks wants to marry a girl, must enter into a struggle with her. If the top in the borba remains for the girl, the victorious fighter becomes her captive and comes to her disposition; only by exacting the girl, can the boy take her in his power" (Elian, 2021) - he adds. A man needs intelligence as well as enormous strength to withstand such a demand. However, the image of a girl is different from that of a man. The birth of a man is measured by the fact that he becomes a soul that preserves the peace of the people. Of course, the role of a woman in life is different. Therefore, some folk folklore do not approve of sending a tender soul to war with heroes.

Questionnaire. In this regard, there are several queries between the groups. The total number of students interviewed is 143. Of these, 30 are 1st year students, 23 are 4th year students, 90 are 2nd year students. The practice of innocation before marriage predominates in the questionnaire, so questions are included.

Variant 1

1. In early songs, two young people (boy/girl) make different demands before marriage and go through criticism. In this regard, your point of view. Are there any such requirements at the moment? Or what requirements have changed? - Such questionnaires have been put.

a) joining two (boy/girl) characters in the song depended on the time (yes / no / abstinence) -100% / 0% / 0%

b) greet/disapprove/abstinence - 62%/30%/8% so that the strength and intelligence of two (boy/girl) characters in the song match

c) two (boy/girl) heroes can connect, experiencing the force, not knowing each other, their opinion (their opinion / objection / abstinence) -58% /8%/ 22%/20%

d) Are there currently the same requirements as in this model? What if there is? (its opinion / no / abstinence) -7% / 70% / 23%

e) My thoughts (my thoughts / join the coming opinion / abstain) -45% / 40% / 5%

Variant 2

2. or two young people meet on the road to heroism without knowing each other. Hero-hero / heroine-girl - your look to join them, falling in love according to your powers.

Answers:

a) the conditions of passing the criticism, can two young people start a family? (yes/no/abstinence) - 63% / 10% / 27%

b) Have a passing of criticism, but do not support / support/ refrain-25% / 47% / 28%

c) Young people consider it a curious vision (yes / no / abstinence) -1%/ 86% / 13%

d) ratio of modern youth is different (yes / no / abstinence) -82%/ 3% / 15%

e) your thoughts (eat / join reviews / abstain) -45% / 33% / 22%

When asked about his thoughts and opinions, one could ask: "Why did the heroine need efforts?" - the question was met. I mean, first of all, you can understand that the girl-man is experiencing strength, the strength of her rival exceeds her, that is, not thinking about the black head, but about the care of the whole country. You have to understand what he thinks about people's welfare. Secondly, of course, it can be concluded that there is a reason for the physiological force that indicates that power is put forward. It follows that the opinion of Mukasheva M. K. In the scientific article complements our opinion i.e. e. "Modern society, as you know, needs to apply the acquired knowledge of the individual in their practice, and not the student who has received the learned knowledge. Technologization of the educational process in accordance with the requirements of modern times involves the use of new methods and methods of teaching to update the content of education, revealing personal qualities of the person" (Mukasheva, 2021).

Summarizing the survey, the indicators of the group were compared. The theoretical educational and cognitive indicator of the work revealed the specificity between 1 course and 2 course. An exception are both theoretical positions of students of the first course and group discussion activity, expressing one's opinion, etc. It is noted that the level of knowledge is much lower than the other 3 courses of the first course of the 4th course of the second course. Of course, it can be argued that age differences are not sykes, but how right/wrong to talk about it here is still one of the purposes of comparison. This interview is still ongoing.

Written work. As a continuation of the topic and summing up "in my mind-hero-girl!" work on the essay is done. The work was written by 23 students. By focusing on the short conclusions of the students, we saw the emergence of different opinions.

"Heroine-girl" about whom I thought, you can say that every girl.

There are many Kazakh heroes-girls. Heroic girls, who admired their valor and sang for centuries, entered history.

Kazakh girls are distinguished from other nationalities by courage, steadfastness and militancy.

For me, when there is a heroine - the daughter of his time, happens. I want to become a "heroine - daughter" in the future.

In articulating the essence of the students' thoughts, we recall the story that every century was a heroine. Whether it be a test of force or wit, he will always be a symbol of service to his people and a role model for their future.

The female image in some epic works valued in the consciousness of the people the question of the family and the place in society. We are convinced that the choice of girl heroes and beauties, their equal image of each other, have exceptional abilities, deeply concerned for the interests of the country. Not many of our heroic

girls, who for their future spouse, for love are ready to behead even death. The fact that they continue to be wise mothers, caring for the integrity of the family, the country, is also evidenced by our history.

In this connection, find answers to the questions asked, critical views, opinions, how critical the student thinks, to make sure of the importance of his opinion. That is, critical thinking is one of the most important tools for developing intuitive thinking in a literary work.

In this regard, on the basis of the above topic, critical attitudes and critical judgments, from the point of view of critical thinking, educate students to understand each other better. I mean, if you say:

- correctly understand the arguments of the opponent with his opinions;
- to be able to accept the opposite opinion;
- argumentation, expert evaluation of evidence;
- be able to generalize factual opinion, summarize arguments on an example.
- self-esteem, ability to value oneself;

Whatever the industry, it is clear that critical thinking technology is the most necessary method. Within the framework of the topic, depending on the goal, each student has his own vision, but it is clear that from his point of view you can find specific solutions by asking problematic questions, giving concrete examples and arguments. "In their analysis of Kazakh historical epics, (Dautova et al., 2017) emphasize that the image of the defender-hero represents not only physical bravery but also moral responsibility and devotion to the collective interests of the people. The authors argue that the epic hero embodies national identity, historical memory, and ethical ideals transmitted through oral tradition. This archetypal model provides a structural framework for understanding how alternative heroic figures, including female protagonists, may be interpreted within the same epic tradition."

Conclusion. It is worth noting that the technology of critical thinking is one of the unique technologies on the subject of fiction. Comparative study of similar phenomena within the framework of a known topic, critical relation, critical judgment is one of the most widely used in modern science. We have made sure that research in various fields among scientists has not lost its relevance, and we hope that there will be different research works.

That is, teaching the image of "heroine-girl" in bylines with the help of the technology of SRT at the university is the statements of the student, the importance of meeting statements, critical opinions, statements regarding oneself or others. Listening to opposing opinions, one can consider it a great achievement to express one's thoughts, personal attitude and growing interest towards him.

Here we form the opinion that it is necessary not only to think about a certain plot, find its solution and remain in this critical opinion, but also to formulate a model in mind. Of course, the scope of the topic is very broad. Therefore, we believe that still with the help of various methods of critical thinking work it is possible to present the image of "heroine-girl" from a different angle.

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