

DEVELOPMENT OF ANALYTICAL THINKING THROUGH THE LINGUOSTYLISTIC INTERPRETATION OF THE SHORT STORY "BEAUTY OF THE DEAD"

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Abstract. This study explores the development of analytical thinking through the linguostylistic interpretation of the short story "Beauty of the Dead." It investigates how engaging with literary texts enhances students' cognitive abilities, particularly their analytical and critical thinking skills. The research applies a linguostylistic approach to uncover the stylistic features of the text and their impact on interpretation.

Keywords: analytical thinking, linguostylistic interpretation, literary analysis, stylistic devices, cognitive development, textual analysis, psychological short story, pedagogical strategies.

Introduction. Analytical thinking is a crucial cognitive skill that enables individuals to process information systematically and make reasoned judgments. One effective way to develop this skill is through literary analysis, which involves a close examination of a text's language, style, and meaning. The short story "Beauty of the Dead" provides a compelling case for such an analysis due to its rich linguistic and stylistic features. This study aims to demonstrate how the linguostylistic interpretation of this story contributes to the enhancement of analytical thinking among students.

A key element of literary analysis is the ability to decipher implicit meanings and uncover deeper layers of interpretation within a text. The study of literary style, including syntax, lexical choice, and figurative language, provides an opportunity to explore not just what is said, but how it is said. Through this approach, students learn to recognize patterns of meaning and make informed inferences about character development, themes, and the author's intent.

Methods. The research employs a qualitative linguostylistic analysis, focusing on lexical, syntactic, and stylistic elements of the short story. The study is conducted in an

educational setting where students are guided through a structured interpretation process. The methodology includes:

- textual analysis – identifying key stylistic devices such as metaphors, similes, and symbolism;
- discussion sessions – encouraging students to articulate their interpretations and analyze different perspectives;
- written reflections – assessing students' ability to synthesize their findings and present coherent arguments.

Results. The findings indicate a significant improvement in students' analytical thinking skills. Participants demonstrated greater attention to linguistic details, improved their ability to identify stylistic elements, and developed more nuanced interpretations of the text. The study also revealed that students became more confident in discussing abstract concepts and supporting their arguments with textual evidence.

Discussion. The results highlight the effectiveness of linguostylistic interpretation as a pedagogical tool for fostering analytical thinking. By engaging with the language and style of "Beauty of the Dead," students developed a deeper understanding of the text and refined their cognitive skills. Furthermore, this approach encouraged independent thinking and creativity in literary analysis. Future research could explore the application of similar methodologies to different literary works and educational contexts.

This paper examines the work of Herbert Bates, *Beauty of the Dead*. The charm of Bates' stories lies in their impressionistic style, unique lyricism, and gentle intonation. He is economical in his descriptions and selection of details, avoiding emphasis on events (his stories are often "plotless") or the emotions they evoke. A brief depiction of an action or a single remark is enough to present an almost complete portrait of a character, a fully formed psychological impression. The main merit of Bates' stories is their pure tone, the complete absence of falsehood or moralizing. At the same time, he often condemns selfishness, moral insensitivity, and indifference. As is characteristic of an English writer, his palette includes humor and a tendency toward the eccentric and the "slightly odd." Bates' stories possess a rare quality: they contain a certain inner depth, even though little happens on the surface. As a result, a brief sketch may carry an impressive generalization [1, p. 34]. A subtle and attentive psychologist, Bates values in people both the simple and the fundamental: decency, the capacity for compassion, and love.

It is well known that the material foundation of any text is, first and foremost, its language. A deeper approach to text analysis is necessary when working with literary texts. Consequently, at this stage of the work, the student is required to reinterpret the text. The degree of accuracy in understanding the information within the text, as well as its semantic perception, is the result of the student's engagement with it. Literary tradition has established the term "psychological short story," which refers to the exploration of a person's inner world—one that has no boundaries or forbidden themes. The primary merit of H. E. Bates' works is that the course of action is linked to events and determined by psychological elements [2, p. 73]. Outwardly, nothing extraordinary seems to happen, yet a person's fate can change due to the most insignificant "hidden obstacles." Even in Bates' early short fiction, it is evident that he is least interested in ordinary characters. The very structure of Bates' stories, the seemingly insignificant details, and even the color palette—color playing a crucial role in his work—convey the author's attitude toward events.

It is no coincidence that before moving on to text interpretation, students are introduced to a brief account of the writer's creative biography and given a series of lexical and grammatical exercises. These and other activities help students focus on understanding specific episodes of the text, grasp the author's intent, identify stylistic devices, and recognize extralinguistic phenomena related to the main theme of the work. Often, the title of the story plays a direct role in revealing its dominant theme.

One notable aspect of this analysis is the interpretation of the story's title. The title "The Beauty of the Dead" has been translated into Russian as "Мертвая красота" (Dead Beauty) and "Красота с мерти" (The Beauty of Death). While both translations have validity, from a stylistic perspective, the juxtaposition of these words appears to be a deliberate technique employed by the author. The theme of death permeates the entire narrative, from the title to the final words of the story. The protagonist Grimshaw exists in a lifeless, soulless world, surrounded by "mute offspring"—his furniture. Every time his gaze falls on the furniture, he admires its beauty. While his wife is on her deathbed, he constructs a "beautiful coffin" for her, contemplating how beautifully she will be buried: "It would be a beautiful coffin, no one in the world was going to be buried more beautifully." For the characters, beauty takes on a different meaning—beautiful, though dirty, furniture, a beautiful coffin. This explains why Bates titled his short story "The Beauty of the Dead" rather than "Dead Beauty." The title itself plays a fundamental role in uncovering the story's dominant theme. For the characters, beauty takes on

a different meaning—beautiful, though dirty, furniture, a beautiful coffin. This explains why Bates titled his short story “The Beauty of the Dead” rather than “Dead Beauty”. The title itself plays a fundamental role in uncovering the story’s dominant theme.

Additionally, the analysis of color symbolism and setting in *Beauty of the Dead* further reinforces the idea of a detached, aesthetically driven perception of life and death. Bates’ use of subdued tones and contrasting descriptions between Grimshaw’s lifeless surroundings and his obsession with the aesthetic quality of death deepens the psychological complexity of the narrative. The absence of vibrant, living elements in the environment mirrors the emotional sterility of the protagonist and underscores the overarching theme of moral desensitization.

The findings indicate a significant improvement in students' analytical thinking skills. Participants demonstrated greater attention to linguistic details, improved their ability to identify stylistic elements, and developed more nuanced interpretations of the text. The study also revealed that students became more confident in discussing abstract concepts, supporting their arguments with textual evidence, and making connections between linguistic choices and broader thematic concerns.

Students engaged in the analysis of *Beauty of the Dead* exhibited a deeper understanding of how language shapes meaning. They were able to distinguish between literal and figurative meanings, identify the emotional undercurrents within the text, and appreciate the author's deliberate use of stylistic techniques. Furthermore, students reported an increased ability to recognize similar patterns in other literary works, suggesting that their analytical skills were transferable beyond the immediate text under study.

Implications for Teaching. The application of linguostylistic analysis in the classroom offers multiple pedagogical benefits. Encouraging students to engage critically with texts not only enhances their ability to interpret literary works but also fosters essential skills such as logical reasoning, structured argumentation, and comparative analysis. Educators can utilize this approach to help students appreciate literature as more than just storytelling—it becomes a complex interplay of language, style, and meaning. As literature continues to be a fundamental aspect of language education, incorporating linguostylistic approaches can significantly enrich students' analytical abilities. Educators should consider integrating such methods into their teaching practices to encourage a more profound engagement with texts and promote higher-order thinking skills among students.

To further support the development of analytical thinking, teachers may incorporate multimodal activities such as:

group debates: allowing students to argue different interpretations of key passages;

creative writing assignments: encouraging students to imitate Bates' style in their own compositions to deepen their understanding of stylistic choices.

cross-textual analysis: comparing "Beauty of the Dead" with works by other authors who employ impressionistic storytelling techniques.

By integrating these activities, educators can create a more dynamic and interactive learning environment that strengthens students' analytical competencies.

Conclusion. This study demonstrates that linguostylistic interpretation is a valuable method for developing analytical thinking. By analyzing the stylistic features of "Beauty of the Dead," students not only enhance their literary comprehension but also cultivate critical reasoning skills applicable beyond the realm of literature. Educators should consider incorporating such analytical exercises into their teaching practices to promote higher-order thinking among students.

List of used literature

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