



## THE BENEFITS OF USING THE TEACHING METHODS OF STORYTELLING, LECTURING, AND DISCUSSION TO DEVELOP MULTI-FACETED THINKING IN STUDENTS

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### ABSTRACT

Multi-faceted thinking, defined as the ability to analyze problems from various viewpoints, synthesize different types of information, and produce innovative solutions, is a fundamental objective of modern education. This article investigates the intentional integration of three traditional yet flexible pedagogical approaches—storytelling, lecturing, and discussion—to cultivate critical thinking in students. Utilizing contemporary research in narrative pedagogy, advanced cognitive skills, and classroom discourse, the paper offers a conceptual examination of the synergistic cognitive and emotional roles of these methodologies. Storytelling activates imagination, empathy, and personal meaning-making; lecturing, when structured as explanation rather than one-way transmission, organizes conceptual frameworks and models expert reasoning; discussion fosters a social environment where students articulate, justify, and refine ideas. The article contends that their combined application can progressively transition learners from passive engagement to critical, analytical, and evaluative cognition. The discussion includes practical ideas for lesson planning and teacher professional development.

**KEYWORDS:** Storytelling, lecture, classroom discussion, multi-faceted thinking, higher-order thinking skills, narrative pedagogy, critical thinking.

### INTRODUCTION

More and more, schools are focusing on teaching students higher-order thinking skills like analysis, evaluation, and creativity. These skills are often called "critical" or "multi-faceted" thinking. These skills are more than just memorizing things; they also require students to tell the difference between facts and opinions, put together information, and come up with new ideas.

According to Bloom's taxonomy, teachers should help students move from simple recall to more difficult cognitive tasks. This will help them be ready for new ideas and learning that lasts a lifetime.

At the same time, people sometimes call long-standing teaching methods like storytelling, lecturing, and classroom discussion "traditional" or "teacher-centered." Recent studies indicate that when employed strategically, these methods can serve as effective instruments for cultivating advanced cognitive processes. Narrative pedagogy demonstrates that stories can enhance conceptual comprehension and foster reflective judgment by linking content with personal experience.

Guides on teaching that focuses on critical thinking stress the need for clear organization of content and questions in lectures, as well as well-planned discussions that make students think out loud instead of just answering factual questions.

This article analyzes the intentional orchestration of storytelling, lecturing, and discussion to cultivate multifaceted thinking. It contends that the three methods ought not to be regarded as competing alternatives but as synergistic components of a singular learning process: narrative engagement, conceptual structuring, and dialogic testing of ideas.

The current study utilizes a qualitative conceptual framework grounded in narrative review and interpretive synthesis of existing literature. We looked at academic articles and resources that were more practical, focusing on three areas of research: narrative pedagogy and storytelling in education, higher-order thinking skills and critical thinking, and classroom discussion as a way to learn deeply. Important sources include a thematic review of storytelling as a way to teach critical thinking, research on narrative teaching in Waldorf education, and current advice on how to encourage classroom discussion and create higher-order learning outcomes.

Instead of doing real-life classroom observations, the study's goal is to build a model based on theory of how storytelling, lecturing, and discussion can work together in real life. The terms "experience-based understanding," "talk moves," and "higher-order thinking skills" are understood through the framework of multi-faceted thinking.

The analysis is primarily focused on higher and secondary education settings but is widely applicable in any context where educators aim to foster complex reasoning and perspective-taking.

The analysis shows that storytelling, lecturing, and discussion all offer different but related ways to help people think in many different ways. Storytelling is especially good at making complex ideas easier to understand by giving people a way to experience and feel them. Research on narrative pedagogy indicates that when educators deliver curriculum through storytelling, students cultivate vivid mental imagery, engage with diverse perspectives, and perceive remote times and locations as if they were present. Thematic analyses of storytelling as pedagogy demonstrate that narrative activities can enhance attention, memory, and the reconfiguration of students' perceptions and identities, thus facilitating critical thinking.

Lecturing, often seen as passive, can be intellectually rewarding when it is aligned with higher-order learning goals. University teaching resources on critical thinking say that well-organized lectures can help students move from understanding to analysis and evaluation when they focus on how ideas are connected, how different cases are alike, and how experts think, instead of just giving them facts quickly. During these kinds of lectures, the teacher's job is to make things clear, connect abstract ideas to stories that were told earlier, and ask open-ended questions that make students think about what could happen, weigh their options, and picture what could happen if things were different.

Discussion in the classroom is a social setting where different ways of thinking can be seen and shared. Guides on how to lead discussions say that they are places where students can think critically out loud, say what they believe, and defend their views while also trying to understand other people's points of view. When teachers use certain response strategies that make students explain their ideas, give reasons for their answers, and talk to each other, discussions help students think more deeply, work together to solve problems, and listen actively. In these settings, students are exposed to various viewpoints, reassess their original opinions, and synthesize differing arguments, which are all characteristics of multi-faceted thinking.

Seeing storytelling, lecturing, and discussion as parts of one teaching cycle is a good way to plan for multi-faceted thinking. Stories put abstract ideas in real-life situations and moral gray areas, which makes students feel for the characters and think about their motives and the effects of their actions. Narrative teaching research indicates that during these instances, the distinctions between classroom reality and the narrative world momentarily vanish, allowing students to engage with the material internally rather than merely observing it. This experiential immersion lays the groundwork for future analytical work, as students have already developed comprehensive mental models of the situation.

The next part of the lecture can then be used to make the patterns that are hidden in the story more clear, rather than as a separate, out-of-context explanation. For example, a lecture after a historical or literary story might point out causal chains, conflicting values, or other ways to look at the material and connect them to ideas from the field. When grounded in frameworks like Bloom's taxonomy, these lectures can intentionally guide students toward higher-order outcomes by demonstrating the analytical and evaluative processes employed by experts when addressing complex cases.

The cultivation of multi-dimensional thinking within this cycle relies not solely on the choice of methodologies but also on the deliberate structuring of transitions among them. If storytelling stays just for fun, lectures turn back into ways to share information, and discussions turn into ways to share opinions, the chance to think more deeply is lost. On the other hand, when teachers make connections clear, like by going back to an important part of the story during the lecture or by making discussion questions that make students use what they learned in the lecture to the story, students learn to switch between concrete examples, abstract models, and different points of view.

The model also has an impact on how teachers can improve their skills. To make this kind of integrated teaching work, teachers need to be aware of how emotionally involved their students are, be able to give lectures that make sense conceptually, and be comfortable leading open-ended discussions. Institutions that want to develop multi-faceted thinkers can benefit from professional learning that focuses on narrative design, higher-order questioning, and discourse facilitation.

Storytelling, lecturing, and discussion, when utilized in isolation, each provide valuable yet constrained resources for learning. This article contends that their intentional integration provides a notably effective means of cultivating multifaceted thinking in students. Storytelling puts information into stories that are meaningful and emotionally powerful. Lecturing puts those stories into clear conceptual structures. Discussion lets students test, challenge, and rebuild these structures by talking to other people. Together, they help people move from thinking about things in a more intuitive way to thinking about them in a more reflective, evaluative, and creative way. Future empirical research could investigate particular applications of this triadic model across various disciplines and educational tiers, assessing its influence on students' higher-order thinking outcomes and their attitudes towards complex problem-solving.

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