

Article

Analytical Thinking and Its Importance in Teaching Literary Texts

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Abstract: This study addresses the topic of analytical thinking and its importance in teaching literary texts, as it is one of the higher-order thinking skills that contributes to developing the process of teaching literature and enhancing learners' abilities to deeply understand literary texts. The research adopted the inductive method by presenting the concept of analytical thinking, analyzing its characteristics and basic skills, and tracing its role in teaching literary texts in light of relevant educational literature. The research aimed to demonstrate the importance of analytical thinking skills, such as analysis, comparison, deduction, and critique, and their role in helping students deconstruct literary texts, understand their intellectual and aesthetic components, and uncover the relationships that connect words, meanings, artistic imagery, and expressive styles. The research also addressed the importance of analytical thinking in teaching literary texts, explaining its impact on developing a deep understanding of the text, enhancing literary taste, cultivating critical awareness, and engaging students in conscious interaction with and analysis of the literary text. The research concluded, through presentation and inductive analysis, with a set of findings that highlighted the importance of analytical thinking in teaching literary texts and its active and clear role in moving students from superficial reception to conscious understanding and deep analysis of the literary text, thereby strengthening their intellectual and critical abilities.

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1. Introduction

First: The Research Problem

Teaching literary texts is a fundamental pillar of Arabic language teaching and contributes to developing students' linguistic, intellectual, and emotional abilities. This is due to the aesthetic, intellectual, and cultural values and ideas contained within literary texts. However, the educational reality reveals that the teaching of literary texts still largely relies on traditional methods based on direct explanation, rote learning, and memorization, neglecting the application of analytical thinking skills based on understanding and analyzing the text. This is something the researcher observed throughout her academic journey, which demonstrated that limiting herself to these methods leads to weak analytical thinking skills among students and a decline in their ability to critically interpret literary texts, resulting in a superficial engagement with the text. Therefore, in this study, the researcher aims to employ analytical thinking in teaching literary texts, which contributes to improving literary appreciation and the ability to critique and evaluate. Hence, the research problem is formulated in the following question:

What is the importance of analytical thinking in teaching literary texts?

Secondly: The Importance of Research

The Holy Quran urges reflection, as God Almighty says: "And they reflect upon the creation of the heavens and the earth." Thus, reflection is one of the most prominent qualities that distinguishes humankind from other creatures. It is one of the essential needs without which human life cannot be sustained, and it is only abandoned in cases of mental incapacity. Humans need to reflect at all stages of their lives to manage their affairs [1]. There are several methods of reflection, including analytical thinking, which means the ability to accurately analyze facts, ideas, and things, breaking them down or dividing them into their sub-components. This leads to understanding the parts of the situation of interest and allows for other operations on the parts, such as classification, arrangement, deduction, and critique [2]. This makes it a key and effective tool for dealing with different situations in a systematic and scientific manner. Analytical reflection is an acquired skill that an individual can develop through training and practice. It is not limited to a specific group or field but extends to include various aspects and fields of educational, professional, and social life. [3][4] Analytical thinking is of great importance in the educational field, as it is one of the basic goals of the modern teaching and learning process. It helps students to understand the content of the material in depth and to link concepts together while analyzing them instead of relying blindly on memorization and rote learning. Analytical thinking also contributes to developing the concept of criticism among students by training them to evaluate ideas and information, to distinguish between facts and opinions, and to verify the validity of sources, which helps to prepare learners capable of independent thinking. [5] The importance of analytical thinking is evident in the learner's cautious and systematic approach to problems, attention to detail, and conscious planning before making decisions. It also involves gathering as much information as possible and participating in clarifying matters to arrive at rational and logical conclusions and solutions. [6] Therefore, we find that analytical thinking holds clear importance in literary texts through its crucial role in consciously appreciating them. It doesn't merely deal with the text superficially but rather deconstructs and breaks it down into its artistic and intellectual components, such as the main idea and the sub-ideas. This contributes to revealing the implicit and symbolic meanings intended in the text and linking them to the cultural, social, and historical context. This deepens the understanding of the literary work and highlights its aesthetic and intellectual dimensions. Through this type of thinking, the learner becomes capable of distinguishing between main and secondary ideas, analyzing character situations, and interpreting ideas logically, moving beyond rote memorization. Therefore, analytical thinking is fundamental. This is crucial for developing students' skills in analyzing literary texts and enhancing their abilities to discuss, critique, and express opinions supported by textual evidence, thus achieving the goals of teaching literature with aesthetic and critical appreciation [7]. The researcher believes that teaching literary texts in light of analytical thinking skills helps students interact clearly and positively with the literary text by breaking down ideas, interpreting rhetorical devices, exploring values and meanings, and connecting the text to its cultural and social context. This strengthens and enhances their critical thinking skills, cultivates their literary taste, and helps build a strong personality capable of presenting opinions supported by arguments and textual evidence, rather than merely relying on passive and weak rote learning. Based on this, the researcher believes that analytical thinking and its importance in teaching literary texts reflect a clear and contemporary educational approach that aligns with the goals of modern education, which are based on improving the quality of teaching Arabic literature, thus helping to develop students' intellectual, linguistic, and aesthetic abilities simultaneously.

Third: Research Objective

This research aims to identify analytical thinking and its importance in teaching literary texts.

2. Materials and Methods

Fourth: Research Methodology

This research will adopt the inductive study method.

Fifth: Definition of Terms

Analytical Thinking: A pattern of thinking in which an individual breaks down educational material or situations into their sub-elements or secondary components and recognizes the relationships or connections between them, which helps in understanding, organizing, and using them in subsequent stages.

Operatively: The set of mental processes that students use to analyze a literary text in terms of ideas, meanings, artistic imagery, and linguistic styles, with the aim of understanding, analyzing, interpreting, and critiquing it.

Literary Texts: Selected pieces from the literary heritage that possess a wide range of artistic beauty and present students with a complete idea or several interconnected and coherent ideas. [8]

Procedurally: It is a collection of poetic and prose texts that are studied by students within the prescribed curriculum and are dealt with as educational material that is analyzed in terms of ideas, meanings, rhetorical and artistic images, linguistic styles and aesthetic connotations, relying on analytical thinking methods with the aim of developing students' taste for deep understanding, analysis and criticism.

Section Two:

First: The Concept of Analytical Thinking

Analytical thinking is a type of mental thinking that relies on breaking down problems and issues into their basic elements and studying the relationships between these elements. This results in a deeper and more comprehensive understanding. This type of thinking is based on careful observation, comparison, classification, deduction, interpretation, and linking causes to effects. Analytical thinking is a crucial pillar in the educational process, as it helps students move from superficial to clear understanding. This thinking is based on analytical skills, which are among the essential skills in Bloom's Taxonomy of Behavioral Objectives for the cognitive domain. These skills require the learner to break down information into smaller parts and find relationships and assumptions between them [9]. Analytical thinking skills are embodied in the ability to analyze, critique, and judge things, situations, and concepts, as well as the ability to evaluate and compare. Analytical thinking is one of the types of thinking that students most need to develop and cultivate. It is represented by the individual's ability to identify an idea or problem, analyze it into its constituent elements or components, organize information, and make decisions. Analytical thinking is thinking Convergent thinking is governed by rules, with each step building upon the previous one. It is considered one of the highest and most complex levels of cognitive domains because this type of thinking requires the ability to perceive implicit, unstated ideas. [10] Based on the foregoing, analytical thinking is a structured mental process that aims to deconstruct ideas and texts into their constituent parts and basic components, and to understand the relationships between them. This helps students achieve clear and profound interpretation and make informed judgments based on understanding, not memorization.

Second: Characteristics of Analytical Thinking

Analytical thinking has several characteristics, including:

1- Breaking down ideas into their basic components

Analytical thinking helps the learner to break down a topic or text into its basic constituent parts, which aids in understanding the text's internal structure and the relationships between its elements [11].

2- Distinguishing between primary and secondary ideas

Analytical thinking contributes to classifying ideas and distinguishing between what is essential and primary and what is secondary within the text, which helps in a systematic and accurate understanding.

3- Connecting causes and effects

Analytical thinking is based on perceiving and analyzing the logical relationships between events and ideas and identifying the causes that led to specific results within a text or educational situation. [12]

4. Reliance on Reasoning and Deduction

Analytical thinking helps enhance the learner's ability to reason logically and draw conclusions based on the available data presented in the text. [13]

5. Developing the Ability to Critique and Make Judgments

Analytical thinking develops students' abilities to evaluate and critique ideas and make judgments based on understanding and analysis.

Third: Characteristics of Good Analytical Thinking:

Among the most important characteristics of good thinking are the following:

1. The ability to recognize the existence of a complex problem. This requires the learner to be able to distinguish between the important and the most important events, things, and experiences.

2. The ability to clearly understand the nature of the problem. The learner cannot address any problem unless they are aware of its nature, dimensions, and essence, and unless they have the ability to formulate it precisely and specifically.

3. The learner's willingness to remember the problem throughout the study period and to work through it, so that the child does not stray from the correct path in their search for a solution or answer to the question.

4. The learner's readiness to put forward a strong and bold hypothesis. For example, boldness in such matters leads to change and transformation in situations that prove to be corrupt and unsuitable for life.

5. The ability to formulate hypotheses that serve as intelligent, temporary solutions to a problem or difficulty. A fertile mind is one that can manipulate and play with words, choosing what suits the context and situation, as style has a profound impact on understanding the intended meaning of the problem.

6. The ability to critically test proposed solutions. This is one of the most important characteristics of sound analytical thinking. Those with this ability to critically examine solutions cannot accept them unconditionally, which inclines them to constantly seek the best, most beneficial, and most appropriate circumstances.

7. The ability and willingness to discard hypotheses that appear unsuitable and unreliable. This ability involves a clear and objective examination of the problem, unity of purpose, and organized selection and critique. It also requires courage, willpower, determination, and perseverance in working on it. A person possessing this quality is considered well-rounded and has a consistent and balanced personality.

8. The individual's ability and willingness to re-examine the results of a test to prove its reliability and accuracy, by using it in other similar situations and circumstances. [14]

Fourth: Theories Related to Analytical Thinking

1- Constructivist Theory and Analytical Thinking

This theory emphasizes that knowledge is constructed and formulated through student activity, such that the process of acquiring knowledge constitutes an adaptation process based on identifying experiences. Learning within this process relies on comparing new experiences with knowledge formed from previous experiences, discovering relationships, and drawing inferences. Constructivist theory also depends on educational strategies, including inquiry-based learning and project-based problem-solving. All of these aspects are emphasized by analytical thinking. Therefore, we find a clear relationship between constructivist theory and analytical thinking.

2- Cognitive Theory and Analytical Thinking

This theory focuses on mental processes such as attention, memory, thinking, information analysis and organization, linking it to prior knowledge, using advanced organizers, reasoning, and evaluation. These are among the main foundations of analytical thinking. [15]

3- Discovery Learning and Analytical Thinking

Bronze indicates that discovery learning relies on analyzing data to arrive at rules and concepts. It enhances the skills of inquiry, hypothesis formulation, and interpretation, all of which are encouraged by analytical thinking. [16]

4- Bloom's Taxonomy and Analytical Thinking

The analysis level in Bloom's Taxonomy of Cognitive-Behavioral Objectives is considered one of the levels that promotes analytical thinking by breaking down

knowledge into its basic elements and understanding the relationships between these elements. [17]

5. Metacognition and Analytical Thinking

This theory focuses on the learner's contribution to analyzing, monitoring, and correcting their thinking processes. This enhances their knowledge and learning through their thinking methods, thus supporting deterministic thinking.

Fifth: The Role of Analytical Thinking in Education

1- It helps the learner make sound decisions, increasing their self-confidence and making them more adaptable in social situations. This positively impacts the learner's personality, and one of the main goals that the educational system strives to achieve is how to acquire thinking skills in general, and analytical thinking in particular, in schools. This is essential for any type of learning, and these skills are transferred through problem-solving in learning academic subjects. Perhaps what is perplexing about human learning is its cognitive and intellectual nature, as it only occurs through analysis, synthesis, comparison, abstraction, and generalization. Most of the issues that humans face require them to learn how to deal with situations and the problems of daily life.

2- Developing analytical thinking skills helps the learner find appropriate solutions to problems, gives them flexibility in addressing the issues they encounter, and greatly helps them adapt to society and its changes.

3- Developing analytical thinking skills increases the effectiveness of the knowledge acquisition process by transforming it into a mental activity that leads to better mastery of the knowledge content, considering that the learning process is a thinking process.

4. Analytical thinking skills help learners use sound principles in making judgments and avoid rushing to conclusions without verifying and confirming their accuracy.

5. Developing analytical thinking skills enables students to predict the occurrence of events, their sequence, and their presentation based on their prior knowledge, leading to a deeper understanding of the situation. This also significantly contributes to students' self-awareness, allowing them to identify their own thinking styles and the methodology they employ when scrutinizing literary texts.

6. Analytical thinking skills lead students to monitor and refine their thinking processes, resulting in greater accuracy and soundness. This contributes to better decision-making and helps them avoid harsh criticism and extreme opinions.

7. Analytical thinking skills equip students with accurate and acceptable approaches to a wide range of everyday problems, reducing the likelihood of making false claims.

8. Analytical thinking skills help students gain a broader understanding of the knowledge they are learning. Transforming learning from a passive process into an active mental process leads to a deeper and more comprehensive mastery of the knowledge content and to the ability to connect its various elements.

9. Analytical thinking provides students with situations, experiences, and events in which they actively participate through mental processes such as attention, perception, and interaction. This process aims to achieve a state of familiarity and comprehension with what they encounter and to achieve balance. Driven by this desire to achieve balance and harmony with their experiences, learners develop their expertise through the interaction of their existing knowledge and skills with new experiences and events. This process enriches their knowledge, making it part of their cognitive framework, which represents a distinctive component of their personality and manifests in different situations.

10. Analytical thinking can facilitate lifelong learning and help students become more effective in solving real-life situations and problems.

11- Analytical thinking enables students to meet the demands and circumstances of the future and equips them with the steps of analytical thinking in deducing and interpreting ideas. Developing analytical thinking in learners has become a focus of attention for educators worldwide due to its importance for both learners and society. It allows learners to see things more clearly and broadly and develop a more creative approach to solving situations (problems) by thinking analytically.

12- Analytical thinking helps students make sound decisions, increasing their self-confidence and making them more adaptable in social situations. This is reflected positively in the student's personality and is one of the main goals of the educational system. It also helps in acquiring thinking skills in general, and analytical thinking in particular, in schools. Analytical thinking is essential for any type of learning, and its skills are transferred through problem-solving in learning academic subjects. Perhaps what makes human learning unique is its cognitive and intellectual nature, as it only occurs through analysis, synthesis, comparison, abstraction, and generalization. Most of the issues that humans face and encounter require them to learn how to deal with situations and problems in daily life. [18]

The researcher believes that the teacher contributes a clear and broad pivotal role in developing analytical thinking among students by guiding them to deconstruct and break down the literary text, link its ideas to its artistic and intellectual context, and motivating them to express opinions and constructive criticism away from rote learning.

Sixth: The Concept of Literary Text

A piece of speech, a form of art, is one that resonates with feelings and emotions through beautifully and attractively chosen words. It stirs the reader's hidden emotions and allows them to soar in a world of ideas. This is what distinguishes it from non-literary texts. The emergence of literature was a result of humanity's need to express its thoughts, feelings, and needs. It resembles other arts such as painting, music, and singing, but it is distinguished from these by its eloquence, ease of access, widespread use, and ability to convey knowledge to the reader everywhere. [19] The researcher believes that literature is a refined artistic expression that reflects human intellectual, emotional, and sentimental experiences. It embodies a beautiful vision of life through impactful language and contributes to building awareness and developing aesthetic taste in the reader.

Seventh: The Nature of Literary Texts

1-Literary texts are distinguished from other texts, such as scientific or media texts, by several characteristics, including: 1- Artistic and imaginative language, where the writer uses a wide variety of techniques that move and stimulate the reader, such as metaphor, simile, symbols, and rhetorical devices.

2- The human and subjective experience reflected in the literary text.

3- The ability to enjoy and appreciate the artistic merit of a literary text. The reader reads the text not only to understand it but also to enjoy its dialogue and the emotions it evokes.

Eighth: Objectives of Teaching Literary Texts

The objectives of teaching literary texts include developing students' language skills, enriching their vocabulary and diverse linguistic structures, cultivating an appreciation for the linguistic beauty of the text, and training them in literary criticism and analysis. Teaching literary texts in general has many objectives, including:

- Training students in good and clear pronunciation.
- Accurate performance and effective representation of meaning. - Accuracy and clarity in understanding meanings.
- Training students to analyze, interpret, and critique literary texts.
- Appreciating the eloquence of God's word and understanding its hidden secrets.
- Supporting and developing students' linguistic skills.
- Providing students with the profound meanings and noble values contained within literary texts.
- Enabling students to appreciate the clear artistic imagery, sublime rhetorical and linguistic meanings, refined styles, and noble values found in literary texts.

Section Three:

First: The Teacher's Role in Analytical Thinking about Literary Texts

The Arabic language teacher plays a crucial and clear role in fostering analytical thinking by shifting from rote learning to interaction. This is achieved through selecting literary texts appropriate to students' levels and maturity, posing open-ended questions, and stimulating analytical thinking. The teacher's role also culminates in guiding students step-by-step in analyzing the text and promoting discussion and dialogue, thus

developing higher-order thinking skills that go beyond memorization and superficial understanding.

1. Selecting literary texts appropriate to students' level of maturity and thinking, and enhancing their diverse analytical abilities.
2. Posing open-ended and varied analytical questions (why and how) to encourage students to be creative, think broadly and deeply, and explore diverse meanings.
3. Leading and guiding students scientifically through step-by-step text analysis to understand the structure, styles, and distinctive content of the literary text.
4. Encouraging students to discuss, be creative, and engage in dialogue within the classroom, enabling them to exchange opinions and develop critical thinking skills.
5. Moving away as much as possible from traditional rote learning methods and focusing on modern strategies and integrating thinking into teaching. [20].

Second: Analytical Thinking in Teaching Literary Texts

Literary texts offer a vast field for developing analytical thinking due to their intellectual depth, semantic complexity, artistic structure, and beauty. These texts require the reader to reflect, analyze, and interpret. A clear understanding of a literary text can only be achieved through the application of analytical thinking, which enables students to deconstruct and break down the text into its basic and primary elements, uncover the relationships between ideas, and analyze its language and artistic imagery. A comprehensive analysis of a literary text includes several aspects:

1- Analytical thinking helps students deal with complex texts, including literary texts, by analyzing and deducing partial ideas and understanding symbols and meanings. This leads to a clearer and deeper understanding of the text, moving beyond superficial rote memorization.

2- The very structure of a literary text demands high-level analytical skills, such as analyzing the main idea, figurative language, rhetorical and linguistic techniques, and connecting the text to the author's psychological and social environment. These skills can only be developed by adopting analytical thinking in teaching.

3. Analytical thinking in literature teaching helps develop students' literary taste and reveals their ability to understand the artistic aesthetics of literary texts, distinguish between styles and structures, and analyze characters and events in narrative texts. This positively impacts their linguistic appreciation and literary criticism.

4. Using analytical thinking in teaching literary texts develops students' analytical, interpretive, and critical abilities. It makes the learner an active participant in the educational process and moves them away from passively receiving information, enabling them to clearly judge the quality of literary texts. [21] The researcher concludes from the above that using analytical thinking in teaching literary texts represents a highly effective educational approach that contributes to developing and enhancing higher-order thinking skills. It raises students' abilities for deep understanding, analysis, and criticism, and makes the literary text an effective tool for developing and stimulating the mind, moving away from rote memorization of academic material.

Third: Applied Examples of Analytical Methods for Literary Text Analysis

First Example: A Poetic Text (Analytical Thinking)

Text:

Oh, if only youth would return one day
So I could tell it what old age has done

Analysis According to Analytical Thinking

1- Text Breakdown: Read the poetic text emotionally because it addresses a personal human experience related to the journey and relentless march of time and life.

2- Interpretation of the Idea: The poet expresses the depth of his regret over the loss of youth and the weakness and sadness that old age leaves in the soul, and he makes a hypothetical comparison between two stages: strength and weakness.

3- Interpretation of Style and Language: The poet used simple and clear words such as youth and old age, and the poem's style is predominantly emotional, expressive, and expressive, employing the technique of wishing ("Oh, if only").

4- Rhetorical Images: The poet personifies youth as if it were a human being being addressed, and this personification suggests regret and sighs. 5. Emotion: We find the emotion of sadness and sorrow stemming from a bitter, tragic human experience.

6. Poetic Music: The poem employs a consistent meter and rhyme scheme, which enhances the mournful rhythm.

7. Artistic and Intellectual Value: The poet urges, in the poetic text, the veneration and appreciation of youth before its passing.

Second Model: A Social Narrative

Text:

"The child went to school carrying his bag, his heart full of hope despite his abject poverty."

Text Analysis According to Analytical Thinking

1- Text Segmentation: This short story addresses a social issue.

2- The General Idea of the Text: Hope for a broad education despite poverty and difficult living conditions.

3- Artistic Elements:

Character: Childhood, a symbol of innocence

Time: Morning

Event: Walking to school every morning

Place: The route to and from school

Irony: Poverty versus hope

4- Style and Language Analysis: The narrative style uses simple yet impactful language that combines the realities and hardships of life.

5- Human Value: Persistence and determination to seek knowledge despite all circumstances, overcoming poverty through hope.

Third Model: A Short Emotional Text

"My homeland resides in my heart wherever I go." Text Analysis According to Analytical Thinking

1- Interpretation of the Text: The text is written in a language that appeals to the heart, with a strong patriotic tone.

2- The General Idea of the Text: A person's connection to their homeland is spiritual, not geographical.

3- Analysis of Style and Imagery: The text employs metaphor, portraying the homeland as residing deep within the heart, signifying profound love.

4- The Fundamental Principle of the Text: The homeland is a supreme value that endures regardless of distance or absence.

3. Results and Discussion

Results

The inductive analysis of educational and literary studies revealed several important findings regarding the role of analytical thinking in teaching literary texts.

First, analytical thinking was found to be one of the higher-order cognitive skills that enables students to move beyond rote memorization toward deeper understanding and interpretation of literary texts. It allows learners to analyze ideas, classify information, identify relationships among textual elements, and derive meanings based on evidence.

Second, the analysis showed that analytical thinking contributes significantly to the development of literary appreciation. Students become more capable of understanding rhetorical devices, artistic imagery, symbolism, and stylistic features, thereby enhancing their aesthetic awareness and appreciation of literary creativity.

Third, analytical thinking promotes critical awareness and independent judgment. Learners acquire the ability to compare ideas, evaluate literary opinions, distinguish between facts and interpretations, and express their viewpoints logically and objectively.

Fourth, the findings indicated that analytical thinking transforms the educational process from passive reception to active participation. Students become more involved in discussion, interpretation, and critical analysis, while teachers assume the role of facilitators and guides rather than transmitters of information.

Finally, the review demonstrated that the integration of analytical thinking strategies contributes to the development of students' linguistic competence, intellectual maturity, self-confidence, and communication skills, which are among the fundamental objectives of teaching literature.

Discussion

The findings of the present study emphasize that analytical thinking constitutes an essential foundation for effective literature instruction. Modern educational theories, particularly constructivist and cognitive theories, stress that meaningful learning occurs when students actively construct knowledge through analysis, interpretation, and reflection rather than through memorization alone.

The results are consistent with Bloom's taxonomy, which places analysis among the higher cognitive processes required for meaningful learning. Through analytical thinking, students are able to uncover explicit and implicit meanings, understand the relationships between literary elements, and critically examine themes, values, and artistic structures.

Furthermore, analytical thinking contributes to the cultivation of literary taste and critical awareness. Literary texts are characterized by multiple meanings, symbolic expressions, and aesthetic dimensions; therefore, their effective teaching requires intellectual engagement and reflective interpretation. Analytical approaches enable students to appreciate literature not merely as textual material but as a source of cultural, ethical, and human experiences.

The discussion also highlights the changing role of teachers in contemporary education. Instead of relying exclusively on explanation and memorization, teachers are encouraged to employ questioning techniques, dialogue, and analytical activities that stimulate higher-order thinking. Such practices enhance students' motivation and create interactive learning environments that foster creativity and independent learning.

Moreover, the application of analytical thinking in literature teaching contributes to achieving the broader goals of modern education, including the development of critical thinking, problem-solving abilities, communication skills, and lifelong learning competencies. Consequently, incorporating analytical thinking strategies into the teaching of literary texts represents an effective educational approach that aligns with contemporary trends in language education and promotes students' intellectual and aesthetic growth.

4. Conclusion

1. Analytical thinking is one of the most important types of high-level thinking that enhances the teaching of literary texts, as it moves students from passive reception to conscious interaction with the text and understanding its intellectual and aesthetic dimensions.

2. Adopting analytical thinking contributes to strengthening skills in deep and broad understanding, deduction, interpretation, critique, and expressing opinions supported by arguments, which positively impacts students' academic achievement and literary taste.

3. Analytical thinking helps students understand the internal relationships within a literary text and grasp its explicit and implicit meanings, thus developing constructive critical awareness and moving them away from rote memorization and passive learning.

4. Analytical thinking develops students' personalities, enhancing their self-confidence and their ability to engage in dialogue and discussion and respect different viewpoints when analyzing literary texts.

5. Applying teaching strategies based on analytical thinking transforms the teacher's role from a passive transmitter of information to a facilitator and guide for learning, making students the focus of the educational process. 4. Analytical thinking excels as an effective tool for connecting literary texts to students' realities and life experiences, thereby increasing their motivation to learn and making literature a vibrant and meaningful subject.

6. Implementing analytical thinking in teaching literary texts requires well-prepared teacher plans that include analytical activities and questions that stimulate thinking and support active learning.

7. This research concludes that incorporating analytical thinking into the teaching of literary texts is a modern educational approach that contributes to achieving the goals of modern education and building a generation capable of understanding, critical thinking, and creativity.

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