



Issues On the Application of Critical Thinking Technology in English Lessons

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ABSTRACT

The article deals with the issues based on the usage of critical thinking technology in English lessons. As we know, a person with critical thinking meets all the requirements of modern society. He/she knows how to see problems and prospects, set clear goals, develop optimal ways to achieve them. He/she has a clear, original, independent thinking, ready for self-realization and self-expression.

Works on the development of critical thinking in the process of teaching English allows students to form socially significant, moral and value motives of behavior, increase the level of socialization, develop creativity and reflection, cultivate initiative, communication, dynamism - everything that is significant for the formation of need-motivational and operational -technical spheres of the student.

Keywords:

critical thinking, creative abilities, student-centered, communication skills, reading, writing.

Introduction

The most significant advantage of the work on the development of critical thinking is that it allows you to make the learning process student-centered, set and solve new, non-traditional educational tasks (the formation and development of research, information, communication and other skills of students, the development of their thinking and creative abilities, formation of model representations).

It is known that any knowledge will be better and better if it is based on one's own experience. Bringing to the surface representations or more stable forms of student knowledge on the topic studied is not an easy task, but it will greatly simplify the path to new knowledge for the students. In the technology of developing critical thinking through reading and writing, this is the first task that the group discussions (note, not the teacher, but all together). The most difficult thing for a teacher is to accept all the versions that students offer - right and wrong. It is better to fix them in writing. Sometimes contradictions in points of view are revealed. When contradictions are seen or it is clear that

the information collected is not enough, students have a desire to overcome this.

Methods And Analysis

The set of key skills required for critical thinking includes observation, the ability to interpret, analyze, draw conclusions, and evaluate. Critical thinking applies logic and also relies on metaknowledge and broad criteria of intelligence such as clarity, plausibility, accuracy, significance, depth, scope, and fairness. Emotionality, creative imagination, value attitudes are also components of critical thinking.

Most often, critical thinking is understood as the process of evaluating the reliability, accuracy or value of something, the ability of evaluation to seek and find reasons and alternative points of view, to perceive the situation as a whole and change one's position based on facts and arguments. It is also called logical or analytical thinking.

D. Kluster warns against the attempt of some teachers to identify critical thinking with such thought processes as memorization, understanding and creative, intuitive thinking.

With all the importance of the development of memory, memorization is not thinking. The development of intelligence is to a greater extent connected not with the exploitation of memory, but with the development of independent thinking. According to the author, it is not thinking and understanding, it is only one of the prerequisites for critical thinking.

D. Kluster identifies five aspects that distinguish critical thinking from its other types.

1. Critical thinking is independent thinking.

2. Information is the starting point, not the end point, of critical thinking. Knowledge creates motivation, without which a person cannot think critically.

3. Critical thinking begins with asking questions and clarifying the problems to be solved. Critical thinking strives for persuasive reasoning.

4. Critical thinking is social thinking.

Is it necessary and is it possible to purposefully form critical thinking? This question was definitely answered by D. Dewey at the beginning of the last century. In his opinion, the main thing that educational institutions of any type should be doing is teaching students to think.

In order to use his critical thinking, it is important for student to develop a number of qualities, among which D. Halpern highlights:

- Willingness to plan. Thoughts often arise randomly. It is important to order them, build a sequence of presentation. Orderliness of thought is a sign of confidence.

- Flexibility. If the student is not ready to accept the ideas of others, he will never be able to become a generator of his own ideas and thoughts. Flexibility allows you to wait to make a judgment until the student has a variety of information.

- Persistence. Often, when faced with a difficult task, we put it off until later. By developing perseverance in the tension of the mind, the student is sure to achieve much better results in learning.

- Willingness to correct their mistakes. A critical thinker will not justify his wrong

decisions, but will draw conclusions, take advantage of the mistake to continue learning.

- Awareness. This is a very important quality, which implies the ability to observe oneself in the process of mental activity, to track the course of reasoning.

- Search for compromise solutions. It is important that the decisions made are perceived by other people, otherwise they will remain at the level of statements.

While reflecting on the intellectual skills of critical thinking D. Halpern focuses on the following of them:

- analysis / conclusions;
- promotion, formulation, development of hypotheses;

- establishment and creation, search for analogies, metaphors;

- activation of previously acquired knowledge;

- activation of causal relationships;

- significance analysis;

- comparison - comparison - opposition;

- application in real conditions;

- counterargument;

- assessment and its reliability/validity;

- generalization of ideas;

- exploring other points of view.

According to the Critical Thinking technology, a lesson consists of three stages:

Each phase has its own goals and objectives, as well as a set of techniques aimed first at enhancing research and creative activity, and then at comprehending and generalizing the acquired knowledge.

The first stage is the "challenge", during which the students' previous knowledge is activated, interest in the topic awakens, and the goals of studying the upcoming educational material are determined.

The second stage - "comprehension" - is meaningful, during which the direct work of the student with the text takes place, and the work is directed, meaningful. The reading process is always accompanied by student activities (marking, tabulation, journaling) that allow you to track your own understanding. At the same time, the concept of "text" is

interpreted very broadly: it is a written text, a teacher's speech, and video material.

The third stage - reflections. At this stage, the student forms a personal attitude to the text and fixes it either with the help of his own text or his position in the discussion. It is here that an active rethinking of one's own ideas takes place, taking into account the newly acquired knowledge.

Foreign language lessons contribute to the development of critical thinking due to a variety of material and interactive approaches. The technology for developing critical thinking through reading and writing stands out among innovative pedagogical ideas with a successful combination of problematic and productive learning with lesson technology, effective methods and techniques. Using the "Critical Thinking" technology in foreign language lessons, the teacher develops the personality of the student, first of all, with direct teaching of a foreign language, resulting in the formation of communicative competence, which provides comfortable conditions for cognitive activity and self-improvement. The teacher stimulates the interests of the student, develops his desire to practically use a foreign language, as well as to learn, thereby making it possible to achieve success in mastering the subject.

A teacher working within the framework of critical thinking technology should be well aware that his work will be productive if he chooses correctly:

- informative material that promotes the development of critical thinking;
- method (separate method, strategy) of the lesson.

The material for using the "Reading with stops" technique is a narrative text. An indispensable condition for using this technique is to find the optimal moment in the text to stop. These stops are a kind of curtains: on one side there is already known information, and on the other - completely unknown information that can seriously affect the assessment of events. This technique requires not only a serious adjustment of one's own understanding, but sometimes even a rejection of the previous position. But the

refusal is not under someone's influence, but as a result of personal work with the text, independent development of the new. This technique contains all stages of technology:

Stage 1 - evocation. At this stage, based only on the title of the text and information about the author, students should guess what the text will be about.

Stage 2 - comprehension. Here, having become acquainted with a part of the text, students clarify their understanding of the material. The peculiarity of the reception is that the moment of refining one's idea (comprehension stage) is at the same time the stage of a call to get acquainted with the next fragment. The questions asked by the teacher should cover all levels of B. Bloom's questions. Mandatory question: "What will happen next and why?"

Stage 3 - reflection. Final conversation. At this stage, the text again represents a single whole. Forms of work with students can be different: writing, discussion, joint search, theses, selection of proverbs, creative work.

Such work with the text develops the ability to analyze the text, to identify the connection between individual elements (themes, images, ways of expressing the author's position), develops the ability to express one's thoughts, teaches understanding and comprehension.

Reception "Reading with stops" develops the following skills in students: analyze the text; to ask questions; prove your point of view; highlight the main idea of the text.

One of the most successful and widely used teaching methods for teaching communication is discussion.

This is a special form of collective cooperation, causing active intense mental activity.

With the help of discussion, the teacher skillfully includes students in various life situations that are significant for them, making them want to speak and communicate, and provides an opportunity to express their point of view, their understanding of the issue under discussion.

Conclusion

A teacher who wants to teach students to think should watch how students acquire knowledge, and not how they simply reproduce it. Gaining knowledge requires certain mental skills, such as analytical, problematic, critical, creative, reflective thinking. How can critical thinking be applied in teaching foreign languages?

Critical thinking skills cannot be developed spontaneously. The teacher must manage this process. The lessons of FL promote the development of critical thinking through a variety of material and interactive approaches. Self-awareness plays an important role in this process. Through critical thinking and self-awareness, the connection between thoughts and emotions can be understood. Although it is commonly believed that they are independent of each other, but in fact feelings are based on a certain level of thought and thoughts appear on a certain level of feelings.

A foreign language teacher can promote critical thinking in the classroom by helping students understand themselves and the world around them: deal with perceptions, assumptions, prejudices, values, destroy old habits in order to create a new point of view.

Foreign language teachers should teach students more than just language skills. It is also necessary to develop a critical approach to learning; increase their desire to acquire new knowledge.

In the process of applying the technology for the development of critical thinking:

- there is a training in generalized knowledge, skills, habits and ways of thinking;
- it becomes possible to combine individual disciplines;
- conditions are created for the variability and differentiation of training;
- a focus on self-realization is formed, their own individual learning technology is developed.

The considered methods of developing critical thinking in English lessons make it possible to make the work in the lessons more effective, interesting and creative, and most importantly, productive.

Thus, the use of critical thinking technology in English lessons can significantly increase the time of speech practice in the lesson for each student, achieve the assimilation of the material by all group members, and solve various educational and developmental tasks. In its turn, the teacher becomes the organizer of independent educational, cognitive, communicative, creative activities of students, he/she has opportunities to improve the learning process, develop the communicative competence of students, and holistic development of their personality.

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