



The Usage of Critical Thinking Technology in Educational Process

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ABSTRACT

As we know, critical thinking is the ability to ask questions, develop a variety of arguments, and make independent, thoughtful decisions. Therefore, the main idea of using technology for me is to create such an atmosphere of learning through playful methods, in which students, together with the teacher, actively communicate, consciously reflect on the learning process, track, confirm, refute or expand knowledge, new ideas, feelings or opinions about the world around them. And, of course, they do it quite fluently in English. In this article, we tried to systematize our and colleagues experience in the use of critical thinking techniques in modern English lessons.

Keywords:

Critical Thinking, Reading, Writing, Information, Intellectual Activity, Clustering, Techniques.

Introduction

In the technology for the development of critical thinking through reading and writing, ideas and methods of domestic technologies, collective and group methods of learning, as well as cooperation, developmental learning are synthesized as a general pedagogical, over-subject process.

The technology for the development of critical thinking is an integral system that forms the skills of working with information in the process of reading and writing. Critical thinking is one of the types of human intellectual activity, which is characterized by a high level of perception, understanding, objectivity of the approach to the information field surrounding it.

Critical thinking helps students [1]:

- identify cause-and-effect relationships;
- consider new ideas and knowledge in the context of existing ones;
- reject unnecessary or incorrect information;
- understand how different pieces of information are related;
- highlight errors in reasoning;

- make a conclusion about whose particular value orientations, interests, ideological attitudes reflect the text or the speaking person;

- avoid categorical statements;
- be honest in your reasoning;
- identify false stereotypes leading to incorrect conclusions;
- identify bias, opinion and judgment;

Methods And Analysis

The technology for the development of critical thinking was proposed in the 90s of the XX century by American scientists C. Meredith, C. Temple, J. Steele as a special teaching method that answers the question: how to teach to think? Various techniques related to working with information, organizing work in a class, a group, proposed by the authors of the project, are "key words", working with various types of questions, active reading, graphic ways of organizing material.

The basis of the technology is the three-phase structure of the lesson: challenge, comprehension, reflection. Each phase has its own goals and objectives, as well as a set of characteristic techniques aimed first at

activating 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 activity of students at this stage: the student "remembers" what he knows about the issue under study (makes assumptions), systematizes information before studying it, asks questions that he would like to get an answer to.

Possible tricks and methods:

- compiling a list of "known information", a story-assumption, by keywords;
- systematization of the material (graphic): clusters, tables;
- true and false statements;
- mixed up logical chains, etc.

So, the information received at the first stage can be done as recording, discussing and the work may be carried out as individually - in pairs - groups.

At this stage, we can apply the following game techniques:

"Clean Board" technique

It is carried out by repeating the material covered. Before the start of the lesson, the teacher at different ends of the blackboard attaches leaflets in the form of white blots on which the questions are written. At the beginning of the lesson, he asks the students to "clear" the board from the tricks of the "evil chalk", whose image is also attached to the board. Students take turns coming to the blackboard, removing the inkblot and answering the questions written on them. The score is received by the one who collected the most blot.

Clustering technique

The meaning of this technique is to try to systematize the existing knowledge on a particular problem.

A cluster is a graphical organization of material that shows the semantic fields of a particular concept. The word cluster means "beam, constellation" in translation. Clustering

allows students to think freely and openly about a topic.

Students write down a key concept in the center of the sheet, and draw arrows from it - rays in different directions that connect this word with others, from which the rays diverge further.

The cluster can be used at various stages of the lesson. At the challenge stage - to stimulate mental activity. At the stage of comprehension - to structure the educational material. At the stage of reflection - when summarizing what students have learned. The cluster can also be used to organize individual and group work in the classroom and at home.

Technique "Kahoot"

Kahoot is a relatively new service for creating online quizzes, tests and surveys. This program can be effectively used for didactic purposes.

The first experience with this service was liked not only by me, but also by my students. In a playful way, we were able to repeat and consolidate both grammar and vocabulary. And how many emotions! And during the open lesson on the topic "Holidays", work in Kahoot became a highlight - not only studenten, but also the guests of the lesson enjoyed working.

To work with Kahoot, the teacher needs a computer and an interactive whiteboard or TV, and students (each) need a tablet, laptop, smartphone, that is, any device that has access to the Internet.

The teacher creates an account in Kahoot.get, composes tasks, saves them in a personal account. Then, during the lesson, he logs into his account, selects the desired quiz or test and clicks play. A PIN code appears on the board to enter the game. Kids go to kahoot.it, type in a PIN, press Enter, and that's it! The game has begun. Students are evaluated on two parameters at once: found the correct answer and the speed of the answer. I would like to note that the Kahoot library has a huge number of ready-made quizzes and tests in public access, which you can copy to your personal account and change for yourself and your students.

The third stage is the stage of 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.

Teacher's activity: return students to the original notes - suggestions, make changes, additions, give creative, research or practical tasks based on the information studied.

Student activities: students relate "new" information to "old" information using the knowledge gained at the comprehension stage.

Possible tricks and methods:

- filling in clusters, tables, establishing cause-and-effect relationships between blocks of information;
- return to keywords, true and false statements;
- answers to the questions posed;
- organization of oral and written round tables;
- organization of various types of discussions;
- writing creative works (five lines, synkwines, essays).

Conclusion: creative processing, analysis, interpretation, etc. studied information; work is carried out individually - in pairs - groups.

Gaming activities can be carried out through:

Reception "writing synkwine"

The most popular technique used at the stage of reflection was synkwine. Synkwain is a poem, which is a synthesis of information in a concise form, which allows you to describe the essence of the concept or to reflect on the basis of the knowledge gained.

The rules for writing this poem are a certain number of words per line and the purpose of each line:

1st line - the title of the poem, the topic (usually a noun);

2nd line - description of the topic (two adjectives);

3rd line - action (usually three verbs related to the topic);

4th line - feeling (a phrase of four words expressing the author's attitude to the topic);

5th line - repetition of the essence, a synonym for the first line (usually a noun).

Students learn to write similar poems in pairs, reminding each other of the rules of writing, choosing vocabulary. Then the cinquain is written individually. The purpose of writing such a poem may be the development of concepts, a reflective assessment of what has been passed.

Synkwine can help organize a final repetition, summarize the information received, evaluate the conceptual baggage of students, teach how to express complex feelings and ideas in a concise form.

Game "Palms"

It can be used at the stage of reflection, to consolidate the basic skills of students. On the study table in front of the students are the contours of the palms. On each finger of the model are written the skills that needed to be consolidated in this lesson. Students squeeze their right palm, and take a palm model in their left hand. They read skills on the model and unbend as many fingers as they learned in the lesson, and raise their right palm up.

Another technique, "true or false statements." For example, statements can be offered at the beginning of a lesson.

Then, we can ask from students to establish whether these statements are true, justifying their answer. After getting acquainted with the basic information (the text of the paragraph, a lecture on this topic), we return to these statements and ask students to evaluate their reliability using the information received in the lesson.

At the stage of reflection, all of the above methods "work". Tables, diagrams become the basis for further work: exchange of opinions, essays, research, discussions, etc. But a separate application of techniques is also possible, for example, after studying the material, the topic, we ask students to form clusters (systematize the material).

Thus, there are many ways of graphic organization of material. Among them, tables are the most common. You can consider these

techniques as techniques of the stage of reflection, but to a greater extent, these are strategies for conducting the lesson as a whole.

The concept table technique is especially useful when three or more aspects or questions are to be compared. The table is constructed as follows: horizontally is what is to be compared, and vertically - various features and properties by which this comparison takes place.

Students receive the following algorithm for working on the text (the text of the paragraph is divided into 5 passages according to the number of students in the group):

- Reading text.
- Highlighting the main thing, retelling.
- Discussion of information in the group.
- Selection of comparison lines and their recording on separate sheets (cards).

(You can use the questions suggested at the challenge stage).

At the reflection stage, groups are invited to present "their" lines of comparison.

The presentation is followed by a discussion of the question: What important information is missing from the table?

As homework, students are invited to choose one of the well-known graphic forms of organizing the material (tables, diagrams), or come up with their own task that they would like to complete.

In this lesson, the "Conceptual Table" technique was used at the stage of reflection, but this technique can be used at other stages of the lesson.

It is important that this technology is successfully consistent with traditional forms of teaching.

No less significant is the fact that the content of the lesson is decisive in planning, and not just the attractiveness of individual techniques and strategies.

In general, technologies for the development of critical thinking meet the goals of education at the present stage, form the intellectual qualities of the individual, equip the student and teacher with ways to work with information, methods of organizing learning, self-education, designing their own educational route, remove communication barriers

In conclusion, I will focus on the benefits of using game techniques based on critical thinking.

Students acquire the ability to:

- work with an increasing and constantly updated information flow in various fields of knowledge;
- Express your thoughts (orally and in writing) clearly, confidently and correctly in relation to others;
- to develop their own opinion on the basis of comprehension of various experiences, ideas and ideas;
- solve problems; the ability to independently engage in their own learning (academic mobility);
- cooperate and work in a group; the ability to build constructive relationships with others.
- work effectively with other people; express their thoughts clearly, confidently and correctly in relation to others.

Conclusion

Thus, as a result of applying the methods of critical thinking in the process of teaching a foreign language, the subjective position of the personality of each student is updated. These methods contribute to the organization of educational activities of students in accordance with the mechanisms of value orientation search - evaluation - choice - projection, and really allow you to increase learning motivation, the quality of the educational process, contribute to the skills of working with information of any type and increase social competence.

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