ACADEMICIA
An International Multidisciplinary Research Journal
(Double Blind Refereed & Peer Reviewed Journal)

DOI: 10.5958/2249-7137.2021.01303.3

THE EFFECTIVE WAYS OF DEVELOPING CRITICAL THINKING AND ITS ROLE IN TEACHING PROCESS

Rabbimova Yulduz Karshiboy kizi*; Petrosyan Nelya Valerovna**

*2nd year master's student,
Faculty of Foreign Languages and Literature,
Samarkand State Institute of Foreign Languages,
UZBEKISTAN

**Scientific Supervisor,
Teacher of the Department of English Language Teaching Methods,
Samarkand State Institute of Foreign Languages,
UZBEKISTAN

ABSTRACT

The technology for the development of critical thinking began to take shape in the 90s of the XX century. Critical thinking does not mean negative judgment or criticism, but judicious consideration of a variety of approaches in order to make informed judgments and decisions. An orientation towards critical thinking assumes that nothing is taken for granted. Each student, regardless of authority, develops his or her opinion in the context of the curriculum.

KEYWORDS: *Critical Thinking, Technology For The Development Of Critical Thinking, Techniques For The Development Of Critical Thinking, Challenge, Comprehension, Reflection, Clusters, A Tree Of Predictions, Diaries And Logbooks, Thick And Thin Questions, Writing In A Circle, Marks In The Margins, Syncwine, Essay.*

INTRODUCTION

Critical thinking is the ability to pose new questions, develop different arguments, and make informed decisions. The purpose of this technology is to ensure the development of critical thinking through the interactive inclusion of students in the educational process. Critical thinking promotes mutual respect between partners, understanding and productive interaction between people; makes it easier to understand different “world views”; allows students to use their knowledge to make sense of situations with a high level of uncertainty, to create a basis for new types of human activity.

The technology includes several stages:

Stage I "Challenge" (actualization of subjective experience).

Stage II "Comprehension".

Stage III "Reflection".

The first stage is challenge.

Her presence at every lesson is mandatory.

This stage allows:

–To actualize and summarize the student's knowledge on a given topic or problem;

- to arouse a steady interest in the topic under study, to motivate the student to educational activities;

–Formulate the questions to which we would like to receive answers; –To encourage the student to work actively in the classroom and at home [3].

At the stage of the call, the existing knowledge on the declared topic is updated, ie. even before acquaintance with the text (the text is understood as the written text, and the speech of the teacher, and the video material), the student begins to think about the specific material. At the first stage, motivation mechanisms are switched on, the goal is determined.

The second stage is comprehension.

There are other tasks here. This stage allows:

–To receive new information, to comprehend it;

–Related to existing knowledge;

–Search for answers to the questions posed in the first part [3].1

At the stage of comprehension, direct work with the text takes place - reading, which is accompanied by the student's actions: marking using the signs “v”, “+”, “-”, “?” (as they read, they are put in the margins on the right), drawing up tables, searching for answers to the questions posed in the first part of the lesson, etc. As a result, students receive new information, correlate new and existing knowledge, systematize the data obtained. Thus, students follow their own understanding on their own.

The third stage is reflection. Here the main one is:

- holistic comprehension, generalization of the information received;

- Appropriation of new knowledge, new information;

- the formation of each of the students their own attitude to the studied material [1].

At the stage of reflection, information is generalized, the role of writing increases. Writing helps not only to understand the material and reflect on what has been read, but also to express new hypotheses. In the technology of developing critical thinking, different methods and techniques are used, which are used both at a certain stage and as a strategy for conducting the lesson as a whole. Let's take a look at some of them.

Techniques for developing critical thinking

"Clusters". This is the selection of semantic units of text and graphic design in a certain order in the form of a bunch. Making some notes, sketches for memory, we often intuitively distribute them in a special way, arrange them into categories. Bunches are a graphic technique in the systematization of material. Thoughts are no longer piled up, but are arranged in a certain order. The principle is pretty simple. A model of the solar system is drawn: a star, planets and their satellites. In the center is a star - this is our theme, around it the planets are large semantic units, we connect them with a straight line with the star, each planet has its own satellites, and its own satellites. Clusters help students capture more information than could be obtained from regular writing work. This technique can be applied at the stage of calling, when it is necessary to organize information before acquaintance with the main source (text) in the form of questions or headings of semantic blocks. You can use this technique at the stage of reflection. This is a fix for the wrong assumptions in “Preliminary clusters”, filling them in on the basis of new information, establishing causal links between individual semantic blocks (work can be carried out individually, in groups, on the whole topic or in separate semantic blocks) [2].

"Prediction tree". This technique helps to make assumptions about the development of the storyline in the story, novella. The rules for working with this technique are as follows: a tree trunk is a theme, branches are assumptions that are conducted in two main directions - “possible” and “probably” (the number of branches is not limited), and, finally, leaves are the justification of these assumptions, arguments in favor of one opinion or another. This technique also works well for the calling stage.

"Diaries" and "flight journals". These techniques are well suited for the reflection stage. In-flight journals are a generalized name for various teaching writing techniques, according to which students write down their thoughts while studying a topic. The logbook can be presented in the form of a table. 1:

What do I know about this topic?	What new have I learned from the text?

An interesting technique is the "Two-part diary". This technique allows the reader to connect the content of the text with his personal experience. Such diaries can be used when reading the text in class, but it is especially productive to work with them at home when a large text is given. On the left side of the diary, students write down those moments that made the greatest impression on them, evoked memories, associations, puzzled, etc. On the right, they should comment on what prompted them to write down this particular quote.

Quote	Comments

At the stage of reflection, students return to work with these diaries and, with their help, the text is consistently analyzed. There are "Three-part Diaries", which have a third column - "Letters to the teacher". This technique allows you to work not only with the text, but also to conduct a dialogue with the teacher about the read [2]. "Thick and thin questions." The technique can be used at any stage of the lesson: at the stage of calling - these are questions before studying the topic; on the stages of comprehension - questions during reading, listening; at the stage of reflection (thinking) - demonstration of understanding of the past.

"Thick and thin questions" can be arranged in the form of a table. 3.

Thin?	Thick?
Who...? What...? When...? Can...? Will be...? Could ...? What's your name...? Was there ...? Do you agree...? Is it true...?	Give three explanations: why? Explain why ...? Why do you think...? Why do you think ...? What is the difference...? Suppose: what happens if ...? What if...?

As you work with the table, questions are written in the right column that require a simple, monosyllabic answer. The left column contains questions requiring detailed, detailed answers. Tables of thick and thin questions can be the basis for research, discussions, essays. "Catch the mistake." The teacher prepares in advance a text containing erroneous information and invites students to identify the mistakes made [2].

It is important that the task contains errors of 2 levels:

- explicit, which are quite easily identified by students, based on their personal experience and knowledge;

- hidden, which can be installed only by studying new material.

Students analyze the proposed text, try to identify errors, argue their conclusions. Then they study new material, after which they return to the text and correct those mistakes that could not be identified at the beginning of the lesson. "Marks in the margins". The technique of "Marking in the Margins" works at the stage of comprehension. While reading the educational text, a target setting is given: while reading the article, make notes in the text. The teacher must first determine the text or a fragment of it for reading with notes, remind the rules for placing markings, indicate the time allotted for work, check the work.

Marking marks:

–The check mark marks information that is known.

–The plus sign is used to mark new information, new knowledge.

–The “question” sign marks what remains unclear and requires additional information.

"Essay". A very effective artistic form of written reflection is an essay. This is a free letter on a given topic. An essay is a small piece of work that reveals a specific topic and has an underlined subjective interpretation, free composition, orientation towards spoken language, and a tendency to paradoxes.

The technology for the development of critical thinking provides an opportunity for the student's personal growth, introduces the student to the spiritual experience of mankind, develops his mind and individuality. The technology is open to solving a wide range of problems in the educational sphere. It is a set of special techniques and strategies, the application of which allows you to

build the educational process so as to ensure the independent and conscious activity of students to achieve the set educational goals [4].

REFERENCES:

1. Zair-Bek S.I., Mushtavinskaya I.V. Developing Critical Thinking in the Lesson: A Teacher's Guide. - M .: Education, 2004.

2. Kozyr E.A. Characteristics of the methods of the RCMCHP technology. // gas. "Russian language". - 2009. - No. 7.

3. Zagashev I.O., Zair-Bek S.I. Critical Thinking: Development Technology: A Guide for Teachers. - St. Petersburg; Delta Alliance, 2003.

4. Selevko G.K. Modern educational technologies. - M. Public Education, 1998.