



Critical Thinking and Writing

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Abstract

The given article is dedicated to one of the actual problems nowadays connected with the study of the convention of critical thinking and writing techniques. Writing helps students to develop habits and skills in other language skills such as: pronunciation, reading and speaking. Writing promotes to the development of critical thinking at the intermediate and advanced stage of teaching English.

Key words: critical thinking, individual character, productive, intermediate level.

Teaching English as a foreign language it's necessary to teach students critical thinking even at the intermediate level. Critical thinking is a thinking of the higher level, but students should be taught it gradually, beginning from the intermediate level, because it is an active process of analyzing the ideas from different points of view, including their meaning and comparison with other ideas.

Critical thinking is a thinking of the higher level, when much attention is paid to the analysis, comparison, definition, debates, innovations, problem solving and evaluation of ideas. [1;12]. In the task of helping students become critical thinkers, two impediments stand in the way. The first is a wide-spread misdiagnosis about why students fail to become critical thinkers and the second is the lack of a practical instructional strategy for teaching critical thinking skills in the classroom. Teachers can develop critical thinking skills in students by using the experiences that are available to them, based on a student-teacher dialogue in the questioning. The actual lesson planning process is divided into two parts:



- 1) the creation of the main idea and
- 2) the actual process of the seven steps to critical thinking.

The main idea is a broad, generalizable objective that generates an interest in students to become engaged with the lesson to come. The main idea reflects both: the overall purpose of the lesson and generalizable; the student can relate it to his or her life, whether that be a college, home, work or play. Through the main idea students become interested in what they are about to learn. While the main idea is very important, it is only a precursor to the seven steps [2;24].

The emphasis must be on questioning the students in the seven areas of cognitive skills, on which we are focusing. The teacher moves on from the main idea to asking students' questions in the following seven areas. They are very useful for developing critical thinking in students of the intermediate level.

Seven steps to develop Critical thinking skills

1. *Look at the information (Label or identify).* In the first step the teacher should ask students question that have them identify all the information on the page in front of them. The teacher may initiate this process by saying: "Can any of you tell me one thing you see?" Thereafter, the teacher will continue to ask the students, either individually or in group, what they see and where they see it until they have labeled and identified the information at the lesson.

2. *Seek similarities and differences (Compare/interrelate/analogize).*

In the second step the teacher asks students questions to get them compare all the pieces of information at the lesson. Essentially all lessons involve comparison; the information that is grouped into any particular lesson is based on the relationships of the pieces of information to each other. Thus, students must be asked to compare to recognize how all the information in a lesson relates.

3. *Find overall themes and relationships (Classify/integrate/pre-summarize).*



In this step the teacher asks students questions to help them aggregate or classify the information in the lesson they have just compared for similarities and differences. The teacher asks: “What is going on? What is the pattern we see?” The purpose of pre-summary is to help students organize or reconstruct their thoughts before leaving the lesson’s content so they can engage the questions that follow.

4. *What do we do new? (Decode/deduce)* In the fourth step the teacher asks students questions to get them to decode or deduce what the questions or instructions at the lesson mean. It will ensure their success on tests and during other instances when questions are posed to them.

5. *Answer correctly (Encode).*

In this step the teacher asks students questions to get them to provide justified answers. Each answer or response a student gives, must be further questioned for the observations, evidence or reasoning that supports his or her answer, unless it is completely obvious. Should students give the wrong answer, they are still asked why they think their answer is right, and then are asked to examine their reasoning through additional questioning.

6. *Apply to similar situations (Infer/project/apply)*

In this step the teacher asks students to apply the skill or knowledge to new or different situations. Students begin to see the relevance in school or life and the efforts they have expended to learn the particular lesson that was taught.

7. *What have we learned? (Summarize).*

In this step students summarize the lesson once again listing the elements of the lesson from beginning to end. Students are encouraged to give concrete summaries. The summary process ensures the students understand what they have just learned.

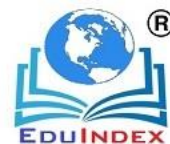
Critical thinking has an individual character and very productive. All language skills promote to the development of critical thinking. Writing is an Available at <https://edupediapublications.org/journals/index.php/IJR/issue/archive>



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important means and instrument in the development of critical thinking, writing skills help to develop the creative abilities of students and teach them to prepare reports, articles, fulfill applications and write essays on different topics. In the process of writing a lot of new, good and interesting ideas may appear in students' minds. Students have their own opinions and try to persuade the others to accept them.

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