

## Techniques And Strategies For Developing Critical Thinking In English Classes

**Mustafova Dilfuza Shukhrat qizi**

**Teacher, Uzbek State World Languages University**

**E-mail: [mustafova.dilfuzaxon@bk.ru](mailto:mustafova.dilfuzaxon@bk.ru)**

**Abstract:** the article deals with the techniques and strategies for developing critical thinking in English classes. Critical thinking is open thinking, not accepting dogma, developing by superimposing new information on personal life experience. This is its difference from creative thinking. Critical thinking is the starting point for the development of creative thinking; they develop in synthesis, interdependent.

**Key words:** creative thinking, communicative competence, thinking, ability and willingness, critical thinking.

In the modern educational space, a foreign language is perceived as a means of communication, mutual understanding and interaction between representatives of different cultures. The main goal of teaching foreign languages is the mastery of foreign language communication, i.e. the formation of students' communicative competence. Communicative competence is the ability and willingness to use a foreign language in the process of intercultural interaction in situations of oral and written communication. Mastering a foreign language is only possible if each student is actively involved in the lesson and involved in communication. The lack of a natural need and the need to use the studied language for communicative purposes creates difficulties in further mastering a foreign language, both for the teacher and for students. Thus, the question arises of creating an effective methodology for working in the lesson, aimed at developing positive motivation, which is associated with the cognitive interests of students, the need to master new knowledge. Each teacher wants an atmosphere of creativity and spiritual

emancipation to prevail in the lesson<sup>1</sup>. That is why it is necessary to constantly think about how to build the educational process so that students show vivid imagination, fantasy, can compare and associate, rely on intuition and sub consciousness. In other words, students need to develop creative thinking. But can we teach creative thinking? The answer to this question remains debatable. After all, the basic creative possibilities of a person are laid in early childhood, in this regard receives “finished product”. It will be enough to develop critical thinking among students - this is the strength of the educational process.

Although the term “critical thinking” has been known for a very long time from the works of such well-known psychologists as J. Piaget, J. Brunner, L. S. Vygotsky, they began to use it in the professional language of educational practitioners in Russia relatively recently.

Today in various scientific studies one can find a definition of the term “critical thinking”. J. A. Braus and D. Wood define it “as rational reflective thinking focused on deciding what to believe and what to do.” Critics are trying to understand and realize their own "I", to be objective, logical, trying to understand other points of view. Critical thinking, in their opinion, is the search for common sense and the ability to abandon one's own preconceptions.

D. Halpern defines critical thinking in his work “The Psychology of Critical Thinking” as directed thinking, it is balanced, logical, and focused, it is distinguished by the use of cognitive skills and strategies for obtaining the desired result<sup>2</sup>.

For all the variety of definitions of critical thinking, one can see in them a close meaning that reflects the evaluative and reflective properties of thinking.

---

<sup>1</sup> Dushina I.V. Methods and technology of instruction: A manual for teachers and students ped. in-to and un-to. - M.: Astrel Publishing House LLC, 2002. P.203

<sup>2</sup> Halperin P.Ya. To the psychology of the formation of speech in a foreign language // Psycholinguistics and the training of foreigners in the Russian language. M.: Publishing House of Moscow State University, 1972.P. 60-71.

Can anyone think critically? J. Piaget wrote that by the age of 14-16, a person begins the stage when the best conditions are created for the development of critical thinking. However, this does not mean that these skills are equally developed for each of us.

It is important for him to develop a number of qualities, among which D. Halpern highlights:

*Willingness to plan.* Thoughts often arise randomly. It is important to arrange them, to 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 while making a judgment until the student has a variety of information.

*Perseverance.* Often, faced with a difficult task, we put off its solution until later. By developing perseverance in tension of the mind, the student will certainly achieve much better learning outcomes.

*Willingness to correct their mistakes.* A critically thinking person will not justify his wrong decisions, but will draw conclusions and take advantage of a mistake to continue his studies.

*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 utterances.

Applying the technology for the development of critical thinking for quite some time, I noticed its obvious advantages, both for the teacher and the student.

The technology of critical thinking gives the student:

- increasing the efficiency of perception of information;

- increased interest in both the material being studied and the learning process itself;

- ability to think critically;

- the ability to responsibly treat their own education;

- the ability to work in collaboration with others;

- improving the quality of education of students;

- the desire and ability to become a person who studies throughout life.

The critical thinking technology gives the teacher:

- the ability to create an atmosphere of openness and reciprocal cooperation in the classroom;

- the ability to use a learning model and a system of effective techniques that contribute to the development of critical thinking and independence in the learning process;

- become practitioners who are able to competently analyze their activities;

- become a source of valuable professional information for other teachers.

The technology of critical thinking presupposes equal partnerships, both in terms of communication, and in terms of constructing the knowledge that is born in the learning process. Working in the mode of critical thinking technology, the teacher ceases to be the main source of information and, using the techniques of technology, turns learning into a joint and interesting search<sup>3</sup>.

Foreign language lessons contribute to the development of critical thinking through a variety of materials and interactive approaches. The technology of developing critical thinking through reading and writing stands out among innovative pedagogical ideas by a successful combination of problematic and productive learning with the technological effectiveness of the lesson, effective methods and techniques. Using the technology of “development of critical thinking” in foreign language lessons, the teacher develops the personality of the

---

<sup>3</sup> Klarin M.V. Development of critical and creative thinking. 2004.№2. P. 7.

student primarily in direct learning of a foreign language, as a result of which the formation of communicative competence is created, providing comfortable conditions for cognitive activity and self-improvement. The teacher should try at each lesson to stimulate the interest of students, develop their desire to practically use a foreign language, as well as study, making it realistic to achieve success in mastering the subject.

A teacher working in the framework of critical thinking technology should be well aware that his work will be productive if it is correctly selected:

- informative material contributing to the development of critical thinking;
- method (separate technique, strategy) of the lesson.

Critical thinking is a fulcrum, a natural way of interacting with ideas and information. We are faced with the problem of choosing information. Skills are necessary not only to own it, but also to critically evaluate, comprehend, apply. When receiving new information, students should learn to consider it from different points of view, draw conclusions regarding its value and accuracy. In the lessons of a foreign language, it is necessary to attract information in which the student must be aware that the study of a foreign language is more connected with his personality and interests than with the methods and means of instruction set by the teacher.

The organic inclusion of work on critical thinking technology in the education system provides an opportunity for personal growth, because such work is addressed primarily to the student, to his personality.

## 2. Educational technology for the development of critical thinking.

For the development of critical thinking, the creation and application of special methodological tools is necessary. The structure of the technology for the development of critical thinking through reading and writing, developed by American educators J. Steel, K. Meridit and C. Temple, is harmonious and logical,

since its stages correspond to the regular stages of a person's cognitive activity. It is a general pedagogical, subject matter.

The technology is based on the basic didactic cycle. Each phase has its own goals and objectives, as well as a set of characteristic techniques, first aimed at enhancing research, creative activity, and then at understanding and generalizing the acquired knowledge.

So, the technology for developing critical thinking through reading and writing is a lesson structure consisting of three stages: the stage of challenge, the semantic stage and the stage of reflection. 2

For example: developing a lesson in the 10th grade on the topic "Should a politician be kind?" (Appendix 1) I work on the teaching materials of V. P. Kuzovlev and others, so I will give all the examples referring to their textbooks.

Researchers argue that such a structure of the lesson corresponds to the stages of human perception: first you need to tune in, remember what you know about this topic, then get acquainted with new information, then think about why you will need the acquired knowledge and how you can apply it.

#### IDEAL Problem Solving Strategy

The development of critical thinking implies the ability to solve a problem, to make it easier if it is real, i.e. correlates with the student's own life experience.

J. Bransford has developed a problem-solving strategy that can be applied to working with texts and analyzing situations. This strategy is called IDEAL.

**I**- Identify a problem

**D**- Debate a problem

**E**- essential solutions

**A**- activity

**L**- logical conclusions

And - Identify the problem. The problem is defined in its most general form.

D - Get to its essence. Students formulate the problem as a question. It must be extremely accurate, concrete, begin with the word “How”, and there must be no negation (a “not” particle).

E - There are solutions. The generation of as many possible solutions to the problem as possible is achieved through a brain attack. Any criticism is prohibited here. The quantity is important: the more solutions, the better (you can use a cluster for graphical organization of ideas).

A - And now for the job! Choosing the best option (s). Now the students, having weighed all the pros and cons, choose the best option (s) for solving the problem.

L - Logical conclusions. Analysis of actions taken to solve the problem, logical conclusions. At the last stage, students analyze their work.

Here, for example, is what a problem sheet looks like.

1. What is the main problem? What is the main problem heroes need to solve?
2. What important information have you found? What important information did the author provide us with?
3. What do you know else about this problem? What else do you know that would help solve the problem? What else do the heroes need to know?
4. Find 3 main solution of the problem? What are the three main ways to solve the problem?
5. What is the most suitable solution? Why? Which of the methods you have chosen is the best and why?

After students heard a passage from the text, they are invited to solve the problem posed by the author, which must be formulated independently. You can work in pairs, sequentially moving from point to point of this table.

An essential characteristic of problem teaching is the student's research activity, which appears in a certain situation and forces him to ask himself

questions, problems, formulate hypotheses and test them during mental and practical operations.

A successful solution to the problem is only possible if a variety of options are being considered. Therefore, an integral part of the problematic approach to the formation of critical thinking is the joint activity of students. In the process of exchanging opinions, that method, which turned out to be the only true one, can be subjected to critical analysis and, as a result, adjusted. However, it often turns out that the best option is not accepted by students, because sufficient arguments to protect him have not been found ..

Janet came to her grandma and said "Hello, Grandma. I am so glad you have come. I hope you'll like a concert. It's rather warm here. Let me take your coat." Janet took grandmother's coat and hid it. The concert was a success. Everyone was happy.

The technique of "Six hats of thinking."

*Six Thinking Hats* is probably one of the most popular thinking methods developed by Edward de Bono. This method allows you to structure and make much more effective any mental work. According to E. de Bono, any problem necessarily causes a surge of emotions in a person, forces him to collect facts, look for solutions, and analyze the positive and negative consequences of each of these solutions. Another type of thinking involves organizing ideas. To better remember the technique, a vivid image was needed. Edward de Bono decided to associate types of thinking with colored hats. The fact is that in English, a hat is usually associated with a type of activity - a conductor's hat, cop, etc. The phrase "put on someone's hat" means engaging in specific activities. A person, mentally putting on a hat of a certain color, chooses at the moment the type of thinking that is associated with it.

The Six Hats methodology is universal - for example, I often use it in my lessons to structure group work and save time. At the heart of Six Hats is the idea



of parallel thinking. Parallel thinking is constructive thinking in which different points of view and approaches do not collide, but coexist.

**White hat:** information. A white hat is used to direct attention to information. In this mode of thinking, we are only interested in facts. We ask ourselves questions that we already know what other information we need and how we can get it. I propose to wear a white hat - this means that I expect from them full information and facts.

**Black hat:** criticism. A black hat allows you to give vent to critical assessments. Here you need to see the flaws in everything, question the words and numbers, look for weaknesses.

**Yellow hat:** logical positive. The yellow hat requires us to turn our attention to the search for the merits, advantages and positive aspects of the idea in question. The yellow hat is the antagonist of the black; it allows you to see the benefits and advantages. Mentally putting on a yellow hat, a person turns into an optimist.

**Green hat:** creativity. A green hat is a hat for creative pursuit. If we have analyzed the advantages and disadvantages, we can put on this hat and think about what new approaches are possible in this situation.

**Red hat:** feelings and intuition. In the red hat mode, students have the opportunity to express their feelings and intuitive guesses regarding the issue under consideration, periodically giving students the opportunity to speak: "Put on your red hat and tell me what you think about my proposal."

**Blue hat:** process control. The blue hat differs from other hats in that it is not intended to work with the content of the task, but to control the process itself. In particular, I use it at the beginning of the lesson to determine what remains to be done, and in the end, to summarize what has been achieved and set new goals.

*The advantages of this technique are obvious:*

1. Usually mental work seems boring and abstract. Six hats make it a colorful and exciting way to control your thinking.

2. Colored hats are a catchy metaphor that is easy to teach and easy to apply in class.

3. The method of six hats can be used at any level of difficulty, when studying any topic.

Teachers of foreign languages should teach students not only language skills. A critical approach to learning must also be developed; increase their desire for new knowledge.

In the process of applying critical thinking development technology:

- generalized knowledge, skills, abilities and ways of thinking are taught;
- there is the possibility of combining individual disciplines;
- conditions are created for variability and differentiation of instruction;
- a focus on self-realization is being formed, its own individual training

technology is being developed.

I will formulate the following conclusions:

The main feature of the critical thinking development technology, “is the “construction” of one’s own knowledge within the framework of one’s own search activity”.

The considered techniques for the development of critical thinking in English lessons allow me to make the work in the lessons more efficient, interesting and creative, and most importantly - productive.

### **References:**

1. Ageycheva A. G. The development of critical thinking in children of primary school age in the process of studying the novel by D. Defoe “Robinson Crusoe” // English.- 2007.- No. 21. P. 5-7.
2. Dushina I.V. Methods and technology of instruction: A manual for teachers and students ped. in-to and un-to. - M.: Astrel Publishing House LLC, 2002. P.203

3. Halperin P.Ya. To the psychology of the formation of speech in a foreign language // Psycholinguistics and the training of foreigners in the Russian language. M.: Publishing House of Moscow State University, 1972.
4. Zagasheev I.O., Zair-Bek S.I., Mushtavinskaya I.V. We teach children to think critically. - St. Petersburg, 2003. P.179.
5. Zaire-Bek S.I., Mushtavinskaya I.V. The development of critical thinking in the lesson. - M.: Education, 2004 .P.175 p.
6. Klarin M.V. Development of critical and creative thinking. 2004.№2. P. 7.