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THE ROLE OF CRITICAL THINKING IN ENGLISH LANGUAGE CLASSROOMS

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Abstract: This article examines the importance of widespread use in English lessons of activities that promote the development of critical thinking. As a result of the application of modern approaches and innovative methods, such as the development of critical thinking in English language teaching, students receive information about the development of logical thinking skills, fluency of speech, the formation of quick and correct response skills, stimulating enthusiasm for knowledge, as well as the importance of a creative approach in English lessons.

Keywords: English language teaching, critical thinking, creative approach, speech skills.

One of the most fundamental and positive changes in modern primary education is the decree of the First President of the Republic of Uzbekistan dated December 10, 2012 No. PP-1875 “on measures to further improve the system of learning foreign languages” [1]. Based on this resolution, the study of foreign languages, mainly English, begins in the 1st grade of secondary schools in the form of play classes and oral lessons, and from the



2nd grade, alphabet, reading and grammar lessons begin in stages. Unprecedented large-scale work has been launched in all areas of the educational sphere to further develop the study of foreign languages. For example, since the 2013-2014 academic year, continuous foreign language teaching has been established in the first grades of secondary schools in the form of game classes and oral lessons. A textbook and teaching materials have also been created for these classes.

A noteworthy point is that the play activities in the complexes created for the first grades are provided in proportion to the age of the kids.

The current requirement is the upbringing of harmonious and independent-minded individuals, which in the educational process requires the improvement of knowledge transfer, the development of new areas of work with students, and the pursuit of unconventionality. This requires a variety of methods in teaching and learning so that students can think, explore, and consciously acquire knowledge and expand their worldview in search of a specific goal. One of these new technologies is the formation of students' critical thinking skills. Thanks to critical thinking, elementary school students, along with skills such as the ability to think independently, freely, analyze, compare, interpret thoughts, reflect, defend their ideas and strive for innovation, the ability to think logically, potential, worldview, self-awareness, communicative literacy, the ability to feel and enjoy beauty and sophistication, develop such important qualities such as mental and physical health, assimilation and assessment of national traditions. This, in turn, ensures that younger students will be able to deeply assimilate knowledge and apply it correctly in practice. Accordingly, for the development of critical thinking in younger schoolchildren, it is important to develop a lesson goal based on a specific pedagogical technology. There are many unknown things in life. Curiosity develops consciousness [7.64-65]. Curiosity makes discoveries and adventures happen. By developing the ability to be interested in what is happening, he not only develops critical thinking, but also makes life richer and more diverse.



The importance of critical thinking in teaching foreign languages is invaluable, and currently one of the tasks of foreign language teachers is to enhance students' critical thinking. Students' critical thinking skills can be influenced by many different factors. Scientists who conducted research in the field of education M.Lipman, S.Norris and R.Ennis explored his own approaches to critical thinking. The definition given by them has no significant differences, L.Sr. and R. According to Pavel, critical thinking refers to the ability of people to control their thinking and develop appropriate criteria and standards for analyzing their thoughts [2, 34-45]. Besides, V. As Maiorana notes, critical thinking is a process aimed at understanding and evaluating different points of view, as well as solving problems [6.56]. The skills required for critical thinking vary and include observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making[3]. Although the importance of applying critical thinking lessons to students of all ages is invaluable, we must keep in mind our teaching mission and what we can do to achieve their goals, and organize lessons, always taking these aspects into account during the lesson process.

The specific aspects of the process of forming critical thinking in their students are based on the following foundations:

- ✓ Coordination of the speed of the reading process;
- ✓ Increase the reader's enthusiasm for reading;
- ✓ Also consider previously acquired knowledge;
- ✓ Supporting student initiative and commitment;
- ✓ Learning through practice;
- ✓ Organization of a two-way exchange of views;
- ✓ Proper learning process;
- ✓ Teacher-facilitating the learning process for students;
- ✓ Assessment of the learning process.



Students' critical thinking in the process of learning cognition generates diverse activities, and in the process of transition from one type of activity to the second, it develops each student's ability to determine their personal, specific goal. The same goal creates the ground for students to engage in independent, creative activities and provides them with the basis for developing a rigorous program of action.

The technology of forming critical thinking among students is implemented by teachers through the performance of special types of tasks, independent activities, and their effectiveness is realized using certain criteria. When the educational process is fully focused on the student, organized on certain principles, taking into account his needs and capabilities, interests, and talents, the results of such training rise, first of all, to the level of a factor in the development of the student's personality, including the state, society, science, and industry. It is recommended to start using critical thinking in the lesson process from an early age [8. 254] and it is important that educational activities are adapted to the age of children, but aimed at allowing them to maximize their mental abilities. It is only when the educational process adapts and improves in accordance with the various paths chosen by students that they will have the foundation for the formation of critical thinking.

Starting from the second grade, you can organize other educational games aimed at mastering grammar. For example, "who is literate?", Who is perceptive?, "Who am I? These include such exciting games as "“, "chain“, "role-playing game", "Find a substitute for the word". "Who is perceptive? "The spelling game is good for improving literacy [4]. In this case, 5-6 words will be written on the cardboard, and the words will be written correctly and with errors. Readers are asked to find a misspelled word and spell it correctly. The winner of the game is determined depending on which reader correctly and first misspells the words. In the modern educational process, the student must be a subject. At the same time, focusing on more interactive methods will increase the effectiveness of learning. One of the most important requirements for English lessons is to teach



independent thinking. Research shows that critical thinking is not a button or a naturally formed ability, but it is no exaggeration when we say that critical thinking is a process that is taught and taught. Extensive use of critical thinking exercises in the classroom - foreign language teachers require high-level skills from teachers in order to provide their students with a high-quality learning experience.

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