



DEVELOPING CRITICAL THINKING OF STUDENTS

Islamova Zarina Nurmat kizi

Department of English Phonetics, UzSWLU

Annotation

The article discusses the role of the formation of critical thinking during the expansion of the information space. The place of critical thinking in the teaching environment. Application of the module "Teaching Critical Thinking" to develop students' critical thinking skills.

Keywords: critical thinking, information space, educational paradigm, key competencies, intellectual skills and abilities.

One of the priority directions of the modern educational process is the development of critical thinking of students of secondary and higher educational institutions. The prerequisites for this were such tendencies of modern society as the constantly expanding information space, a sharp increase in the role of information processes and the volume of information coming from outside. All this is reflected in the social sphere and, first of all, in the sphere of education. That is why today we are talking about a change in the educational paradigm, about the reorientation of the education system from traditional knowledge-based pedagogy to innovative, developing pedagogy, the purpose of which is to develop the entire set of personality qualities: knowledge, skills, skills, methods of mental action, self-governing mechanisms, emotional and moral activity-practical sphere.

As noted by E.S. Polat, "not just the assimilation of knowledge, but the ability to creatively apply it to obtain new knowledge, the development of independent critical thinking - this is a problem, the implementation of which requires a fundamentally different view of both teaching technology and theory" [1]. Already now, the concept of "innovative education" has firmly established itself, which is focused not so much on the transfer of knowledge, which is constantly becoming obsolete, as on the mastery of basic competencies, which then, if necessary, acquire knowledge on their own. The technology for the development of critical thinking is currently being actively introduced into the system of Western education, both through the development of special courses and trainings, and through the "restructuring" of academic disciplines in line with the development of critical thinking. One of the researchers of critical thinking, the American scientist M. Scriven, pointing out the need to develop students' critical thinking skills, speaks of it as an educational value "on a par with the ability to read and write" [4, p.10].





For more than a decade, the discipline "Critical Thinking" has been taught in major European universities, sections on critical thinking are included in various options for admission to graduate and postgraduate studies, and British students can even choose such a course to take their final exams. The development of students' skills to "navigate" in the modern information field, assess the level of reliability of the information received and develop their own independent judgments is becoming an important task of modern education, which is reflected in modern educational documents. Thus, the definition of five key competencies, which "young Europeans should be equipped with," adopted by the Council of Europe, includes a group of competencies related to the "increasing informatization of society", which presuppose "... possession of methods of critical understanding of information ..." [6] In other words, education sets itself the task of educating a critically thinking person, thinking, analyzing, able to see the problem and find rational ways to solve it.

What content is put into the concept of "critical thinking", and what does it mean to teach critical thinking? Similar questions stand today at the junction of three scientific positions from which the category of critical thinking in the West is studied: philosophical, cognitive and applied. The philosophical approach is mainly reduced to the substantiation of the theoretical foundations of the study and description of the term "critical thinking", its tasks, goals, functions performed. The cognitive direction is descriptive and focuses on the problem of the very nature of critical thinking, on the identification and description of psychological mechanisms, intellectual skills and abilities that make up its basis. And the third, applied direction, has as its goal the development of methods and trainings for the formation and development of critical thinking. All three approaches are closely interrelated and interdependent, therefore, most modern research tends to develop a single holistic concept, taking into account all the components. In the Western tradition, it is customary to consider the content of critical thinking as a combination of three components:

- 1) attitudes, readiness for critical thinking (critical thinking dispositions);
- 2) intellectual (thinking) skills and abilities (critical thinking skills and abilities);
- 3) already existing knowledge, past experience.

Let's turn to the description of each of the listed components that make up the content of critical thinking. One of the most popular concepts of critical thinking belongs to the American educator R. Ennis, who was one of the first to develop a system of attitudes or dispositions for critical thinking, or, in other words, internal





motivations that affect the "quality" of thinking. According to the concept of R. Ennis, a critically thinking person should:

1. Make sure that his views, decisions are clearly justified, and for this, he needs:
 - Strive to search for new hypotheses, alternative explanations, sources, conclusions;
 - Be well informed;
 - Consider points of view other than your own;
 - Expand your horizons, strive for versatile awareness.
2. Be able to clearly represent both your own position and the position of others, namely:
 - Clearly and accurately understand the meaning of what is said and written, taking into account the specifics of the situation;
 - Concentrate on a conclusion or question, strive to stick to the main theme;
 - Search and offer arguments (justifications);
 - Take into account the whole situation as a whole;
 - Be aware of your own beliefs.
3. Respect the opinion and dignity of the interlocutor, i.e.:
 - be able to listen and hear others;
 - avoid critical remarks, taking into account the feelings of the interlocutor, be receptive and strive to understand other people's feelings, level of knowledge and depth of judgment;
 - to be attentive to the state of another person [4, p.171].

D. Halpern describes the following qualities of a critically thinking person:

1. Willingness to plan (as an "invisible and very important step to critical thinking", a sequential consideration of the steps taken).
2. Flexibility (as "willingness to consider new options, try to do something differently, change your point of view").
3. Perseverance (as "willingness to take on a task that requires mental strain").
4. Willingness to correct their mistakes (as a desire to search for the causes of their own mistakes, the ability to "recognize their strategies of action as ineffective and reject them, choosing new ones and improving their thinking").
5. Awareness (as a reflection of one's own thought process, "observing one's own actions while moving towards a goal").
6. Search for compromise solutions (as the ability to "find solutions that could satisfy the majority") [5, pp. 15-16].

The second component of the content of critical thinking is actually intellectual (thinking) skills (thinking skills) that make up its essence. The modern concepts describing the intellectual skills of critical thinking are based on the ideas of the



American researcher E. Glazer. He was the first to outline a set of certain skills that, in his opinion, relate specifically to critical thinking: the ability to recognize a problem and find ways to solve it, collect and organize the necessary information, recognize unconfirmed assumptions and assessments; accuracy and selectivity in the use and perception of linguistic means; the ability to interpret facts and information, evaluate evidence, detect the existence or absence of logical connections between judgments, draw legitimate conclusions and generalizations and question them, rebuild their own belief system and form correct judgments about the phenomena of everyday life. The intellectual abilities and skills described by E. Glazer were developed in the studies of R. Ennis, R. Paul, S. Norris, and A. Fisher. The question of the set of certain skills, which relate specifically to the skills of critical thinking, remains "open", because each of the authors offers his own system, just like the definition of the very concept of "critical thinking".

So, R. Ennis identifies 12 basic skills (abilities) of critical thinking, while in the concept of R. Paul their number reaches 35.

Let's highlight the most essential, in our opinion, thinking skills, which are reflected in most modern concepts of critical thinking:

- Assessment of the reliability of information sources
- Ability to highlight the necessary information and the ability to further process it
- Analysis and evaluation of statements, assumptions, conclusions, arguments, hypotheses, beliefs
- Ability to ask questions in order to obtain more accurate information or to verify it
- Consider the problem from different angles and compare different positions and approaches.
- Clarity of presentation of one's own position, accuracy in the choice of language means
- Making decisions and the ability to justify your choice.

Critical thinking is a complex and multifaceted phenomenon, the key components of which are: attitudes and readiness for critical thinking, possession of a set of intellectual abilities and skills and the presence of certain experience, scientific and life as a "platform" for the application of these skills. Talking about the development of students' critical thinking means talking about the development of their goal-setting to improve the quality of their thinking, improve certain thinking skills and abilities, and readiness to use these skills both in educational activities and in everyday life.





Literature

1. Bakirova H.B. Formation of terminological competence in ESP education. Novateur publications. Journal NX- A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581 – 4230 VOLUME 6, ISSUE 11, India.-2020. P 63.
2. Bakirova H.B. Teaching foreign language terminology at non-language universities. International journal of discourse on innovation. Integration and education. Volume: 01 Issue: 01. 2020
<http://summusjournals.uz/index.php/ijdiie>
3. Bakirova H.B. Formation of terminological competence in ESP education. Novateur publications. Journal NX- A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581 – 4230 VOLUME 6, ISSUE 11, India.-2020. P 63.
4. Fisher A. Critical Thinking. An Introduction. - Cambridge: Cambridge University Press, 2001.
5. Halpern D. Thought and Knowledge: An Introduction to Critical Thinking. - New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2003.
6. Hutmacher W. Key competencies for Europe//Report of the Symposium Berne, Switzerland 27-30 March, 1996. Council for Cultural Co-operation (CDCC): Secondary Education for Europe. - Strasburg, 1997.

