



TEACHING AND LEARNING ENGLISH: FOSTERING CRITICAL THINKING

Ashurov Jahongir

Senior Teacher of English at TSUL

e-mail: ashurov.jahongir@tsul.uz

phone: +998-90-980-20-04

Abstract

Education has relied heavily on critical thinking. It has turned into the nearby word utilized in learning a language and been as of late keen on. Theoretically, critical thinking has been used to help students and teachers grow in their research and creativity. This article is conceptualized to express the ways by which decisive reasoning can be pervaded among English students.

Keywords: critical thinking, creativity, research, language learning

Critical thinking is sensible, intelligent reasoning that is centered around choosing what to accept or do. After seven years in the book named "Thinking Schooling" Lipman, M. fostered the idea about decisive reasoning as capable and mindful reasoning that is helpful for great judgment since it is delicate to setting, depends on models, and is self-adjusting. Assoc. Dr. Huynh Van Son, Professor defined critical thinking as the capacity for multi-dimensional thought and the ability to refute problems; To discover the truth, every aspect will be taken into consideration. Ultimately, critical thinking is extremely beneficial. It assists people in overcoming preconceived notions and pointing them in the direction of novel ones in which there are a variety of options and the most effective responses. Students learn to develop intellectual lives, and intellectual activities are the foundation of their ability to think independently and critically. As a result, intellectual growth determines how well a person thinks. Prof. Dr. Huynh Huu Tue says that there are four essential steps in that process: (1) dualistic (2) many people; 3), relativism 4) dedication. During this early stage of development, students frequently view lives as either good or bad, black or white; and the information gathered is clear and unambiguous in their thinking; learning is merely the exchange of information. To them, the educator addresses on introducing new information as occasions; students simply need to memorize the learning task. Students will request a conditional response from the instructor at this point, or they will refuse to answer and instead pose additional questions. At this point, the students are aware that perspective and personal opinion are at the heart of





everything. They believe they can think for themselves; However, they are unable to adequately evaluate opposing viewpoints. They believe that the teacher's assessment of their uniqueness is entirely arbitrary. During this stage of development, which is relatively complex, students are aware of the significance of evidence and reasoning when attempting to enhance their perspectives. They are willing to accept that not everyone shares their viewpoint; and even the leader's opinion should be carefully examined and challenged. The final stage of intellectual development is commitment. It's anything but a jump into the intricacy of the mind, yet is the way to deal with the issue. The students make choices or decisions based on critical thinking and analysis by putting all of the information they learned during the relativism era to use.

According to Hughes, critical thinking is "considered to be one of key skills for any 21st century learner" who can both fill in a test bubble and possess skills like "problem-solving" and "critical thinking." Bloom provided a set of sub-skills that took the learner from thinking at a lower level to thinking at a higher level, such as (1) remembering- recalling previously studied information; (2) understanding-while perusing or paying attention to a text, the processes it and afterward attempts to figure out it; (3) applying: After studying a text, he uses the new information to solve a problem; 4) analyzing—returning to the text and beginning to question how the author presents the information; 5) Evaluation is one of the most important skills for "higher-order" critical thinking; (6) Creation: After studying a subject through a variety of texts, students must put their new knowledge to use and create something original.

The ability to think critically is an essential life skill; However, not everyone learns to think this way in school. Phuong Anh says that there are four fundamental steps to developing critical thinking: (1) asking questions; (2) inquiring about things; (3) evaluating the issues objectively; and, subsequently, presenting communicative solutions. posing a query. The first step in the learning process is asking questions. The majority of critical thinkers are always inquisitive and frequently ponder their own gaze. In addition to assisting them in obtaining responses, asking questions provides them with a broader and more objective perspective when selecting among numerous responses. attempting to find information. After asking a question, it's important to look for information because the more information we have, the more different opinions we know. That's when we get a lot smarter about making suggestions, keeping our own opinions private, and making the final decision. analyzing the issues objectively. We will examine everything with an open, impartial, and unbiased mind once we have the information. This may be the most difficult step; However, practicing it is the most satisfying and enjoyable step. generating solutions





that can be communicated. If we don't know how to communicate with others, we won't get the results we want, no matter how thoughtful we are. To learn how to communicate with others, we must practice. In order to arrive at the final solution, we endeavor to listen, acquire, and empathize with others.

There is a propensity among educators, understudies and individuals as a general rule, to accept that there is just a single kind of learning, to be specific, the one which depends on mental movement. Although this simplistic approach to addressing such a complex phenomenon as human learning fails to recognize the role of emotions and attitudes in learning, which Benjamin Bloom identified and emphasized in his Taxonomy of Educational Objectives: the classification of educational objectives. Knowledge as well as the development of intellectual skills are included in the cognitive domain. This includes being able to recall or recognize particular facts, procedural patterns, and ideas that help develop intellectual abilities and skills." "The manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes" is a part of the affective domain. Therefore, it is essential to consider the kinds of activities from the perspective of how they contribute to both intellectual and emotional development for the development of critical thinking.

Ideas for critical thinking: Learning and teaching strategies that educators can incorporate into their lesson plans have emerged over the past ten years. However, when teaching anything, including foreign languages, we must be aware of specific critical thinking strategies to demonstrate our commitment to their development. Systems connected with decisive reasoning can be arranged in two classifications: strategies for the mind and the heart. These should help us comprehend how we deal with the issues at hand. Students can, for instance, develop their critical thinking skills by being given a task that requires them to use critical thinking strategies like "Giving Reasons and Evaluating Evidence," "Recognizing Contradictions," "Distinguishing Relevant from Irrelevant Facts," and so on. Affective strategies like "Exercising Fair-mindedness" and "Developing Intellectual Humility" are suggested as part of our lesson plan because students are expected to discuss personal relationships and attitudes.

In order to provide their students with a high-quality learning experience, language teachers should face the challenge of incorporating critical thinking into their lesson plans. The significant component to remember is that decisive reasoning can't be grown for the time being, it is an interaction and as such there are many moves toward be taken. We are aware that routines and teaching environments can quickly cause students to abandon novel methods and become frustrated, which is why careful





planning is necessary. Understanding that there is no single "right" way to develop and promote critical thinking and moving toward its incorporation may require a "trial and error" approach. The teacher will ultimately need to apply his or her own critical thinking to each teaching and learning context when making modifications to lesson plans. We also acknowledge that, ideally, a move in this direction in a unit and in the design of a curriculum would be best so that students could benefit from the critical thinking component throughout their academic and non-academic lives. However, we believe that changes can be made inside the classroom, which may eventually result in changes to educational policies. We'd like to end by quoting William Graham Sumner. When he talks about the importance of critical thinking in society and among people: Because it is a way of dealing with life's issues, the critical way of thinking, if it becomes commonplace in society, will permeate every aspect of its culture. It-educated men are slow to believe and cannot be stampeded by stump speakers. They can hold things in all degrees as possible or probable, without pain or certainty. They are unaffected by the emphasis or confidence with which assertions are made on one side or the other and can wait for evidence and weigh evidence. They are able to resist any kind of coercion and appeals to their most cherished prejudices. The only education that can truly be said to produce good citizens is critical faculty education.

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