



## ACHIEVING PERSONAL RESULTS BASED ON THE TECHNOLOGY OF DEVELOPING CRITICAL THINKING

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### Abstract

This given article examines the problem of students' achievement of personal results in the process of learning the mother tongue based on the technology of developing critical thinking. Personal outcomes are presented in the unity of self-determination, meaning-making, and ethical and moral orientation. The implementation of technology for the development of critical thinking includes methods of systematization according to the stages of the problem.

**Keywords:** critical thinking, personal results, foreign language, students, pedagogical technologies, foreign languages teaching, critical thinking development, universal learning acts, personal educational results.

### Introduction

The current level of social development and development requires the modernization of pedagogical technologies used by university teachers from the higher education system, and the importance of this has been recognized by many.

In the modern era, it is very difficult to motivate the student to engage in cognitive activities, to independently and creatively search for a way to the goal in the changing information and communication space. Students often have serious difficulties in understanding the learning material. The reason for this is not a sufficiently high level of development of thinking and, first of all, critical thinking.

Critical thinking is the type of thinking that helps to be critical of any statements, not to take anything for granted without evidence, but at the same time to be open to new ideas and methods. Critical thinking is a necessary condition for freedom of choice, quality of forecast, and responsibility for one's own decisions.

In the educational process, built in the mode of technology for the development of critical thinking, reflection "works" at all stages of the lesson: it allows for reflective interaction both at the stage of joint goal setting and in joint activities when learning new things, at the final stage of the lesson - the stage of reflection, to evaluate one's own activities, methods proposed by the teacher, the activities of other students, reflect on the learning process in order to determine the achievement of planned





results by students and the teacher, i.e. technological support for reflection is provided.

The technology for developing critical thinking is one of the pedagogical technologies that can solve the problem of an individual approach to learning and the effective achievement of personal results. The reason for this is that this technology is distinguished by a successful combination of problematic and productive learning. Using techniques for developing critical thinking, the teacher stimulates the student's interests, develops his desire to practically use a foreign language, making it possible to achieve success in the development of foreign language communicative competence. The technology for developing critical thinking has significant potential for achieving personal results for students, which actualizes the expanded use of its techniques in the lesson of a non-native language.

However, an analysis of the practice of modern universities in teaching a non-native language to students indicates the predominance of traditional methods that are not focused on the development of critical thinking skills, which greatly complicates the achievement of personal results by students in mastering the main educational program.

Thus, the need to resolve the contradiction between the need of modern practice of teaching a non-native language to students in the use of technology for the development of critical thinking to achieve personal results and the insufficient development of the content and organizational conditions for its implementation in relation to this stage is actualized.

The technology for developing critical thinking has significant developmental potential in teaching foreign languages to students. The use of this technology helps students increase the efficiency of perceiving information, develop the ability to think critically, take a responsible attitude towards their own education, develop the ability to work in collaboration with others, and increase interest in the material being studied and the learning process as a whole. The most significant advantage of working on the development of critical thinking is that it allows you to make the learning process student-oriented, develops research, information, communication skills and creative abilities of students.

The creative and socially oriented nature of the technology for the development of critical thinking, as well as its focus on mental actions and their analysis, make it possible to effectively use its basic techniques to achieve personal results for students. In the course of working within the framework of this model, students master various ways of integrating information, learn to develop their own opinions based on comprehension of various experiences, ideas and ideas, build conclusions and logical





chains of evidence, express their thoughts clearly, confidently and correctly in relation to others.

To achieve these personal results, the most effective is to use the following techniques for developing critical thinking.

Self-determination: the “Insert” method (when reading a text with problematic content), “brainstorming”, the “fishbone” technique (when determining the causes of the problem).

Sense-making: compiling a cluster, a creative form of reflection “syncwine”.

This list could be continued. As you can see, each technique used in the technology of developing critical thinking is multifunctional, works to develop intellectual and personal skills, and, built in the logic of “challenge-comprehension-reflection”, they contribute to the development of reflexive abilities, helping to learn to learn independently

Moral and ethical orientation: strategy for solving problems “Ideal”, “thin” and “thick” questions, differentiated by the extent of the answer.

Maximum efficiency in achieving personal results in the process of teaching a non-native language is ensured by structuring the techniques of technology for the development of critical thinking in accordance with the stages of challenge, comprehension and reflection.

In the process of implementing the technology for the development of critical thinking, the cognitive abilities of students are formed, the personal aspects of their creativity are developed, and meta-subject competence is formed. This technology allows students to gain a more complete understanding of the social problems of people living in other countries, contributes to the formation of moral and ethical judgments, and develops the ability to solve moral problems based on decentration and adequate assessment of their own actions.

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