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THE IMPORTANCE OF CRITICAL THINKING IN TEACHING ENGLISH TO STUDENTS OF NON-LANGUAGE SPECIALTIES

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Abstract. The article discusses the importance of critical thinking in the process of teaching a foreign language to students of non-linguistic specialties using specific examples of pedagogical activities and teaching materials of classes. Obviously, students need to be able to critically assess the situation, develop a system of their own views and judgments, resist manipulations. Particular attention is paid to argumentation as a logical and communicative process that requires professional knowledge and general erudition. It is shown that teaching reasoned statements of students in foreign language classes helps both in junior and senior courses to critically evaluate, analyze information, consider the problem from new, non-traditional sides, and express their point of view.

Keywords: thinking types, critical thinking, approach, teaching English.

NOFILOGIK TA'LIM YO'NALISHI TALABALARIGA INGLIZ TILINI O'QITISHDA TANQIDIY FIKRLASHNING O'RNI

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Namangan viloyati xalq ta'limi xodimlarini qayta tayyorlash
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Annotatsiya. Maqolada nofilologik ta'lim yo'nalishi talabalariga chet tilini o'qitish jarayonida tanqidiy fikrlashning muhimligi pedagogik faoliyatning aniq misollari va sinflarning o'quv materiallaridan foydalangan holda muhokama qilinadi. Shubhasiz, talabalar mavjud vaziyatni tanqidiy baholay olishi, o'z qarashlari va qarorlari tizimini ishlab chiqishi, manipulyatsiyalarga qarshi turishi kerak. Argumentatsiyaga professional bilim va umumiy bilim talab qiladigan mantiqiy va kommunikativ jarayon sifatida alohida e'tibor qaratiladi. Ingliz tili darslarida talabalarning asosli bayonotlarini o'qitish quyi va yuqori kurslarda ham ma'lumotni tanqidiy baholashga, tahlil qilishga, muammoni yangi, noan'anaviy jihatdan ko'rib chiqishga va o'z nuqtai nazarini ifoda etishga yordam beradi.

Kalit so'zlar: fikrlash turlari, tanqidiy fikrlash, yondashuv, ingliz tilini o'qitish.

ВАЖНОСТЬ КРИТИЧЕСКОГО МЫШЛЕНИЯ ПРИ ОБУЧЕНИИ



ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ

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Аннотация. В статье рассматривается важность критического мышления в процессе обучения иностранному языку студентов неязыковых специальностей с использованием конкретных примеров педагогической деятельности и учебных материалов занятий. Очевидно, что студентам необходимо уметь критически оценивать ситуацию, вырабатывать систему собственных взглядов и суждений, противостоять манипуляциям. Особое внимание уделяется аргументации как логико-коммуникативному процессу, которая требует профессиональных знаний и общей эрудиции. Показано, что обучение аргументированному высказыванию студентов на занятиях по иностранному языку помогает как на младших, так и старших курсах критически оценивать, анализировать информацию, рассматривать проблему с новых, нетрадиционных сторон, высказывать свою точку зрения.

Ключевые слова: типы мышления, критическое мышление, подход, обучение английскому языку.

Today, there are many areas that determine the bright future of Uzbekistan and ensure its strength. The field of education is undoubtedly of special importance among them. Because the future of our nation is closely linked with the destiny of the young generation that is growing up today. From the first years of independence, the issue of reforming the education system has been focused on at the state policy level.

In the world linguistics, the formation of personality at each stage of education is invaluable as a means of studying the principles of development, research on vital needs, preservation and transmission of national and spiritual values to future generations, creating a positive business environment, communication for economic and diplomatic cooperation.

In this regard, UNESCO, the Council of Europe, the European Commission for Education and Culture have established various organizations, committees, associations, research institutes, "CEFR" ("Common European Framework of References" - Language Learning, Teaching and Assessment) with the help of modern research approaches to the process of language acquisition at each stage of education, scientific research to improve its effectiveness [50].

In the country, on the development of the Strategy of Action of the Republic of Uzbekistan designed for 2017-2021, language skills play a key role to radically improve the effectiveness of reforms, ensure the comprehensive development of the state and

society, create the necessary conditions for modernization of all sectors. The fourth direction of the strategy of actions focuses on the improvement of education and science to develop the social structure, support of state youth policy, deep mastering of foreign languages, use and development of new innovative methods to integrated learning of languages achieve the desired goal [2; 92].

The main purpose of the Law of the Republic of Uzbekistan "On the National Program of Personnel Training" is to radically reform the education system, to completely rid it of ideological views and obsolescence of the past, to train highly qualified personnel at the level of developed democracies, meeting high moral and ethical requirements. One of the measures to ensure the implementation of the national program is the development and implementation of effective mechanisms for the integration of education between science and industry. The performance of these tasks also depends on the quality of education.

All people living on earth are not only witnesses to the rapidly changing world, but also are direct participants in complex and continuous processes such as the development of world culture, science and technology, especially in the pandemic and at a time when many natural phenomena are occurring. It is important to study English, which is one of the world's leading languages and has become the second language of communication for almost 40 percent of the world's population today.

The modern method of education aims not only at transmitting a certain collection of knowledge, skills and abilities, but also at the individual's intellectual and moral growth. The key objectives of the training are the development of innovative and analytical thinking, the ability to work with the information gained and to adapt knowledge to different circumstances in practice, which helps the professional to excel in modern society. Today, nobody doubts that learners should be involved. Many individuals claim that logical thought is innate in us, by nature. But if it isn't governed, it also becomes one-sided, distorted, scattered.

There are a wide range of views and evaluations with respect to the idea of critical thinking: on the one hand, it is synonymous with negative disputes, since it includes a dispute; on the other hand, it incorporates the ideas of rational thinking, logical thinking, etc. Although the term "critical thinking" has long been known from the works of such famous psychologists as B. Bloom, J. Piaget, L.S. Vygotsky, U. Askarova and others, in the professional language of practicing teachers in Uzbekistan it began to be used relatively recently.

The following parameters of critical thinking are defined by D. Kluster:

1) critical thinking is independent thinking; 2) information is the starting point, not the ending point of critical thinking; 3) critical thinking is social thinking; 4) critical thinking begins with asking questions and clarifying the problems that need to be solved; 5) critical thinking strives for convincing argumentation.

D. Halpern, reflecting on the intellectual skills of critical thinking, focuses on the following:

- analysis / conclusions;

- nomination, formulation, development of hypotheses;
- activation of previously acquired knowledge;
- activation of cause-and-effect relationships;
- analysis of significance;
- comparison - comparison - opposition;
- applications in real conditions;
- counter argumentation;
- assessment and its reliability / validity;
- generalization of ideas;
- study of other points of view;
- finding and evaluating solutions or alternative ways to address the problem;
- definition of the problem in the text of information.

This implies that students must define the problem individually and apply the expertise they already have to solve it. It should be stressed that in the process of teaching all forms of speech activity, the development of critical thinking skills is inextricably connected with the development of speech skills, because the topic of speech activity is thought. Researchers distinguish between "critical reading", "critical writing", "critical listening" and "critical speaking".

Attention should be paid to the difference between productive and receptive types of speech activity and, accordingly, to the development of different intellectual skills when teaching one or another type of speech activity. When reading and listening, we must perceive and evaluate the thoughts and position of the author, compare with our own and choose what we consider important and necessary for us. This will require us to analyze and evaluate someone else's argumentation and will differ in structure from how we will argue our point of view or position in the process of speaking or writing. It is important to consider this when organizing the educational process.

When teaching a foreign language, the development of critical thinking can be considered as one of the factors in the formation of communicative competence. The formation of critical thinking underlies the work with foreign language information in the broadest sense, i.e. when mastering and practical use of various types of speech activity.

Complete understanding of foreign language information, i.e. extraction of deep information requires not only factual knowledge. To see the relationships and dependencies between the described phenomena or events and express them verbally, a good level of formation of linguistic competence is required: mastery of vocabulary, concepts, realities, idiomatic expressions, professional goals set by him, and the ability to use these means to formulate their thoughts also refers to skills. critical thinking.

The experience of teaching a foreign language shows that students often do not know how to continuously and convincingly argue their point of view, replace the logic of argument with unsubstantiated arguments, the emotionality of the assertion, despite the available research on this subject. This reality leads to the conclusion that the skills of argumentation reflect the degree of critical thinking growth and require painstaking preparation.

The use of exercises and activities to teach logical statements improves the efficacy, their instructional function, of classes. Articles from international writers may be recommended as content for teaching argumentation in senior courses. You should answer the questions before you start studying the article:

- 1) what the author's goal is;
- 2) whether, unambiguously or not, the problem / subject is correctly formulated;
- 3) Is there essential facts, experiences and information provided by the author? Is it possible to confirm the assertion and how specific it is? The author covers complicated aspects of the question posed;
- 4) Does the author follow a line of reasoning which can be easily understood? How does he come to essential final conclusions, or in what way?

Arguments "FOR" and "AGAINST" are given to learners in a ready-made way at the primary stage of work in order to make them think about the problem at hand. They need to be demonstrated in order to make claims sound more compelling. Of course, students should present comprehensive material for illustration on the basis of their own life experience, daily observations. Around the same time, students may be asked to plan for the issue in advance: to speak to their peers.

Examples of the arguments given at the next level of work in a ready-made form give way to the autonomous quest for arguments by students to prove their point of view. In this case, reasoning through the means of induction, inference and analogy is the foundation of argumentation (4.18).

It is of particular importance to teach reasoned statements by students in foreign language classes: it helps to shape the skills of communication with the audience, as well as to improve the basic skills required to conduct discussions and debates not only in a foreign language, but also in their native language.

The formation of critical thinking of students in foreign language classes is facilitated by an increase in the proportion of the use of active, creative forms and methods of teaching, such as discussion, business and role-playing games, "brainstorming", writing essays, drawing up a table like "I know, I learned something new, I want to learn more" and so on.

One of the creative tasks for junior architecture students is to compile their own electronic architectural terminological English-Uzbek dictionary with author's illustrations on the topic "Architectural styles". At the end of the semester, it is assumed that the content of the dictionary will be disclosed and given by students in the form of a presentation, where students reasonably prove which terminology and why characterizes this or that style of architecture. And at the end of the semester, a competition for the best architectural student dictionary is announced.

One of the effective techniques for developing students' critical thinking is working with an authentic text. You can use this technique when working with architecture students in the topic "Architectural Styles". "The Leaning Tower of Pisa" text contains interesting information.

However, this information is not issued to students in full and immediately. The

lesson takes place in a computer class. The complete presentation is fed to the host computer. In workplaces, students can only see one slide; they cannot switch slides on their own. This is done by the teacher from the host computer. The text is divided into separate unfinished semantic passages, at the end of each passage there is a question and three answer options. Students read this passage to themselves and verbally express their versions of the correct answer: why does the Leaning Tower of Pisa fall? The answer must be substantiated. Arguing their assumption, students need to draw on their knowledge and be able to formulate their answers in English. In this way, the studied factual material is repeated and updated, knowledge in other subjects is being integrated and the speech skills of monologue and dialogical speech are developing, since one can disagree with the opponent's point of view and put forward his theory. The important thing is not how correct the answer was, the train of thought and the level of argumentation are of great importance. When everyone has expressed their opinion on the first slide, they are looking forward to whose version was correct. The instructor turns on the next slide where they can find out the correct answer and move on to discuss the next slide.

In the last slides, students are invited to draw a conclusion based on what they have read and complete the final part of the text, after which they can familiarize themselves with the author's conclusions. And only in the very last slide, after a preliminary discussion about the possible options for the title of the text, students see its title.

At the final stage, a discussion is organized on the topic: "Why does the Leaning Tower of Pisa fall?" Students present their reasons and arguments. For the next lesson, they prepare a presentation on the topic: "The Taj Mahal Tower in Agra", comparing it with the Leaning Tower of Pisa, and reasonably answer the questions: what is the reason for the fall of the Leaning Tower of Pisa and the Taj Mahal? Can the fall of these towers be stopped? How many years will these towers last? Make your forecast, give reasons for it.

Criteria and indicators of the formation of critical thinking of students in foreign language classes: 1) the ability to highlight essential connections, the ability to establish cause-and-effect relationships, to classify information; 2) non-standard thinking, the ability to develop their own non-standard schemes when working with new information and problems, the ability to consider a problem from new, non-traditional sides; 3) the ability to independently make decisions based on real conditions, take on the right to formulate goals in difficult situations; 4) the ability to analyze their own activities, the ability to identify a problem, to formulate contradictions.

Critical thinking helps the student to evaluate, analyze information, which increases the efficiency of its perception; increases interest in the studied material and in the subject: the ability to think, reflect; work in collaboration (in groups, pairs); improves the quality of education; develops the ability for individual independent activity, and in a foreign language helps to form communication skills. This technology gives the teacher an opportunity to create a comfortable psychological atmosphere of openness and cooperation; activate participants; become a practitioner who knows how to analyze their activities.

Critical thinking encourages the student to assess, examine facts, which increases the efficacy of their perception; increases interest in the material studied and in the subject: the ability to think, reflect; collaborative work (in groups, couples); improves the quality of education; develops the capacity for individual independent activity; and helps to establish contact in a foreign language This technology offers an opportunity for the instructor to create a safe psychological climate of transparency and cooperation; to trigger participants; to become a professional who knows how to interpret their actions.

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