

Technology of the Development of Students' Critical Thinking

Sultanova Dilnoza Saliyevna

Senior Lecturer, Uzbekistan state world languages university

Annotation: This article considers the essence and describes some of the techniques of the technology for the development of critical thinking, used in the lessons of a foreign language. What the specificity of educational technology for the development of critical thinking is also analyzed here.

Key words: critical thinking, streams of information, to motivate, perceiving educational material, independent search, generalizing information.

In the modern world, the pace of development of technology, society is growing every minute. The streams of information are increasing and accelerating incredibly quickly. It is extremely difficult to motivate a modern student to cognitive activity, to find a path to a goal in the field of information and communication. Teachers and parents often notice a lack of interest in students - motivation, complain about poor student results. This happens because children often experience serious difficulties in perceiving educational material in all subjects.

Society has long referred such a subject as a foreign language to the category of the most difficult. The task for the teacher is to arouse interest, not to scare away the children with the complexity of the subject, especially at the initial stage of studying a foreign language course.

Now it is necessary not only to master the information, but also to critically evaluate, comprehend, and apply it. When faced with new information, students should be able to consider new ideas thoughtfully, critically, from different points of view, drawing conclusions about the accuracy and value of the information.

The “Critical Thinking” technology teaches the independent search for new knowledge, uses student dialogue, creates a psychologically comfortable environment, since in the lesson it is allowed to make mistakes, to be mistaken, and then there is an opportunity to correct their mistakes. Technology offers many forms of working with educational material. A feature of these techniques is the independent search activity of students. This allows you to use this technology at various stages of the lesson.

This educational technology is aimed at developing students' thinking style, the main features of which are criticality, flexibility, openness, reflexivity. The purpose of using this technology in the educational process is to develop the intellectual abilities of the student, allowing him to study independently.

Technology “Critical thinking is a set of techniques aimed at arousing the student's interest, encouraging him to take action, creating conditions for generalizing information, promoting the development of critical thinking, skills of introspection, reflection.

This technology teaches the modern student:

- think critically;
- to be active in the knowledge of the surrounding world;
- be proficient in a variety of ways of interpreting and evaluating an information message;

- argue your point of view, relying not only on logic (which is already important), but also on the views of the interlocutor;
- feel confident in working with various types of information, can effectively use a wide variety of resources;
- effectively interact with information spaces;
- Obtain information from various sources, determine the causes of problems, resolve conflicts, negotiate, weigh alternative judgments, make decisions based on information analysis.

The technology for the development of critical thinking assumes equal partnerships, both in terms of communication and in terms of constructing knowledge that is born in the learning process. Working in the critical thinking technology mode, the teacher ceases to be the main source of information, and, using the techniques of technology, turns learning into a collaborative and interesting search.

The educational process is based on scientifically grounded patterns of interaction between personality and information. The phases of this technology (challenge, comprehension, and reflection) are instrumented in such a way that the teacher can be as flexible and authentic as possible in each learning situation at any given time: we are talking about a variety of visual forms and strategies for working with text, organizing discussions and implementing projects.

Technology strategies allow all learning to be conducted in a collaborative, collaborative, and meaningful manner.

Technology gives the student:

- increasing the efficiency of information perception;
- increasing interest both in the material being studied and in the learning process itself;
- ability to think critically;
- the ability to take responsibility for their own education;
- the ability to work in collaboration with others;
- improving the quality of education of students;
- the desire and ability to become a person who learns throughout his life.

Technology gives the teacher:

- the ability to create an atmosphere of openness and responsible cooperation in the classroom;
- the ability to use a learning model and a system of effective methods that contribute to the development of critical thinking and independence in the learning process;
- to become practitioners who know how to competently analyze their activities;
- become a source of valuable professional information for other teachers.

For the development of critical thinking, it is necessary to create and use special methodological tools. The structure of RCM technology, developed by American educators Curtis Meredith, Charles Temple and Jeannie Still, is harmonious and logical, since its stages correspond to the natural stages of a person's cognitive activity.

The basic lesson model based on the use of this technology is a sequential passage of three stages inherent in the process of cognition at the same time: challenge, comprehension, reflection. These

stages can make up the entire lesson or parts of it. The technology for the development of critical thinking is based on a model consisting of three phases:

- challenge;
- semantic stage;
- reflection.

1. Challenge - to update the students' knowledge on the topic under study, to awaken cognitive interest in the material being studied, to help students themselves determine the direction in the study of the topic.

2. Comprehension - to help actively perceive the material being studied, to help correlate old knowledge with new ones.

3. Reflection - to help students to independently generalize the material being studied, to help them independently determine the directions in the further study of the material.

The technology of critical thinking offers a set of interrelated teaching methods and methodological techniques: "Basket of ideas, concepts, names ...", "Clustering", "Flight log", "Output card", "Double diary", "Reading with stops", "Collaborative search", "Advanced lecture", "Interrogation", "Cross-discussion", "Zigzag", "Cube", "Drawing up a table of the ZHU", "Writing syncwine", "Educational brainstorming", "Essay Writing", "Lecture with Stops", "Conceptual Spreadsheet".

Conclusion

The use of the above and other techniques of the technology for the development of critical thinking increases the motivation of students to learn. Critical thinking helps a person to determine his own priorities in his personal and professional life, assumes taking individual responsibility for the choice made, raises the level of the individual culture of working with information, forms the ability to analyze and draw independent conclusions, predict the consequences of his decisions and be responsible for them, allows to develop a culture of dialogue in joint activities. Possessing critical thinking, a person, getting acquainted with certain ideas, considers the possible consequences of their implementation. The problem of developing critical thinking is very relevant today, and it will also be relevant "tomorrow".

In order to successfully implement the technology of "critical thinking" in practice, it is necessary:

- to teach students to evaluate not only themselves, but also others;
- develop skills of independent work;
- to comprehend, apply and evaluate a large amount of information.

The more diverse the forms and methods of our work with you, the greater the chance that the child will not be bored in the lesson, that every day will bring him joy, albeit small, but discovery.

Reference

1. Zair-Bek S.I. Mushtavinskaya I.V. Development of critical thinking in the classroom. - M.: Education, 2004.
2. Technology "Development of critical thinking through reading and writing" [Electronic resource] <http://cito-web.yspu.org/link1/metod/met49/node22.html> 32
3. Bakirova H.B. (2021) "Development of lexical competence based on content -based approach in ESP teaching, "Mental Enlightenment Scientific-Methodological Journal: Vol. 2021: Iss. 5, Article 19. Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss5/19>

4. 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>
5. 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.
6. Bakirova H.B. Formation of lexical skills in learning foreign language terminology in a non-language university/ Emergent: journal of educational discoveries and lifelong learning (EJEDL) ISSN 2776-0995 Vol. 2, Issue 5, 2021, Indonesia.
7. Bakirova H.B. Terminological competence of the specialist in training vocabulary of specialty/ Web of scientist: International scientific research journal. ISSN 2776-0979 Vol. 2, Issue 5, 2021, Indonesia.