



## STRATEGIES FOR DEVELOPING STUDENTS' CRITICAL THINKING SKILLS IN TEACHING FOREIGN LANGUAGES

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**Tayanch so'zlar:** o'z-o'zini boshqarish, o'zini o'zi boshqarish, o'z-o'zini nazorat qilish, o'z-o'zini tuzatish, o'qitish strategiyalari, yuqori darajadagi fikrlash qobiliyatlari, faol hamkorlik, sinfdagi muloqot muhiti, ochiq savollar, muammoli ta'lim.

**Ключевые слова:** самонаправление, самодисциплина, самоконтроль, самокоррекция, педагогические стратегии, навыки мышления высшего порядка, активное сотрудничество, коммуникативная обстановка в классе, открытые вопросы, проблемное обучение.

**Key words:** self-direction, self-discipline, self-monitoring, self-correction, pedagogical strategies, Higher-Order Thinking Skills, active collaboration, communicative classroom setting, open-ended questions, problem-based learning.

Introduction. Recent developments in the field of English as a foreign language puts an emphasis on the importance and essential nature of integrating critical thinking into the English language curriculum. Within the realm of English language acquisition, students must possess critical thinking skills to move beyond literal comprehension, write persuasive essays, generate their ideas with sufficient evidence, and engage in critical discourse by questioning alternative viewpoints. A mere grasp of the target language and its meanings is inadequate; proficient learners must demonstrate rational thinking abilities through their language usage. Moreover, incorporating critical thinking into language learning enriches students' educational journeys, fostering deeper and more meaningful language acquisition experiences.

Critical thinking involves actively engaging with any subject, content, or problem to enhance the quality of one's thoughts. This entails skillfully managing the inherent structures of thinking and applying intellectual standards to them. A proficient critical thinker poses significant questions, articulates problems clearly and precisely, evaluates pertinent information, utilizes abstract concepts to



interpret it effectively, reaches well-founded conclusions and solutions, and tests them against relevant criteria and standards. Moreover, they approach alternative systems of thought with an open mind, acknowledging and evaluating their assumptions, implications, and practical consequences. Effective communication with others to solve complex problems is also integral to critical thinking.

**Materials and methods.** In essence, critical thinking is characterized by self-direction, self-discipline, self-monitoring, and self-correction. It necessitates adherence to rigorous standards of excellence and adept utilization of them. It encompasses proficient communication and problem-solving skills, along with a dedication to overcoming inherent egocentrism and sociocentrism. Furthermore, critical thinking fosters improvements in students' interpersonal skills. By engaging in critical thinking and considering various perspectives, students become more open-minded, empathetic, and effective communicators. They are more inclined to collaborate with peers, receive and discuss ideas, and develop their creative potential by allowing their thought processes to explore freely and consider multiple possibilities. Ultimately, critical thinking equips students to make better decisions efficiently, thus saving time in the decision-making process (H. Tekliuk. 2020).

M.Fedrova (2022) states that it's crucial to foster critical thinking skills in young individuals, particularly in today's rapidly changing world. The contemporary information landscape provides us with a constant stream of messages, blending news, advertisements, useful content, and propaganda. Blindly accepting everything we encounter leaves us vulnerable to manipulation and the imposition of others' viewpoints. Therefore, we advocate for the incorporation of critical thinking development techniques into foreign language classes. By this, we refer to a set of pedagogical strategies and methods aimed at nurturing students' ability to analyze and assess vast amounts of incoming information, construct logical judgments, draw reasoned conclusions, identify problems, and devise rational solutions to educational, professional, and everyday challenges.

Acquiring a second language extends beyond mere memorization of vocabulary. When students actively engage their critical thinking faculties and utilize Higher-Order Thinking Skills (HOTS), they enhance their adaptability, self-assurance, and capacity for self-assessment in their language endeavors. This holistic approach equips them to become proficient language users in diverse real-world contexts where language application is required (Tom Garside.2022).

In a communicative classroom setting, active collaboration among all participants is essential. The effective teaching results in effective learning, which encompasses passion, proficiency, skills, active engagement, and interaction. A

skilled educator considers the individual needs of students. Teaching English does not involve mere delivery of lessons, vocabulary explanations, reading aloud, and assigning homework. A proficient instructor not only imparts knowledge but also guides students on how to learn vocabulary, compose essays, and construct compositions effectively. A well-prepared teacher employs a variety of pedagogical skills in student-centered classrooms, ensuring that the language context is meaningful. Additionally, the teacher provides support and supervision as students engage in course assignments where language comprehension and expression are emphasized by which critical thinking can be developed (Assoc. Prof. Marsela Harizaj et.al.2017).

Results and discussion. There are a number of strategies for educators to use for developing students' critical thinking in EFL classes.

Students should be encouraged to ask and answer open-ended questions that require analysis and evaluation rather than simple recall. In order to find reasonable answer to the question the students first try to analyze it at various angles. While analyzing they rely on their background knowledge and experience on that matter by which they generate answer. Open-ended questions are effective tools for developing critical thinking skills as they require students to engage in deeper analysis, reflection, and interpretation rather than providing simple, one-word answers. For example, if teacher asks «Can you explain why the author chose to use a particular metaphor in this poem?» This question prompts students to analyze the author's choice of language and symbolism, encouraging them to consider the deeper meaning and purpose behind the literary device. It requires critical thinking as students must interpret the metaphor within the context of the poem's themes and imagery. Or «How do cultural values influence communication styles in different societies?» This open-ended question requires students to examine the relationship between cultural norms and communication practices. By considering various cultural perspectives, students develop critical thinking skills as they analyze the impact of cultural factors on verbal and nonverbal communication behaviors. Employing such kind of question can fosters deeper understanding and critical thinking.

Problem-based learning namely, case studies can be effectively used as another strategy for improving students' reflective thinking skills as they integrate real-life scenarios or language-related problems into lessons, prompting students to apply their language skills creatively to solve challenges. The students are asked to work in groups and each group is given a problematic situation for which they should find solution. First, the groups should be asked to learn the factors that caused the problem, find ways to eliminate those factors to prevent possibilities leading to



the problem and then offer reasonable solution for the problem. Students became highly motivated because they treat the problem as their own. The students also became more involved in learning and become more creative and critical (Mohd Nazir Md Zabit. 2010).

Engaging students in debates or discussions on language-related topics, requiring them to present and defend their viewpoints logically and persuasively is another method to maintain thinking critically. Debate and discussion are powerful tools for maintaining and enhancing critical thinking skills in various educational contexts making the students analyze the issue from multiple perspective. For example, students engage in a debate on a controversial topic, such as climate change. Each team presents arguments from different perspectives, encouraging participants to critically analyze and evaluate diverse viewpoints. Through rebuttals and counterarguments, students develop the ability to consider multiple sides of an issue and identify strengths and weaknesses in various arguments.

Instruction in critical thinking is intertwined with instruction in academic writing; they are not distinct entities. Proficient writing instructors have the ability to guide students through the writing process, resulting in the cultivation of critical thinking habits among learners by the end of the process (Zulaikha Khairuddin.et.al.2021). The teachers can use writing tasks as an effective strategy where students analyze their language learning experiences, identify challenges, and propose strategies for improvement. Composing involves engaging in critical thought. Each writing task requires students to anticipate, assess their audience, and revise their the symbolism in a painting or analyzing the themes of a novel requires individuals to critically evaluate the artist's intentions, consider different interpretations, and support their conclusions with evidence from the work.

Conclusion.To sum up, common features of effective critical thinking instruction generally involve direct instruction, frequent practice, intense student interaction, and a supportive critical thinking classroom climate. In essence, these characteristics are broadly in line with the specific teaching strategies discussed in the above section. They may serve as general guidelines for employing various strategies to develop critical thinking in EFL classrooms.While the suggested teaching methods for critical thinking are theoretically solid and grounded in research, there isn't one definitive approach that stands out as superior. When crafting critical thinking activities for the classroom, teachers should embrace flexibility and creativity, exploring different strategies or inventing new ones tailored to their specific classes. Successful critical thinking instruction in English as a Foreign Language (EFL) classrooms relies on teachers' intentional and continuous endeavors.

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**РЕЗЮМЕ**

Ushbu maqolada o'quvchilarning tanqidiy fikrlash qobiliyatini rivojlantirish muhimligi ta'kidlanib, bu rivojlanish bir necha sinflarni o'z ichiga olgan bosqichma-bosqich jarayon ekanligi ta'kidlanadi. Tanqidiy fikrlash odamlarning mustaqil fikrlash va qaror qabul qilish qobiliyatini o'z ichiga oladi. Tanqidiy fikrlash insonlarning mustaqil fikrlash va qaror qabul qilish qobiliyatini o'z ichiga oladi. Bugungi kunda o'quvchilarda tanqidiy fikrlashni rivojlantirish chet tili o'qituvchilarning til o'qitish bilan birga e'tibor qaratishi kerak bo'lgan muhim mas'uliyati sifatida qaralmoqda. Til o'rganuvchilarning tanqidiy fikrlash qobiliyatiga bir qancha omillar ta'sir qiladi. Binobarin, strategiyalardan samarali foydalanish orqali o'qituvchilar o'quvchilarga tanqidiy fikrlash ko'nikmalarini rivojlantirishga yordam berishi mumkin. Ushbu maqola til o'qituvchilariga ushbu tashabbusni qo'llab-quvvatlash uchun tegishli strategiyalar, usullar va tadbirlarni tanlash bo'yicha amaliy takliflarni taqdim etishga qaratilgan.

**РЕЗЮМЕ**

Данная статья основана на знаниях, полученных на занятиях по английскому языку. В нем подчеркивается важность развития у учащихся способностей критического мышления, подчеркивая, что это развитие представляет собой постепенный процесс, включающий несколько классов. Критическое мышление предполагает способность людей к независимому мышлению и принятию решений. Сегодня развитие критического мышления среди учащихся рассматривается как важнейшая обязанность учителей иностранного языка в языковых классах. Несколько факторов влияют на способности изучающих язык к критическому мышлению. Следовательно, эффективно используя эти стратегии, учителя могут способствовать развитию навыков критического мышления. Целью этой статьи является предложить преподавателям языка практические предложения по выбору подходящих стратегий, методов и мероприятий для поддержки этого начинания.

**SUMMARY**

This paper draws upon insights gained from English language classes. It stresses the importance of nurturing students' critical thinking abilities, emphasizing that this development is a gradual process involving multiple classes. Critical thinking entails individuals' capacity to engage in independent thinking and decision-making. Today, fostering critical thinking among learners is viewed as a crucial responsibility of foreign language teachers within language classrooms. Several factors influence language learners' critical thinking abilities. Consequently, by effectively utilizing the strategies, teachers can facilitate the development of critical thinking skills. This article aims to offer language teachers practical suggestions for selecting appropriate strategies, methods and activities to support this endeavor.