



XORIJIY TILLARNI O'QITISHDA INNOVATSION YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI

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INTEGRATING THE WATSON-GLASER APPRAISAL AND PEARSON'S R.E.D. MODEL TO ASSESS PHILOLOGY STUDENTS' CRITICAL THINKING

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Abstract. *Critical thinking is an essential cognitive skill that enables students to analyze, interpret, and evaluate information effectively. Critical thinking plays a vital role in the field of philology since students engage deeply with linguistic structures, literary texts, and discourse analysis. The Watson-Glaser Critical Thinking Appraisal (WGCTA) is a widely recognized tool for measuring critical thinking skills through structured assessments. Pearson's R.E.D. Model (Recognize Assumptions, Evaluate Arguments, Draw Conclusions) provides a practical framework for developing and assessing critical thinking abilities. Integrating the WGCTA with the R.E.D. Model offers a comprehensive approach to evaluating and enhancing philology students' critical thinking competencies. This study explores the effectiveness of this integration in assessing students' analytical abilities and fostering deeper cognitive engagement.*

Keywords: *Critical Thinking, Cognitive skills, Philology Students, WGCTA, R.E.D. Model, Assessment.*

Introduction. The Watson-Glaser Critical Thinking Appraisal (WGCTA) is a standardized assessment tool designed to measure five core components of critical thinking: inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments. Additionally, Pearson's R.E.D. Model (Recognize Assumptions, Evaluate Arguments, Draw Conclusions) provides a structured approach to developing and measuring critical thinking skills. This study explores the integration of WGCTA and the R.E.D. Model as a framework for assessing philology students' critical thinking abilities, highlighting its relevance in academic and professional contexts.

Research method and discussion. In this study a systematic literature review (SLR) is used as a research methodology by analyzing existing research on assessing philology students' critical thinking skills using the Watson-Glaser Critical Thinking Appraisal (WGCTA) and the R.E.D. Model. According to Facione, critical thinking is widely recognized as an essential academic and professional competency, yet its



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assessment in higher education remains inconsistent.¹ However, research by N.Heraty and M.Morley showed that over the years, 13 standardized measures of CT have been developed and many are available for purchase. Scores on CT tests have been found to be predictive of or associated with success in a variety of settings (e.g., teaching critical thinking skills).²

The Watson-Glaser Critical Thinking Appraisal has a distinguished history, dating back to its initial development in the 1920s. It was designed to measure important abilities and skills involved in critical thinking with careful consideration of the theoretical background. Since then it has been used in thousands of private and public sector organizations as a selection and development tool, and in academic settings to track the development of critical reasoning skills. It has been translated into many languages and is used around the globe. The test has gone through a number of refinements and developments since its launch. These revisions incorporated enhancements requested by customers and advances in research and technology, while maintaining the qualities that have made the Watson-Glaser the leading critical thinking appraisal for nearly a century. There are four standardized versions and one experimental edition of the Watson–Glaser measure. The first standardized version dates from 1951. The latest, the WGCTAs, was revised in 1994 and is a short form containing 40 items that can be administered in 45 min. The number of items varies across versions but the subscales and their descriptions have remained consistent over time.³

Figure 1. Watson-Glaser Development

¹ **Facione, P. A.** (1990). *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction.*

² Heraty, N., & Morley, M. J. (2000). The application of the structure of intellect programme: A manufacturing facility experiment. *Journal of Managerial Psychology*, 15(7-8), 691–711.

³ **Bernard, R. M., Zhang, D., Abrami, P. C., Sicoly, F., Borokhovski, E., & Surkes, M.** (2008). Exploring the structure of the Watson–Glaser Critical Thinking Appraisal: One scale or many subscales? *Thinking Skills and Creativity*, 3(1), 15–22. <https://doi.org/10.1016/j.tsc.2007.11.001>



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The third edition of the WGCTA (W-G III) is an online, item-banked assessment with 40 items randomly selected from a large pool. Watson-Glaser III can be administered unsupervised online, suitable for initial selection stages, with a recommendation for supervised retesting later. The Watson-Glaser measures critical thinking through five subtests: Inference, Recognize Assumptions, Deduction, Interpretation, and Evaluate Arguments. Questions vary in difficulty and format to measure all areas of critical thinking ability in a verbal context. The Watson-Glaser III item bank was launched in the UK in 2011 and updated in 2013 and 2017. The English language bank is composed of 295 items, with the number of questions in each subtest constrained to be equal in any test form.⁴

The RED model for developing critical thinking skills is a process recommended by Pearson and TalentLens to help two things:

- Develop aptitude for critical thinking
- Improve the standard of critical thinking within your business.

⁴ Pearson Assessment. (2020). *Watson-Glaser Critical Thinking Appraisal Technical Manual*. Pearson Education.



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Naturally, this will result in improved critical thinking test scores and pass marks, but it also helps grow other thinking capabilities.

The R.E.D. Model, which is integral to the Watson-Glaser™ III Critical Thinking Appraisal, consists of three main components that relate to critical thinking:

1. **Recognize Assumptions:** This component involves identifying statements that are assumed to be true without proof. It emphasizes the importance of uncovering hidden assumptions that can affect the understanding and evaluation of issues.

2. **Evaluate Arguments:** This focuses on the ability to analyze assertions intended to persuade someone. It involves assessing the strength of arguments and being aware of biases, such as confirmation bias, that may affect objectivity.

3. **Draw Conclusions:** This includes three subtests: Inference, Deduction, and Interpretation. This component is about drawing logical conclusions based on the information available, combining the skills of inference, deduction, and interpretation to arrive at sound judgments.⁵

Together, these components provide a framework for analyzing and improving critical thinking abilities in various contexts. Incorporating WGCTA-based assessments alongside practical applications of the R.E.D. Model can create a balanced approach to evaluating and developing critical thinking. A key insight by R.Ennis showed that there is a gap between the theoretical emphasis on critical thinking and its practical application in philology programs. While many courses incorporate activities that promote analytical skills, there is limited direct assessment of students' ability to systematically apply critical thinking frameworks.⁶

Table 1

Activities how to apply the Watson-Glaser Critical Thinking Appraisal (WGCTA) and R.E.D. Model in philology education⁷

Critical Thinking Skill	WGCTA Component	R.E.D. Model Stage	Activities	Application
Recognizing Assumptions	Assumption Recognition	Recognizing Assumptions	Identifying hidden biases in a character's	Students analyze literary texts to detect

⁵ <http://www.thinkwatson.com/the-red-model/red-critical-thinking-model>

⁶ Ennis, R. H. (1996). *Critical Thinking*. Prentice Hall.

⁷ Adapted from Watson and Glaser (2002), Pearson Assessment (2020), and Paul and Elder (2014)



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			speech in <i>Hamlet</i> .	underlying beliefs and perspectives.
Evaluating Arguments	Evaluation of Arguments	Evaluating Arguments	Comparing scholarly opinions on postmodern literature.	Students assess logical consistency and evidence in academic discussions.
Drawing Conclusions	Deduction & Inference	Drawing Conclusions	Examining Orwell's <i>1984</i> and drawing parallels to real-world surveillance.	Students synthesize textual evidence and external sources to form reasoned conclusions.
Interpretation	Interpretation	Evaluating Arguments	Analyzing symbolism in <i>The Great Gatsby</i> .	Students interpret meaning and context using structured critical thinking methods.
Practical Application	All WGCTA Components	All R.E.D. Stages	Conducting a pre- and post-semester critical thinking test.	Educators measure students' improvement in reasoning and analysis skills.

Conclusion. This study highlights the importance of integrating the Watson-Glaser Critical Thinking Appraisal (WGCTA) and Pearson's R.E.D. Model to assess and enhance philology students' critical thinking skills. The WGCTA provides a structured approach to measuring critical thinking, while the R.E.D. Model offers a practical framework for applying these skills in academic settings. Findings suggest that although critical thinking is emphasized in university curricula, its assessment remains inconsistent, requiring more structured instructional strategies. By combining standardized assessment tools with practical application models, educators can create a more effective learning environment for developing students' analytical abilities.



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Future research should explore innovative teaching methods and digital tools to further enhance critical thinking education in philology programs.

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3. Facione, P. A. (1990). *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction*.
4. ¹ Heraty, N., & Morley, M. J. (2000). The application of the structure of intellect programme: A manufacturing facility experiment. *Journal of Managerial Psychology*, 15(7-8), 691–711.
5. Pearson Assessment. (2020). *Watson-Glaser Critical Thinking Appraisal Technical Manual*. Pearson Education