

## TECHNIQUES FOR USING CRITICAL THINKING DEVELOPMENT TECHNOLOGY

**Аннотация:** Мақолада инглиз тили дарсларида танқидий фикрлашни ривожлантириш техникаларидан фойдаланиш ҳақида сўз боради. Унда танқидий фикрлашнинг муҳимлиги таъкидланади, бу эса маълумотларни таҳлил қилиш, янги саволлар бериш, далилларни ривожлантириш ва мустақил қарор қабул қилиш қобилиятини англатади. Мақолада турли усуллар, масалан, "Фикр постери", "Акварюм", "Галерея юриши" ва "Мозаика" машқлари келтирилган бўлиб, улар ўқувчиларнинг танқидий фикрлаш, ҳамкорлик қилиш ва самарали муҳокамаларда иштирок этиш қобилиятларини оширишга қаратилган. Таклиф этилган усуллар фаол иштирок этишни рағбатлантиради, ўқувчиларнинг коммуникатив компетенциясини яхшилади ва умрбод ўрганиш жараёнига ёрдам беради. Ушбу ёндашувлар дарсларни янада интерактив, қизиқарли ва ўқувчиларнинг когнитив қобилиятларини ривожлантиришга самарали қилишга қаратилган.

**Аннотация:** Статья рассматривает использование методов развития критического мышления на уроках английского языка. В ней подчеркивается важность критического мышления, которое определяется как способность анализировать информацию, задавать новые вопросы, выстраивать аргументы и принимать самостоятельные решения. В статье представлены различные методы, такие как «Постер мыслей», «Аквариум», «Галерея» и «Мозаика», направленные на развитие способности учащихся критически мыслить, сотрудничать и участвовать в продуктивных обсуждениях. Предложенные методы способствуют активному участию, улучшают коммуникативную компетенцию учащихся и способствуют обучению на протяжении всей жизни. Эти подходы также делают уроки более интерактивными, увлекательными и эффективными в развитии когнитивных способностей учащихся.

**Annotation:** The article examines the use of critical thinking development methods in English lessons. It emphasizes the importance of critical thinking, which is defined as the ability to analyze information, ask new questions, build arguments, and make independent decisions. The article presents various methods, such as the "Thought Poster," "Aquarium," "Gallery Walk," and "Mosaic" exercises, aimed at developing students' ability to think critically, collaborate, and engage in productive discussions. The suggested methods encourage active participation, improve students' communicative competence, and promote lifelong learning. These approaches also make lessons more interactive, engaging, and effective in developing students' cognitive abilities.

**Key words:** *critical thinking, cognitive, stimulate, evocation, stimulus, adapt, analyze*

Critical thinking is the ability to analyze information from a logical and personal-psychological approach, so that the results can be applied to both standard and non-standard situations, questions, and problems. Critical thinking is the ability to ask new questions, develop various arguments, and make independent, thoughtful decisions.

The use of critical thinking technology in English lessons allows:

- A significant increase in speaking practice time for each student.
- Ensures that all group participants master the material.
- Solves various educational and developmental tasks.

The teacher, in turn, becomes the organizer of independent educational, cognitive, communicative, and creative activities for the students. This provides opportunities to improve the learning process, develop students' communicative competence, and foster the holistic development of their personalities.

Critical thinking technology provides the opportunity to:

- Increase the effectiveness of information perception and interest in the material and learning process.
- Develop the ability to think critically and work in collaboration with others.
- Improve the quality of student education.
- Stimulate the desire and ability to become a lifelong learner.

Critical thinking technology in English lessons involves a modular lesson consisting of three stages:

1. **Evocation Stage:** The teacher analyzes previously covered material with the students and gives them the opportunity to formulate personally meaningful goals. It is recommended to combine individual and group work.
2. **Realization of Meaning Stage:** At this stage, the teacher provides students with material to reflect on. The organization of work can vary, such as storytelling, lectures, individual, pair, or group reading, or watching video material.
3. **Reflection Stage:** At the end of the lesson, the teacher and students compare the new material with what they knew about the topic before. Students draw conclusions on the lesson topic, systematize, and evaluate their new knowledge.

The suggested techniques and exercises are suitable for all subjects where the teacher uses critical thinking development technologies.

### **Critical Thinking Technique: "Thought Poster"**

Create a silent conversation. This exercise will help unite the class and stimulate the learning process and interaction in the classroom.

This critical thinking technique will undoubtedly be liked by every teacher. The exercise must be performed in complete silence. Such work is relevant in any lesson, and silence and writing are special tools that can help students study the subject more thoroughly. During a large paper "discussion," students should write interesting thoughts and questions on a large poster.

This process slows down thinking and gives students the chance to focus on the ideas of others. This technique helps create a visual record of the students' opinions and questions, which can be discussed in future lessons. This strategy activates the participation of students who are not inclined to engage in verbal discussions. Moreover, it teaches talkative students to listen to the ideas of others. After participating in such activities several times, students feel more comfortable, confident, and bold.

### Procedure:

1. **Choose a for "discussion" and set a task:** A stimulus can be material that students need to analyze, such as questions, quotes, historical documents, excerpts from works, poetic pieces, or images. Various tests or practical exercises can be adapted for this type of work, depending on the subject and topic you are studying.
2. **Divide the class into groups and distribute posters:** This should be a group activity. You can give each group its own topic or assign the same topic to all. Each group needs an A4 or A3 sheet of paper, depending on the expected result. Attach the stimulus in the center of the sheet.
3. **Prepare students:** Inform them in advance that the exercise will be performed in complete silence. All communication should be in writing. Let students know they will have the chance to discuss the material with partners and the class later. Provide clear instructions to avoid questions during the exercise.
4. **Writing comments:** Each group should have colored markers or pens. Encourage students to write questions in black ink and answers in red to visually track the group's thought process. The group silently reads the text or examines images and writes questions, comments, or remarks on the material.
5. **Sharing with other groups:** Posters are passed from desk to desk or groups move while leaving their posters at the desks. This activity is also carried out in complete silence. Students look at the posters of other groups, add their own thoughts, and comment on what has been written.
6. **Return to their own posters:** At the end of the exercise, the groups return to their own posters and review the new comments and questions made by their classmates. They can then discuss the new insights in the group and decide if their perspective has changed.
7. **Class discussion:** Analyze the work and ask the students what they learned after the exercise. Ask if they enjoyed working with a partner and what they thought about the comments from other groups. Discuss the main points from the poster and what the groups understood from it. Make your own conclusions based on your observation of the students' work.

**"Aquarium" Exercise:** This strategy helps students develop the ability to think critically and engage in productive discussions. The "Aquarium" method can be used in the process of studying any current topic. The discussion occurs among students sitting in a circle ("the fish in the aquarium"), while the rest of the class observes and listens carefully to the conversation. This exercise teaches students to consider others' points of view and reflect on their own thoughts after receiving new information. It is especially useful when it is necessary to engage the whole class in a discussion and encourage productive communication.

### Procedure:

1. **Choose a discussion topic:** Almost any topic is suitable for this exercise, whether it's a conflict, historical event, or literary issue. The goal is to explore the problem from different perspectives.
2. **Prepare the classroom:** Arrange the desks in a circle to create an "aquarium." Around the circle, there should be enough space for the other students to observe the discussion. 6-12 chairs are optimal for the discussion.

3. **Prepare for the discussion:** Allow students some time to think about the topic or the information they will discuss. This helps them to better engage in the exercise.
4. **Discuss the norms and rules of the exercise:** There are different ways to structure the discussion. For example, some teachers prefer a 15-minute discussion among the "fish" in the aquarium, after which the speakers and listeners switch roles. However, you can adjust the rules according to the situation.
5. **Group the students:** Divide the class into groups, with representatives sitting in the circle. Any member of a group can touch the speaker's shoulder and take their place, ensuring everyone has the opportunity to speak.
6. **Survey:** After the discussion, ask students to reflect on the conversation. What did they learn? How do they think the discussion could be improved next time?
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### "Gallery Walk" Exercise

This technique encourages students to analyze and collaborate with others. Students walk around the classroom and examine texts, images, or documents placed on the walls. It teaches systematic analysis and helps students reconsider conclusions drawn by others.

#### Procedure:

1. **Choose the material for review:** Prepare fragments of texts, quotes, images, or documents that students will analyze. You can divide the class into groups, with each group examining a different fragment.
2. **Place the material in the classroom:** Arrange the documents on the walls at a similar height and distance, allowing students to walk around and view each piece. Materials can also be placed on desks.
3. **Study the material:** Depending on the goal of the exercise, students may be asked to take notes, answer questions, or identify similarities and differences between the materials.
4. **Summarize the findings:** After reviewing the materials, analyze the class's activity. Ask students to share their findings either orally or in writing. Their conclusions can form the basis for further analysis.

**"Mosaic" Exercise:** This technique turns students into experts on a particular topic. Students work in groups to analyze specific materials and then share their knowledge with the class, improving their collaboration skills. The end goal is for each group to present its analysis to the class.

#### Procedure:

1. **Choose the material for study:** This can include fragments of documents, images, diagrams, or a set of questions. Divide the class into expert groups, each responsible for analyzing a specific piece of information.

2. **Work in groups:** Each group focuses on understanding the material assigned to them. It's important that every member of the group comprehends the topic.
3. **Teach the class:** Once the expert groups are ready, they will take turns presenting their findings to the rest of the class, with the listeners taking notes.
4. **Reflect on the new information:** After all groups have presented their findings, pose more complex questions that require the class to synthesize all the information they have learned.

The outlined techniques help cultivate critical thinking and teamwork skills. By integrating these methods into English lessons, educators can deepen students' understanding and enhance their learning experience.

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