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METHODS AND MECHANISMS OF TEACHING CRITICAL THINKING TO ENGLISH TEACHERS

English teacher at Zarmed University
Kamalova Parvina Abdurakhmonovna

Аннотация: В данной статье описаны методы развития критического мышления у будущих учителей английского языка. Критическое мышление является важным навыком, который все студенты будут использовать практически во всех аспектах своей жизни. От решения проблем до принятия обоснованных решений, критическое мышление является ценным навыком, который поможет студентам ориентироваться в сложностях мира. В среде преподавания внедрение стратегий обучения, которые помогают студентам мыслить рационально и независимо, является отличным способом укрепить способности учащихся и подготовить их к любым новым вызовам в будущем. Существует несколько методов, позволяющих вовлечь учащихся и помочь укрепить эти навыки. Вот несколько стратегий обучения, которые доказали свою эффективность.

Ключевые слова: скелет рыбы, шесть шляп мышления, мозговая атака, ментальная карта, контрастивная таблица выводов, приём эссе.

Abstract: This article describes methods for developing critical thinking in future English teachers. Critical thinking is an important skill that all students will use in almost every aspect of their lives. From problem-solving to making informed decisions, critical thinking is a valuable skill that will help students navigate the complexities of the world rationally and independently, and it is a great way to strengthen students' abilities and prepare them for any new challenges in the future. There are several methods to engage students and help strengthen these skills. Here are a few training strategies which effectiveness have been proven to work.

Keywords: fish skeleton, six thinking hats, brainstorming, mind map, contrastive table of conclusions, essay reception.

Determining the methods and ways of developing critical thinking, we opted for the technology of its development through reading and writing (after referred to as the RWCT technology). The structure of this technology is harmonious and logical, since its stages correspond to the regular stages of the cognitive activity of the individual, and can be expressed in the form

of a technological model "challenge-comprehension-reflection". At the first stage of the RWCT technology – the challenge stage – the main task for the teacher is to arouse students' interest in the topic being studied, to systematize the already known information on the given topic and to formulate questions that are planned to be answered during the study of new material.

The next stage is the comprehension of the content. According to the authors, at this stage, students should familiarize themselves with new information. The task of the teacher is to organize this activity using the methods and techniques proposed by the authors of the technology.

At the final stage - the stage of reflection - students need to analyze the information received, compare it with the existing knowledge that they recorded at the first stage, and draw conclusions.

At the challenge stage, at which students need to activate their previous knowledge, arouse interest in the topic and together with them determine the goals of studying the upcoming educational material, we used such techniques as associations, clusters, prediction. The "clusters" technique was used to actualize existing knowledge and distribute it into logical chains. The teacher draws a pre-thought-out cluster on the blackboard with missing links, indicating only the key components of the topic, and then asks questions, analyzes the answers received together with the students and fills the cluster with the correct answers. In our experiment, this technique was used to systematize already known vocabulary on the topic. The "association" technique is designed to stimulate students' interest in the topic under study by demonstrating that all people perceive and analyze information differently. The teacher invites students to name associations for certain studied words, phrases, and then analyze the obtained meanings of word combinations.

The "prediction" technique helps to jointly determine the goals of studying the upcoming educational material. The teacher voices the topic and asks students to make assumptions about what the conversation will be about on the given topic, what questions will be raised during the discussion of the studied material and what answers students expect to receive to the questions they pose.

At the stage of comprehension, such techniques as the "mental map" connection diagram, the "fish skeleton" cause-and-effect diagram, "six thinking hats", and "brainstorming" were used.

The "mind map" technique is a method of structuring concepts using a graphic record in the form of a diagram of connections or a tree diagram, which depicts words, ideas, tasks or other concepts connected by branches that depart from the central concept or idea. In practice, this technique was actively used during the initial in-depth acquaintance with new information, when

students needed to study unfamiliar material in detail and record it as briefly and clearly as possible.

The "fish skeleton" technique is used as a graphical way of studying and determining the most significant cause-and-effect relationships of factors and consequences in the situation or problem under study. This technique is a means of visualizing and organizing knowledge in the form of a cause-and-effect diagram, which facilitates the understanding and final diagnosis of a certain problem individual fragments, identify and group the conditions and factors affecting it, and conduct a cause-and-effect analysis.

In practice, this technique was useful when re-familiarizing themselves with new information, when students have already made a detailed outline of new material and now they need to establish cause-and-effect relationships between blocks of information.

The "six hats" technique is one of the most effective and widely used ways of organizing thinking. He offers to "think" in six different ways: optimistic, pessimistic, strategic, creative, emotional, objective. Color. Such a division makes thinking more concentrated and stable and teaches you to operate with its various aspects in turn. A student, mentally putting on a hat of a certain color, at the moment chooses the type of thinking that is associated with it, which helps to analyze the issue under consideration in a variety of ways.

The "brainstorming" technique is used when discussing a problematic issue. A group of students is divided into two subgroups - "idea generators" and "analysts". "Idea generators" offer solutions to the problem under discussion in three minutes. "Analysts" consider the proposed solutions to the problem, criticizing the ideas expressed. When using this technique, it is necessary to explain to students that criticism must be reasoned and correct.

At the final stage, the techniques "discussion", "essay", "contrastive table of conclusions" were used.

The technique "contrastive table of conclusions" is when students fill in a table consisting of columns "New information / Old information", "Liked / Disliked", "What has changed the opinion / What has not changed the opinion", "What has worked / What has not worked". verbally and get a momentary reaction to the expressed position. It should be emphasized that it is this technique that in practice turned out to be the most productive for the development of oral speech and the ability to construct one's statement logically. This technique correlates with the group form of reflection.

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The "essay" technique involves a written form of expressing one's position on a given topic, which reflects the impressions, thoughts and personal experience of the student. This method logically fits into the final stage of reflection. The adapted model of the development of critical thinking as a condition for successful mastery of the English language was tested in the course of a pedagogical experiment on the basis of the Ulyanovsk State Technical University at the Department of Applied Linguistics. At the experimental stage, the level of English proficiency and the level of critical thinking skills of linguistic students in the experimental and control groups were diagnosed.

The literature on critical thinking, coming from psychology, pedagogy and philosophy, agrees that critical thinking is multidimensional or polysemantic. Moore argues that a variety of meanings can be based on discipline, meaning that psychology favors certain aspects of critical thinking more than history, which favors others. However, Moore was able to identify some commonalities that may more clearly define the concept.

According to Moore's research, critical thinking is: – judging whether something is good, bad, real or true;

– rational or reason-based skeptical thinking;

– productive thinking – not only challenging ideas, but also producing them – coming to conclusions about problems;

– attentive reading that goes beyond the literal meaning of the text;

– awareness of the entire process;

– ethical or activist – in other words, not neutral [4, p. 510].

First, we need to understand that critical thinking is hard. Kuhn's experimental research shows that most people fail to demonstrate critical thinking skills. That is, they often cannot substantiate their beliefs and opinions with evidence [3,336].

Malnix gave some practical advice on how to teach critical thinking:

– Examples of critical thinking are not enough – students should engage in critical thinking.

– Mastering a skill requires purposeful practice. This includes full concentration, exercises aimed at improving skills, doing increasingly difficult exercises as you master the easier ones, and guidance and feedback.

– Practice should be repeated throughout the course.

– Students should practice transferring critical thinking skills to other contexts.

–Over time, students should realize the very idea of critical thinking, including its terminology [5, p. 470].

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