

Developing Critical Thinking of Learners in the English Language Lessons

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ABSTRACT: In this article is highlighted the pedagogical foundations of critical thinking in students' acquisition in English language and developing critical thinking ability. Educators and scholars enable the students to reveal qualities, necessary for students to enhance their critical thinking skills and become independent learners. Different points of view on the problem are given.

KEYWORD: critical thinking, learning process, mental activity, modern didactics, critical thinker, time, principles of problem-based education, solve problems systematically, active-critical thinking.

In Uzbekistan, reforms aimed at fundamental reform of the education system, raising the quality and content of education to a new level, creating a modern mechanism for training qualified personnel, and updating educational programs and literature are being implemented gradually and systematically. Teaching students to use critical thinking skills is one of the main goals of many language lessons. But what does "critical thinking" really mean and how is it done? This article examines different interpretations of "critical thinking".

Many modern scientists, pedagogues, psychologists and methodologists are engaged in researching the issues of critical thinking. In particular, in the works of A.K.Yan, V.V.Davidov, M.G.Davletshin, I.Y.Lerner, A.M.Matyushkin, M.I.Mahmutov, S.Rajabov, D.Shodiyev, E.Ghoziyev, A.M.Umronkhojayev, the types of generalization in the principles of problem-based education and their structure, educational the organization of the process is revealed, the structures of critical thinking, the specific features of individual components that determine the ways of forming generalized methods of mental activity are analyzed.

One of the varieties of "team approach", directed to the development of students' critical thinking skills, their becoming independent learners is the project technology. Project technology is widespread in the system of international education. It correlates with the content and principles of the learner-centred training, specific features of which are independent work and development of students' creative cognitive potential. [3]

Critical thinking is a difficult process that necessities advanced cognitive abilities in information processing. [2] Critical thinking is ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking. Someone with critical thinking skills is able to do the following:

- understand the logical connection between ideas;

- identify, construct and evaluate arguments;
- detect inconsistencies and common mistakes in reasoning;
- solve problems systematically;
- identify the relevance and importance of ideas;
- reflect on the justification of one's own beliefs and values;

Critical thinking is associated with quality thinking, if sufficiently developed, provides lessons with a more skillful way of communicating with other people acquiring new knowledge, and dealing with ideas, beliefs and attitudes. In all these areas language plays a crucial role. We may need to distinguish between the language as a communicative vehicle in everyday situations and the language beyond the survival level.

In studying the critical thinking of students, in the process of studying modern didactics, they use the achievements of educational psychology, which deals with mental critical thinking. In the educational system, he uses methods that serve to develop critical thinking in students. [3] What is critical thinking? Thinking is a process similar to reading, writing, speaking and listening. It is an active, coordinating process that includes thoughts about a reality. Thinking is not a skill that can be developed out of context.

Critical thinking is not a phenomenon that should be studied in an educational program or in a situation far removed from the general context of everyday life. Critical thinking does not occur in a "one-size-fits-all" mentality.

Developing critical thinking is not an easy task. It is not a task that is completed and forgotten at a certain age. At the same time, there is no perfect path to critical thinking. But there is a set of specific learning conditions that help to form critical thinkers. For him:

- to give time and opportunity to acquire the experience of critical thinking;
- to give students an opportunity to think;
- acceptance of different ideas and thoughts;
- ensuring students' activity in the educational process;
- students should be convinced not to laugh;
- instill a sense of confidence in each student's ability to think critically;
- it is necessary to appreciate the occurrence of critical thinking.

In this regard, students should gain self-confidence and understand the value of their thoughts and ideas, actively participate in the educational process, listen carefully to different opinions, and being ready to form their own judgments and return from them.

Time-critical thinking takes time. Pearson, Hansen, and Gordon note that creating one's own fiction leads to an archaeological exploration of previous ideas, imaginations, encounters, and experiences. That is why they should be able to express their thoughts in their own words, exchange critical opinions, be able to express their ideas and get answers to constructive suggestions, be able to implement their thoughts in the form of certain ideas in a comfortable environment, and is to teach how to express ideas fully and clearly. In order to have freedom in critical thinking, students should be allowed to say good and bad things, think about them, and create. It was delivered in a friendly and efficient environment that truly targets critical thinking.

Diversity - different thoughts and ideas appear in the thinking process of students. Varied thoughts and ideas arise only when the illusion that there is a single answer is eliminated. When the expression of ideas is

limited, students' thinking is limited. If there is only one answer, it is permissible to use various tools and processes so that students can find this answer.

Active-critical thinking is directly connected with student activity. Usually, students are passive listeners because they believe that the teacher is knowledgeable, or that the text reflects his knowledge, and that the teacher is responsible for their knowledge. Active participation of students in the learning process and willingness to take responsibility for their own learning gives expected results in critical thinking. Pedagogical approach of encouraging students to think and share their ideas and opinions increases their activity.

Risk-free thinking is based on risk-taking. It is permissible to encourage people who fearlessly take risks in their educational activities. In the process of thinking, there may be cases where "stupid ideas" are unstructured combinations and concepts. The teacher should explain this to students as a natural state of the educational process. It is necessary to make sure that students should think in an environment that is free from risk, that is, where ideas are valued, and where it is possible to highly motivate the active participation of students in thinking activities.

One factor in appreciative-critical thinking is students' appreciation of the thinking process. In the process of organized thinking, students understand that their ideas and imaginations are valued by the teacher and respond with deep responsibility and attention. Students try to show appreciation for their thinking process, and begin to take it and its consequences seriously.

During the organization of the value-thinking process, it is necessary to impress upon students that their opinions and the results of their own critical analysis are valuable. When the teacher requires students to simply process certain material, he should be free from ready-made templates and templates. This leads students to believe that the mechanical reworking of others' ideas is the most important and valuable. In fact, it is necessary to be able to show students that their opinions, ideas and imaginations related to them are valuable.

Students themselves need to be able to make sure that their opinions are valuable. They need to recognize that their opinion is very important and a significant contribution to the process of understanding and discussing the issue.

The process of mutual exchange of ideas involves the exchange of ideas between students. Mutual exchange of ideas between students is the foundation of their partnership in learning from each other. As thinkers, students are required to reveal to others their capacity for big ideas and common mistakes. Students are also required to listen attentively, to refrain from imposing their own point of view on the speaker and correcting other speakers. In return, students will have the opportunity to use the general ideas of others.

Thus, as a result of a wide-ranging discussion, the ability of students to analyze and identify their own ideas increases and integrate them into the system of ideas created in their knowledge and life experience. In conclusion, it is worth noting that the use of methods of gathering information, thinking and thinking provides an opportunity to solve the following important tasks.

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