



The Importance of Critical Thinking in Teaching Foreign Languages

Bozorov Hamid Razzoqovich, Axmadov Ravshanjon

Navoi State Mining and Technologies

University Academic Lyceum English language teachers

ABSTRACT: *In this article, the importance of critical thinking in teaching foreign languages, one of the new technologies is the formation of critical thinking skills in students, that many different factors can affect students' critical thinking skills, critical thinking is taught and learned information is given that it is a process.*

KEY WORDS: *discoveries, critical thinking, pedagogues, subject, Research.*

ANNOTATSIYA: *Mazkur maqolada xorijiy tillarni o'qitishda tanqidiy fikrlash ahamiyati, yangi texnologiyalardan biri o'quvchilarda tanqidiy fikrlash malakasini shakllantirish, Ko'p turli omillar o'quvchilarning tanqidiy fikrlash qobiliyatlariga ta'sir qilishi mumkinligi, tanqidiy fikrlash o'qitiladi va o'rganiladigan jarayon ekanligi haqida ma'lumotlar berilgan.*

KALIT SO'ZLAR: *kashfiyotlar, tanqidiy fikrlash, pedagoglar, sub'ekt, Tadqiqot.*

АННОТАЦИЯ: *В этой статье подчеркивается важность критического мышления при обучении иностранным языкам, одной из новых технологий является формирование у учащихся навыков критического мышления. На навыки критического мышления учащихся может повлиять множество различных факторов, критическое мышление преподается и усвоенная информация учитывая, что это процесс.*

КЛЮЧЕВЫЕ СЛОВА: *открытия, критическое мышление, педагоги, предмет, Исследование.*

Introduction.

The demand of the present day is to educate competent and independent thinking persons, which requires improvement of education in the process of education, development of new directions of work with students and striving for unconventionality. Accordingly, it is necessary to use a variety of methods in teaching young students to think, search and consciously acquire knowledge and expand their worldview. One such new technology is the formation of critical thinking skills in students. In elementary school students, through critical thinking, the ability to think independently, freely, analyze, compare, interpret thoughts, argue, protect their ideas and strive for news, along with the potential for logical thinking, worldview, important features such as self-awareness, communicative literacy, being able to feel and enjoy beauty and sophistication, being mentally and physically healthy, absorbing and appreciating national traditions are developed. This, in turn, ensures that the students of the younger age are able to acquire knowledge in depth and apply it correctly in practice. Accordingly, it is important to design the purpose of the lesson on the basis of clear pedagogical technology in order to develop critical thinking of primary school students. There are many unexplored things in life. Curiosity develops the mind. Curiosity leads to discoveries and adventures. By



developing the ability to be interested in what is happening, it not only develops critical thinking, but also makes life richer and more colorful.

References And Methodology.

The importance of critical thinking in teaching foreign languages is incomparable, and at present, increasing critical thinking in students is one of the tasks of foreign language teachers. Many different factors can affect students' critical thinking skills. Educational researchers M. Lipman, S. Norris and R. Ennis presented their approaches to critical thinking. Big differences in the definitions given by them there is not L. __ Elder and R. __ Paul to his thoughts according to __ critical thinking is __ of individuals own __ thinking manage and own __ thoughts analysis to do for belongs to criterion and standards work exit ability means __ From this besides , V. __ Maiorana as noted , critical __ thinking this different different views to understand and to evaluate , problems solution to do to the solution directed is a process . Critical thinking opportunity have to be __ for necessary was __ skills __ each different to them __ __ observation , analysis make , interpret to do __ conduct , evaluation , conclusion release , explanation , problems solution to do and decision acceptance to do enters __ Critical to thinking circle lesson training each different age students __ __ for apply __ __ importance incomparable to be __ regardless , we o ' teaching our task and their to the goal reach for what what we do need in mind to keep need and lesson in the process this aspects always in consideration take lessons organize we reach it is necessary

Result And Discussion.

Certain aspects of the process of forming critical thinking in students are based on the following foundations:

- Coordination of the speed of the study process;
- Increasing the student's enthusiasm for studying;
- Taking previously acquired knowledge into account;
- Supporting student initiative and commitment;
- Learning by doing;
- Organization of bilateral exchange of opinions;
- Set up the study process correctly;
- Facilitating the learning process for teachers and students;
- Evaluation of the learning process.

In the process of learning, critical thinking of students creates multifaceted activities, and in the process of transitioning from one type of activity to another, each student develops the ability to determine his personal, specific goal. This is the goal of independent, creative activity in students get in for the ground creates and them strictly __ __ movement program work to exit basis will be __ __

The technology of forming critical thinking in students is implemented by pedagogues by performing special types of tasks, independent activities, and their effectiveness is realized with the help of certain criteria. If the educational process is fully directed to the student, organized on the basis of certain principles, taking into account his needs and opportunities, interests, talent, then the results of such education, first of all, are the personality of the student, along



with the state, society and the factor that develops science and production. It is recommended to start using critical thinking in the classroom from a young age, and it is important to adapt the lessons to the age of the children, but it is important to allow them to use their intellectual abilities as much as possible. Only when they go, the ground is created for the formation of critical thinking in them.

Conclusion.

Second from class starting from grammar to master _ directed another educational _ _ o ' yins too organize reach can _ For example, interesting games such as "Who is literate?", Who is clever?, "Who am I?", "Chain", "Role-playing game", "Find the place of the word" are among them. "Who's smart? " game gives a good result in improving spelling literacy. In this case, 5-6 words are written on cardboard, and the words are written correctly and incorrectly. Students are required to find the misspelled word and write it correctly. The winner of the game is determined by which student is the first to correctly write the misspelled words. In the current educational process, the student should be the subject. Focusing on more interactive methods will increase the effectiveness of education. One of the most important requirements for English language classes is to teach independent thinking. It is no exaggeration to say that critical thinking is a taught and learned process, research shows that critical thinking is not an innate or naturally occurring ability. Extensive use of activities that develop critical thinking in the classroom - foreign language teachers require a high level of skill from the teacher in order to provide a quality learning experience to their students .

References

1. O'zbekiston Respublikasi Prezidentining 2012 yil 10 dekabrda "Chet tillarini o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-1875-sonli qarori.
2. Elder, L. & Paul, R. (1994) Critical thinking: Why we must transform our teaching. *Journal of Developmental Education*, 18(1), 34-35.
3. Halpern, D. F. (1998). Teaching critical thinking for transfer across domains: Disposition, skills, structure training, and metacognitive monitoring. *American Psychologist*, 53(4).
4. Iriskulov A.T va boshqalar Kids' English pupil's book 2 sinf –Toshkent —O'zbekiston; 2014
5. Lipman, M. (1991). *Thinking in education*. Cambridge: Cambridge University Press. Lipman, M. (2003) *Thinking in education*. New York: Cambridge University Press
6. Maiorana, V. P. (1992). *Critical thinking across the curriculum: Building the analytical classroom*. (ERIC Document Reproduction Service No. ED 347511).