

CRITICAL THINKING AS ONE OF THE SKILLS DEVELOPED THROUGH THE DIALOGUE OR CONVERSATION.

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Abstract: The article is about the new approaches for teaching a foreign language among students of different levels and ages. It defines the main impact on language teaching and learning through critical thinking. As it is written in the article critical thinking can solve some problems of speech development. It enables students to accept the information and process it. Also, it helps learners to develop their logic thinking which is necessary in the informational era.

Key words: critical thinking, creativity, speaking skills, writing skills, foreign language teaching, methodology.

INTRODUCTION

Nowadays foreign language teaching sets new tasks for teachers. If earlier the learning process was as a perception of information, today it is already moving to the background. Creativity, ability to think out of the ordinary, individualization of approaches of learning comes to the forefront. In this case the technology of development of critical thinking can come to help, because any information can be criticized. These types of lessons, based on the development of critical thinking in teaching a foreign language, bring good results because they improve the quality of education, make it easier for the teacher to present the material, and motivate students to engage in learning activities. Thus, the student becomes an active participant in the learning process. Whereas previously the material was only submitted by the teacher, now the student also has access to any type of information of interest to him. Therefore, simple presentation of information as it used to be, does not interest

many modern students. Today's student is a person who is able to get information quickly on his own by pressing just a few buttons. Here, a new technology of critical thinking comes to help the teacher, which allows to conduct the class in cooperation with the student, developing also his creative potential.

Despite the fact that teaching foreign languages is quite common, teachers, psychologists, methodologists still pay great attention to methods of education of a multilingual personality. This is due to the need of modern society, when different types of tourism are developing at a rapid pace, people visit different cities, countries in order to develop business, entrepreneurship, etc. There are many reasons why people decide to study foreign languages for themselves; some people do it in an unfocused way, such as people born in a multilingual country.

One of the strategic goals of a foreign language teacher is to teach a student fluently speak a foreign language, write competently and read expressively foreign literature. Learning a foreign language is, first of all, the formation and self-development of personality, adaptation to modern society. The sociocultural environment of a person is a complex of conditions created for a person, which are aimed at teaching the student foreign languages.

The knowledge of a foreign language also means acquaintance with the culture of the peoples of native speakers of that language. The skill of multilingualism for the individual means professionalism and efficiency in many areas of public life. Studying several languages allows a person to broaden his or her horizons and develop comparative skills.

In modern pedagogy, a new direction in the teaching of foreign languages has appeared - critical thinking. Critical thinking in other words can be associated with the ability to think creatively, individually and independently. Since language and thinking are inextricably linked to each other.

In order to prepare a specialist who can compete with other specialists, an institution of higher education must help the student to develop critical thinking

skills aimed at self-education and self-improvement. The development of critical thinking is not so popular in modern language learning; it is still an innovation in learning process. Critical thinking skills help to develop logic, an independent, non-standard way of thought.

As a student entering a higher education institution, he or she makes a conscious and confident step towards a certain profession. University education is characterized by a more specialized approach, as opposed to school or college education. Here the student already initially understands in what field of knowledge he should direct all his free time and efforts.

The modern world is full of sources of information, but do not get lost and choose only the source that you need - this must be learnt. Therefore, the most important goal of higher education is to teach the student to narrow this amount and choose only what he or she needs.

MATERIALS AND METHODS

In order to master this skill, a student needs to have a complex of knowledge, such as for example:

- to have complete information about his or her field of activity;
- to filter out unnecessary information, to know what is relevant and what is not;
- master different reading techniques, such as scanning, skimming and others;
- the ability to find quickly the right information in a text, to work with different types of text with different levels of complexity, with different sources of information (Internet, books, audio, video resources), and the ability to master different types of ICT.

Most students initially get lost in the form of a scientific text, have difficulties in finding answers to questions from the text, and find it difficult to choose answers that are true, false, not given. This is especially true for the last one. Also when substituting words for synonyms, they look for their original meaning in the text.

It can be concluded that the main skills to master which should be carefully worked on are the skills of search, fluent reading, comprehension. At this stage you can begin to familiarize the student with the skills of critical thinking.

Activating the thinking processes of the student allows you to get involved in the work process, analyze, think, leads by example from life or personal experience.

So, what is critical thinking?

Critical thinking is the ability to think and make informed decisions.

D. Halpern defines critical thinking in his *Psychology of Critical Thinking* book as directed thinking that is balanced, logical, and purposeful, using cognitive skills and strategies that increase the likelihood of obtaining the desired result. The definitions of critical thinking can be seen in their close sense, which reflects evaluative and reflexive properties of thinking. It is open thinking that does not accept dogmas and that develops by superimposing new information on personal experience in life. This is its difference from creative thinking. [2,222]

The main features of critical thinking of the students during the classes are: the ability to express thoughts and justify their opinions, to have their own point of view, to share their experience and knowledge, as well as reflexion, independence, ability to identify and understand causal relations, to consider options for other students' points of view that may be opposite, to be able to reject unnecessary, outdated information, to be able to find mistakes, to avoid categoricalness, the ability to listen to the opinion of the interlocutor, to draw conclusions, generalizations, etc.

It will take time to master successfully these skills in the complex, after which the student will have the necessary amount of information and experience to use their arguments and reasons. A student's use of these skills will help the teacher to improve his or her learning experience.

The Technology for Critical Thinking was first developed by the International Reading Association of the University of Northern Iowa and

Hobard and William Smith Colleges. The technology of developing critical thinking is characterized as an open system of strategies and techniques for use in science, education, and activities. [1,20]

This method is well suited for complex classes where writing, speaking, fluent reading and other skills are sharpened. It is also good for group and lecture classes, as these classes have the necessary number of students who can freely express their opinion on a given topic, discuss it and come to some conclusions. This is especially true during discussion lessons or debate lessons. Having the skills of critical thinking, a student first gets some information for discussion, analyzes it, remembers any facts or similar situations based on his experience, expresses his point of view, compares it with other options, substantiates the facts, examples, receives additional facts from his groupmates and at the end they collectively discuss, comment, reveal the situation from all angles and viewpoints. This is how the discussion takes place in class, where there are many advantages, such as:

- the activation of most students;
- the possibility of working both as a group and individually;
- the opportunity to reflect, think, express their point of view;
- the methods of deduction and induction are honed;
- oral speech and dialogue skills are developed.

In addition, during these classes, students have the opportunity to reach a common opinion through extensive discussions.

With critical thinking skills, students can approach any situation in the learning process, any statement. Critical thinking also helps the student to focus on the smallest details of the text, to think about the general meaning, and to learn to work with information, both in general and in details.

These qualities will be useful for the student not only during the course of study, but also throughout his life. Information encompasses a person everywhere and always, especially in the period of global informatization of

society, and the way a person manages this information will help him to separate exactly what he really needs.

Having received all the information, having thought about it, having let it pass through, leaving only the most important, the most necessary information they are vital conditions of learning today. The student makes his or her own decision and chooses the course of study. The teacher, meanwhile, only guides him or her.

As one of the methods of developing critical thinking, teachers can consider an exercise in which a learner is given certain text with an unusual situation problem that can be solved in several ways. The task is to write a mini essay on this problematic situation in which the student can reveal the whole essence of the problem, consolidate it all with examples from life, compare all the positive and negative aspects of this situation and express his personal opinion. This is very helpful in the development of critical thinking, as the student looks at the situation from different angles, expressing not only his opinion, but also looking at the parallel sides, can draw different conclusions.

This method of conducting classes helps to solve a wide range of problems associated with learning a foreign language, such as, for example, the development of thinking, aimed at recognizing the problem in the text, the perception of the text, the formation of a new type of thinking, the ability to be able to justify multiple points of view, connect different types of information, to draw conclusions, to distinguish reliable information from the one that can always be challenged, not to take for the truth of someone else's opinion, and look for and express their own opinions.

The process of teaching foreign languages involves a complex, time-consuming process and the skill of extracting information is an important factor in this process.

Another method of developing critical thinking is the "debate" method. This method helps students to express their opinions calmly, whether they are right or not. This method of developing conversational speech helps students to

be more confident in their judgments, conclusions. They can choose any side or position and defend it no matter what their real opinion on the subject is. Debates reflect a student's active attitude, promote socialization and team spirit. The purpose of such classes is to adapt the student to modern conditions dictated by society, to develop the ability to have a dialogue, polemics, to defend their interests, their point of view. The topic of debates may vary from problematic issues from a scientific point of view to everyday situations encountered in the life of every person. Students may have different viewpoints on the same problem. When different points of view collide, there is a feature of teamwork among students, especially among those whose points of view are the most coincident, there is dialogue, conversation, argument, etc.

This method develops:

- logical thinking;
- self-confidence;
- fluency of speech;
- ability to restrain emotions,
- ability to concentrate on a problem,
- helps the student to overcome shyness, isolation, uncertainty;
- develops the student's oratorical skills.

Debates also help a person to develop their intellectual abilities, to act as a leader, a speaker, to study the situation from the inside, to analyze it, to synthesize knowledge, to be critical not only in relation to opponents, but also to himself, to develop courage.

RESULT AND DISCUSSION

Any knowledge will be more qualitative if it is based on student`s own experience. Students with critical thinking are increasingly able to come up with new ideas and see perspectives for solutions, problems in any situation, which is essential while learning a foreign language. The concept itself does not mean constant criticism or negativity, it means rational consideration of different approaches with which decisions are made. This skill also motivates the student

not to take all the information on faith, but to develop his opinion in the context of the curriculum. This is the difference between critical thinking and traditional thinking. Creative thinking, on the other hand, is linked to critical thinking. They develop in synthesis with each other. The teacher can develop such thinking in different ways, which gives the following opportunities:

- to motivate students to study;
- to get interested through a creative, multi-faceted approach (not one-sidedly);
- to create a collaborative atmosphere in the classroom;
- to develop a sense of teamwork among the students;
- to use various effective methods;
- to share knowledge and experience.

If earlier language teaching was aimed at mastering various aspects of the language, today it is increasingly based on active use of the language in life. During such classes, it is most important for the teacher to listen to all the opinions of students, whether they are "right" or "wrong". The discussion that follows will help to determine whether judgments are right or wrong. The student is given the opportunity to express his opinion on a new topic freely, without fear of being mistaken or corrected by the teacher or by other students. A comprehensive course of study consists of individual work in which students update their knowledge and experience, reflect on information, and group work in which students share information and listen to each other's opinions. After the class is over, it is very important that all students are able to answer the following questions: "What have I learned today during the class?", "Which mistakes have I made?", "Can I correct these mistakes on my own or will I need the help of the teacher? "What did I succeed in?" and plan their future learning activities. It is only if the learning takes place in an integrated manner, in cooperation with students, in a variety of approaches and teaching tools, then both the student and the teacher will achieve their goals.

CONCLUSION

The great variety of techniques and methods of conducting the class gives a great field of successful activity of the teacher. This all leads to a differentiated approach and individualization during the lesson. In the classroom, the teacher needs to dose information, because not all students can work at the same pace, some of the lessons need to be adapted to the level of knowledge of students, which will allow the successful conduct of the class, to ensure that all participants learn the material.

To sum up, the development of critical thinking is now one of the priority methodological approaches. This approach, being relatively new, is based on the creative development of the individual, which is in demand in modern society. Foreign language teaching has been and continues to pay special attention. It allows reconsidering, reviewing, comprehending, substantiating and adding the context of a creative personality to the foreign language teaching system.

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