

TEACHING CRITICAL THINKING IN THE LANGUAGE CLASSROOM

Chorshanbiyeva Kimyo Chori qizi

*Termiz State University University, Faculty of Foreign Philology,
3st year student.*

Abstract: Critical thinking refers to the individuals' ability to think and make correct decisions independently. Nowadays enhancing critical thinking in learners is considered one of the foreign language teachers' tasks due to its high position in foreign language classrooms. There are various factors affecting language learners' critical thinking skills. Among these factors is the assessment methods used. Therefore, through managing the ways of assessing language learners' ability, language teachers can help them develop critical thinking skills. In this we will talk about critical thinking and ways to enhance it.

Key words: critical thinking, mental compassion, TPR, producing language.

Introduction: Critical thinking has been recently introduced and gained a high position in foreign language teaching (FLT) settings so that nowadays enhancing critical thinking in learners is considered one of the foreign language teachers' tasks. Many different factors can affect learners' critical thinking skills. In my work we will look through ways for developing critical thinking and some suggestions for teachers.

According to Tara DeLecce (April 04, 2018) critical thinking means making reasoned judgments that are logical and well-thought out. It is a way of thinking in which you don't simply take all arguments and conclusions you are exposed to but rather have an attitude involving questioning such arguments and conclusions. It requires wanting to see what evidence is involved to support a particular argument or conclusion.

In her article Tara Delecce (April 04, 2018) gives answers to the following questions:

- 1) Why critical thinking is important for our English students?
- 2) How students can apply critical thinking?

1) If we take this definition and we attempt to break down the thought of planning understudies for the world we live in, it is reasonable to say that basic considering is critical in a few ways. For one, it makes a difference understudies watch a question (reality, individual, information) from distinctive focuses of see, as a craftsman making portrays of a show from diverse points, watching each detail, finding modern things at each unused point. That produces them get out of their consolation zone and challenge their previously established inclinations almost the protest (or indeed

misinterpretations, depending on what they have already learned approximately it), and make unused, better-informed ones.

Basic considering moreover affects the effect on students' interpersonal aptitudes. By considering basically and seeing things from diverse points, understudies got to be more open-minded and compassionate, way better communicators, and more slanted to collaborate with their peers and get and talk about their thoughts. Considering more around understudies as people, it is conceivable to say that basic considering makes a difference in them create their inventive side by permitting their considering prepare to run more unreservedly and investigate more conceivable outcomes. It'll make them superior decision-makers, and with hone, to offer assistance them save time to create those choices.

2) How understudies can apply critical thinking Quick investigation may appear you distinctive ways to do it, but there are components in common:

- o Identify the address, that's, what you'd like to know;
- o Do inquire about it. Understudies must utilize vital that understudies utilize solid sources of information;
- o Apply the data found in your investigation to the beginning question;
- o Analyze it, and do more inquire about it if necessary;
- o Draw conclusions, make choices, prioritize them
- o Take the activity and take steps to form your choices pertinent to the introductory address.

It might not continuously be conceivable to take after all steps within the dialect classroom, depending on the movement. That ought to not cruel we ought to not instruct basic considering, indeed (and particularly) to youthful understudies. Or maybe, we ought to energize it. It can be as straightforward as inquiring "Why?" when somebody makes an explanation in a lesson, or "How do you know?", or "Where did you see that?". The objective isn't to dishonor the understudy, but maybe to have them begin thinking about it, from diverse points, in better approaches.

Example activities In case you feel your students do not have the language necessary to express themselves in English, you may want to have them use their thinking skills by exploring the space they are in. Total Physical Response (TPR) activities are also helpful, for they associate language and movement, and students start "producing language" by responding with their bodies. For activities that are about the language, you can have students categorize words (good for vocabulary learning), make comparisons, memorize or sequence (facts in a story, names), think of cause and effect, and so on. Not only do these activities activate their thinking skills, but they are also very practical – you can fit them in any moment of the lesson. If you have more time, you can go through all the steps above as the process for something bigger – a project, for instance. Projects also promote creativity and collaboration in class, for

students will have to put their minds together and negotiate meaning, solve problems, and create something that will be the end product of the project. Another possibility is to flip the class – have students do research before class, and bring their findings to be applied to a topic proposed and have an informed discussion about it. And also she gives considerations for teachers

- These recommendations may be utilized with understudies of diverse ages, but we moreover must keep in mind our part as instructors, and the things we ought to do to reach the conclusion objective, which is to form them think.

- In that respect, there are a few things we ought to consider: Start early: it's vital to tailor the movement for the children's age, but it is conceivable to have them utilize their brains as early as conceivable;

- Don't reply to their questions right away: teachers need to assist understudies by giving them the answers so they can move on with the task, but on the off chance that the most objective is to create them think, you will need to grant them time to discover the answers on their claim. On the other hand, have them work in pairs or bunches and attempt to discover the answers together. That's not fair an opportunity to cultivate collaboration, but you'll be surprised at how inventive your understudies get;

- Ask and energize open-ended questions: you may cultivate basic considering by inquiring questions and having students think of the answers, but you may moreover be the demonstrate they will duplicate. At whatever point the event calls, permit them to inquire questions to you and their classmates. That will assist you to spur curious understudies, who may in turn gotten to be openminded grown-ups;

- Offer assistance to understudies create their claim thoughts we ought to not anticipate them to create basic considering aptitudes overnight, without any back. Offer assistance to them with their assignments by giving framework – techniques/strategies to assist them to move progressively towards their objectives (you'll be able to offer assistance to them in their investigation, organize their considerations, or put thoughts in point of view), so they can not as it were total the task, but to have a sense of accomplishment, which may be an extraordinary motivator to keep working;

- Encourage understudies to think in better approaches: inventiveness is the capacity to think in better approaches, and to see affiliations and connections that others may not have seen some time recently. By empowering understudies to do that, they will end up way better masterminds and more imaginative people;

- Encourage understanding and regard: one of the results of working out basic considering is the improvement of mental compassion, which is the capacity to put oneself in somebody else's put and get it their considerations and sentiments. By doing so, understudies are more likely to end up fair-minded, moral masterminds. In that setting, the idea of regard may be created more actually, but it ought to continuously be cultivated, as in any instructing environment;

•It is not just about science and facts: critical thinking will not only make students intellectual empathy, but it will also help them become aware of their own knowledge and the need to address different ideas constantly – and through research and reasoning, they shall accomplish their tasks with integrity.

Conclusion: Critical thinking needs to be enhanced among language learners due to its significance in developing effective language learning. So promoting critical thinking skills is considered one of the tasks' of language teachers. They can do this task through various ways, including using appropriate ways of assessment as assessment practices usually determine the learning objectives of the language learners.

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