

THE HIGHLIGHTS OF CRITICAL THINKING IN IMPROVING LANGUAGE LEARNING

Sultonova Maftuna Baxtiyorovna

Uzbekistan State University of World Languages, senior teacher

Tashkent, Uzbekistan

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Abstract

The article bargains with the highlights of critical thinking in creating dialect learning. These days, much of the considering drained instruction concentrates on teaching understudies to analyze and thus, get it declarations to construct a sensible contention or figure out answers.

Key words:

critical thinking, interpretation, analysis, evaluation, inference, and explanation, asking questions, defining a problem, examining evidence, analyzing assumptions and biases, avoiding emotional reasoning.

Human creatures are able of deciphering certain issues in numerous diverse ways what might depend on the foundation they have approximately a particular subject; a few analyze truths or circumstance with a profound understanding of the topic, whereas numerous others provide a single and comparative elucidation of an issue without making an exertion of assessing the possess thoughts.

The current arrange within the improvement of human civilization requires subjectively unused introductions in dialect instruction. The ponder of an outside dialect nowadays is pointed at creating an agreeable identity, prepared for contacts with agents of a diverse culture, prepared for intercultural communication at a tall level. The assignment of developing a personality that may well be fruitful within the advanced world rests totally with instructors.

That's why fundamental considering plays an imperative portion inside the show day educator space, which is the preface of teacher works out. The organization of the teacher handle of any teacher institution got to be pointed on a very basic level at the arrangement of essential considering of understudies, which can offer help them pro the fundamental competencies that are fundamental for the socialization of the individual and the course of action of his autonomy.

These days, fundamental critical thinking is getting to be the mechanical introduce of show day instruction, its course of action is coordinated by distinctive social shifts and the tireless alter of society. It is worth noticing that a individual, attempting to discover the truth, turned to the establishments of feedback, which were begun in antiquated reasoning by Xenophon, Socrates, Plato and were effectively presented into the exercises of antiquated Greek schools. Since antiquated times, a person has been fascinated by everything that encompasses him, he attempted to understand who he is, what his work is. Undoubtedly, the seek for answers to questions that emerged within the handle of acing the environment fortified the arrangement of explanatory, basic considering and rationale.

The instructor is entrusted with instructing how to work accurately with data and different data sources, accurately assess the data gotten and discover the foremost compelling ways to utilize it. Facione divided critical thinking into five skills: interpretation, analysis, evaluation, inference, and explanation. Later he added the sixth skill self-regulation as the ability to evaluate

one's own process of reasoning, utilizing analysis skills, and through questioning, correcting and validating one's results (Facione, 1998).

Students were engaged in lessons and writing tasks that enhanced their ability to apply these skills. The scores were valued on a scale from 1 (poor) to 4 (very good) based on Facione and Facione (1994) scoring rubric.

Ennis found six elements which constitute critical thinking (1996: 4), known as FRISCO: Focus, Reasons, Inference, Situation, Clarity and Overview. In approaching any situation, students have to be focused by identifying the main arguments or problem as guidance for students not to get distracted during the thinking process. After bearing in mind the main idea, they can proceed to see the reasons behind the main idea and decide its acceptability (Ennis, 1996: 5).

Carter, Bishop, and Kravits (2007) described critical thinking as the process of collecting information, analyzing it in different ways, and evaluating the objective of gaining understanding, solving a problem, or making a decision. Rankin (1999) confirmed this, saying that good searchers show the ability to evaluate critically the information they are looking for and apply their judgment to the search process.

However, Wade (1995) identifies eight characteristics of critical thinking. From his viewpoint, critical thinking involves asking questions, defining a problem, examining evidence, analyzing assumptions and biases, avoiding emotional reasoning, avoiding oversimplification, considering other interpretations, and tolerating ambiguity.

Glock (1986) suggests ways that teachers can reinforce verbal critical thinking skills by focusing greater attention on students' "why" questions than their "who," "where" and "how" questions. Teachers should also review their own methods of asking questions, questioning answers, and questioning questions, by performing some of the following techniques:

- When a student asks a "why" question, have the rest of the class discuss the kinds of questions that are most powerful and the sources of their power. Explain the structure of analytical questions. Use such questions especially those generated by students in quizzes.
- After students are accustomed to answering analytical questions using in-class materials, ask similar questions that they must answer via their own work experience or out-of-class inquiries.
- Have students analyze the information presented in the textbook to discern which forms of inquiry were used to generate it.
- Have students read critical analyses of their text, and encourage students to develop their own criticisms based on their personal experiences.
- Compare opposing positions on a topic, and help students identify the sources of the differences of opinion. Avoid emotion-laden topics until students begin to perceive the "universality of reinterpretation and redefinition."

In another example, Tripp's (1990) second-year oral communications course students' (1) select, define, and establish the parameters of a school-related problem; (2) analyze the problem to identify underlying causes, its scope and seriousness, and potential impact; (3) conduct a brainstorming session to generate creative solutions; (4) assess the proposed solutions in terms of viability and potential effectiveness; (5) reach consensus on the solutions; and (6) implement the decision research projects, including producing a technical report based on these efforts, where all student, group members participate in the talking, listening, gathering data, writing and editing portions of these reports.

Students ought to secure basic assessment abilities which enable them to distinguish data that meets their needs.

To accomplish this, understudies were empowered to compare and differentiate diverse data utilizing criteria counting addressing the exactness. This prepare makes a difference to create students' gather: Is this information accurate?, authority "Who is the author?", objectivity "Is the information biased?", authenticity "Is the information authentic?", timeliness "Is the information current?", relevance "Is the information helpful?", and efficiency "Is this information worth the effort?" (Kuhlthau, 2004).

The key point is to start developing ideas about what makes up a “good” or “sound” argument in a piece of reading, or our own writing, and what criteria we need to apply. Critical thinking requires detective-like abilities of tirelessness to look at and re-examine a contention, in arrange to require in all the points and weigh up prove on each side.

To think critically is never to take something on “face value” but to question and think independently about an issue, however “authoritative” a writer or thinker may be.

Critical analysis is a key activity in evaluation. Assessment is almost weighing up the qualities and shortcomings of a contention in arrange to choose how much it contributes to a specific body of information in your subject. The crucial questions for almost any topic are: “what”, which identifies the issue; “why”, which explores it in depth, addressing causes and using theory; “how”, which helps you look at the processes at work; and “so what”, which helps you make judgements or conclusions, showing that you have reflected on implications.

The way people read will determine how they write; thus, reading critically will help them to write more critically. Critical reading is defined by Spears (1999: 249) as “a means of judging an article's worth - its accuracy, fairness, relevance and significance.” This particular ability is essential for writers to further develop their ideas into their writing. Thus, students are encouraged to keep an open mind, to look at a reading text from a wider perspective and to raise questions about the reading (Rafik-Galea, 2000 and Wallace, 1992).

In order to display critical thinking, students need to develop skills in:

- **interpreting:** understanding the significance of data and to clarify its meaning;
- **analyzing:** breaking information down and recombining it in different ways;
- **reasoning:** creating an argument through logical steps;
- **evaluating:** judging the worth, credibility or strength of accounts.

So, an individual who thinks critically may be an individual who has created not as it were the capacity to analyze, synthesize, generalize data, guard his position, contending it, but too steady ethical qualities win, which permit in a present day instructive society to draw a clear multi-colored picture of the world, where the capacity to require obligation, tolerantly participate with others in society, and have clear esteem introductions is imperative.

Innovations for the advancement of basic considering can be securely credited to dynamic educating strategies in cutting edge instruction, which frame the social and communicative competence of understudies, which contributes to the foundation of successful communications with others within the rummage around for the ideal arrangement to complex social issues, the sign of adaptability of considering and imagination.

The gathered encounter will certainly offer assistance them feel sure in free grown-up.

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TIL O'RGANISHNI TAKOMILLARISHDA TANQIDIY FIKRLASHNING ASOSIY XUSUSIYATLARI

Sultonova Maftuna Baxtiyorovna

O'zbekiston davlat jahon tillari universiteti katta o'qituvchisi
Toshkent, O'zbekiston

Annotatsiya

Maqolada dialekt ta'limini yaratishda tanqidiy fikrlashning asosiy nuqtalari muhokama qilinadi. Hozirgi kunda eskirgan o'qitishning aksariyati talabalarni aqlli dalillarni yaratish yoki javob topish uchun tahlil qilishga va shu tariqa xulosa chiqarishga qaratilgan.

Kalit so'zlar:

tanqidiy fikrlash, sharhlash, tahlil qilish, baholash, xulosa chiqarish va tushuntirish, savollar berish, muammoni aniqlash, dalillarni tekshirish, taxminlar va noto'g'ri fikrlarni tekshirish, hissiy fikrlashdan qochish.