

**APPROACHES TO ENHANCE THE DEVELOPMENT OF CRITICAL THINKING AMONG FUTURE TEACHERS OF ENGLISH AS A SECOND LANGUAGE****Kamalova Parvina Abduraxmonovna**

**Аннотация:** Данная статья основана на поиске наиболее эффективных способов обучения иностранному языку, который занимает важное место в дискуссиях научного сообщества. Таким образом, влияние технологий критического мышления на эффективность овладения английским языком играет важную роль в современной педагогике.

**Ключевые слова:** личностно-ориентированный подход, системно-деятельностный подход, компетентностный подход, коммуникативно-когнитивный подход, субъектность, критическое мышление.

**Abstract:** This article is based on the search for the most effective ways of teaching a foreign language which occupies an important place in the discussions of the scientific community. Thus, the impact of critical thinking technologies on the effectiveness of English language acquisition plays a significant role in modern pedagogy.

**Key words:** personality-oriented approach, the system-activity approach, the competence-based approach, the communicative-cognitive approach, subjectivity, critical thinking.

Modern education, as well as modern society in general, needs a creative person who is able to think freely. Freedom of thinking implies thinking outside the template, the ability of a person to see a problem and its solutions from different points of view, which, in turn, implies on critical thinking. The demand for these skills both for the professional sphere and for the life in general has been proved by practice and is beyond doubt. There are several significant approaches for the development of critical thinking: personality-oriented, system-activity, competence-based, communicative-cognitive.

**Personality-oriented approach** is the most optimal for creating conditions for the manifestation of individual abilities, as well as the formation of experience in future teachers of foreign languages.

**The system-activity approach** is the basis of the learning and cognitive process, stimulates active participation of students, and improves the ability to quickly find solutions. N.N.Starostina wrote that, "the basis of the learning process should be personal activity...". In activity, future teachers master new things and try to move forward. They strive to improve their knowledge, seek to make acquaintances, which will be developed in the process of this activity.

**The competence-based approach** is one of the most challenging approaches, as this approach builds students' experience to solve cognitive, communicative, moral and organizational problems independently.

**The communicative-cognitive approach** contributes to the improvement of speech activity, which is also expressed in the improvement of cognition in a real communicative situation.

The approaches we have identified are based on the principles of communicative orientation, subjectivity, controlled transition from activity in a learning situation to activity in a living situation, as well as the principle of building a pedagogical process focused on the development of personal properties of an individual.

**The principle of communicative orientation** implies on the development of critical thinking through speech activities. The dialectical logic is useful for training critical thinking, without which it is impossible to learn the art of arguing [3, p. 123]. Argument, born in dialog, is a tool for developing critical thinking, since critical thinking involves the evaluation of both one's own actions and the actions of others, which is possible only through communication.

**The principle of subjectivity** implies on the construction of the learning process on the subject- basis, assuming equal positions of the teacher and the student. The teacher should create conditions for the expression of the student's personal experience as a subject of the learning process, abandon the dominant position and become an organizer of interaction.

**The principle of pedagogical process** design with specific goals and content, this principle is realized through the creation of personality-oriented pedagogical (or personality-affirming) situations. Personality-affirming situation can contain on its basis the components of moral choice, independent set of goals, realization of the role of the author of the educational process, obstacles requiring manifestation of will, a sense of self- importance, self-analysis and self-assessment, rejection of previous views and acceptance of new values, awareness of responsibility.

**The principle of controlled transition from activity in a learning situation to activity in a life situation** provides for the transfer of skills previously formed in the situation of independent activity, the use of acquired knowledge in solving practical problems, analysis and transformation of the surrounding reality.

The block of content-processual pedagogical conditions includes:

–organization of educational activities aimed at the development of student's critical thinking through the creation of subject-subject relations;

- creating a dialog problem-oriented environment aimed at motivation for future profession, reflection and self-assessment of work results;
- application of interactive forms of learning activities;
- availability of age-appropriate diagnostic techniques to determine the level of critical thinking;
- providing opportunities for self-realization and self-development of students, actualization of their social experience and its awareness.

For the development of critical thinking, the formation of the following group of skills is especially important:

- 1) *make logical inferences and summarize your answer;*
- 2) *evaluate the sequence of inferences;*
- 3) *analyze and draw conclusions about the causes of phenomena;*
- 4) *analyze and evaluate the content of texts*
- 5) *detect errors related to vague and ambiguous expressions and terms;*
- 6) *detect relevant (essential in this case) information against the background of inexact information.*

The named skills can be formed at low, medium and high level. The critical thinking development as a condition and a way to ensure the effective process of English language teaching was successfully implemented in the course of experimental work among linguistics students and it showed good results.

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