

THE DEVELOPMENT OF CRITICAL THINKING THROUGH READING MATERIALS

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Annotation:

The study surveys the usage of modern pedagogical techniques in ESL classroom, which are applied by English teachers for the development of linguistic abilities of learners at Samarkand State Institute of Foreign Languages. The English language methodology keeps on exploring the ways and methods of teaching second language by using various techniques to ESL learners. The study focuses on the analysis of effectiveness of using innovative techniques for developing critical thinking abilities. The research study applies both quantitative and qualitative methods for data analysis. Participating subjects were 200 students of 2-3rd English course, beginning from intermediate to upper intermediate levels. The data from analysis manifests that the usage of up-to date techniques for developing critical thinking skills increase the effectiveness of English classes. Modern teaching techniques modify the role of the teacher from the transmission of information to the organizer and coordinator of the educational process and make it possible to form complex competencies in the future. Therefore, the purpose of the investigation is to implement some up-to date techniques in the syllabus of English classes. The objectives of the theses are the formation and developing critical thinking abilities of learners. The given results illustrates the growth of self-confidence, motivation and competence of students.

Keywords: modern pedagogical techniques, authentic materials, motivation, critical thinking skills, Swot-analysis, Water circles, Concept map, Insert technique.

Introduction

Globalization and the development of the world community have dramatically increased the need for learning foreign languages. Modern pedagogy needs to rethink the changes in the educational space that took place in previous years and continue nowadays. Society, as a whole, needs qualitatively new characteristics of pedagogical activities. Currently, the introduction of innovative, progressive pedagogical technologies in the educational process, the constant improvement of the professional skills of teachers, the improvement of their preparation for the implementation of the educational process at a high theoretical and methodological level, the ability to use advanced teaching methods is becoming relevant and a priority.

Along with the research conducted in the world on the use of pedagogical technologies in teaching a foreign language, special attention is paid to the improvement of existing techniques and the creation of new methods of teaching oral and written speech, in this case, the use of modern technologies for the development of critical thinking, based on the authentic materials. In this regard, it becomes obvious that the formation of students' communicative competence largely depends on the use of innovative pedagogical technologies, which in turn increases the effectiveness of the lesson and the quality of students' knowledge.

Language teachers usually employ innovative pedagogical methods without addressing the particular needs, set of habits, cultural background as well as areas of weakness of students they teach. Much has been done to develop the teaching strategies in terms of language learning.

Nunan argues: "The teachers need to be aware that motivation is a consideration in determining whether or not learners are willing to communicate. Clearly, the more meaningful the materials and the tasks are for the learners involved the better the outcome will be" (Nunan,1998).

Ur develops this idea by suggesting that good language classes are ones where learners do a great deal of self study work using different language skills, participation and motivation are high and the used language is at an acceptable level. The flaws in English language teaching are responsible for inadequate performance on the part of second language learners, since the teaching methodology focuses mainly on the reading and writing skills leading to the encouragement of spoken competence (Ur,2005). Therefore, some students of the 2nd and 4th year were asked to be used up to date techniques for critical thinking development in the educational process in order to demonstrate the boom of learners' interest in language learning.

Modern methods and materials for critical thinking development

The purpose of using pedagogical technologies is to create special conditions that lead to the involvement of all students in the educational process, when participants can understand and be aware of everything that is happening, influence each other and contribute by establishing friendly and mutually reinforcing relationships. Through the use of interactive teaching methods, students learn to think critically, reason, analyze conditions and solve complex problems of professional activity, evaluate opposing opinions, make thoughtful decisions, etc.

The Purpose of study:

The purpose of the research is to develop methodological recommendations on the use of modern pedagogical technologies for the development of critical thinking based on authentic materials. The horizon of the study focuses on using up-to date pedagogical techniques in ESL classroom, heighten the development of oral and written speech through the findings of research.

The Objectives of study:

Formation of foreign language communicative competence and development of oral and written speech skills of students; analysis of modern pedagogical technologies; selection and development of authentic materials for teaching and developing oral and written language skills; development of effective pedagogical technologies for teaching English to university students that affect the development of critical thinking.

1.4. INVESTIGATION

What techniques can rise critical thinking abilities of the 2nd, 4th year students?

What modern ways of teaching English, as a second language, can boost the effectiveness and fruitfulness of classes?

LITERATURE REVIEW

Pedagogical technology is a well-thought-out model of joint pedagogical activity in the design, organization and conduct of the educational process with the unconditional provision of comfortable conditions for students and teachers. On the one hand, learning technology is a set of methods and techniques for processing, presenting, changing and presenting educational information.

On the other hand, it is the science of how a teacher influences students in the learning process using the necessary technical or informational means. A distinctive feature of the modern methodology is its communicative orientation, aimed at teaching communication, at using language in its main function - in the function of communication (Dubova, 2010). Learning a new language is easier and more enjoyable when it really makes sense. Communicative language learning is an approach to teaching second and foreign languages that emphasizes interaction as a means and ultimate goal of language learning. It is also called the "communicative approach to teaching foreign languages" or simply the communicative approach. With the help of a communicative approach, students practice language learning based on authentic materials, through interaction with each other and the teacher.

Communication-oriented training aims to teach foreign language communication, using all the tasks and techniques necessary for this. Hence, the purpose of teaching a foreign language is not to master its system, but to master speech, speech actions in a given language. The significance of speech communication goes far beyond the actual acts of speaking and information exchange, because speech " formed simultaneously with the consciousness of a person, materializes consciousness, making it the property of not only one person, but also other members of the collective, turns individual consciousness into a part of the social, individual information into public, that is, reveals the information of the whole society (Mushtavinskaya, 2009).

Critical thinking is skillful, responsible thinking that promotes good judgment, as it relies on criteria, self-corrects, and responds sensitively to context. This is productive thinking, during which a positive experience is formed from everything that happens to a person;

reasoned, because convincing arguments allow you to make thoughtful decisions; multi-faceted, because it manifests itself in the ability to consider the phenomenon from different sides; individual, because it forms a personal culture of working with information; social, because work is carried out in pairs, groups; the main method of interaction is discussion (Matyash, 2018).

This is the ability to analyze information from the standpoint of logic, the ability to raise new questions, develop a variety of arguments, and make independent, well-thought-out decisions. Critical thinking is the starting point for developing creative thinking, synthesis, analysis, proof, and generalization.

The certain research for development of critical thinking through reading and writing was made by American linguists, Charles Temple, Kurt Meredith, Jeannie Still, Dawn Ogle, David Kluster. Under critical thinking, American authors understand the manifestation of children's curiosity, the development of their own point of view on a certain issue, the ability to defend it with logical arguments (Akhmedova,2013).

2.1. «Improving critical thinking abilities through reading and writing»

The purpose of this technology (Development of critical thinking through reading and writing): to ensure the development of critical thinking through active (interactive) inclusion of students in the educational process (Akhmedova,2013).

The technology is based on the basic didactic meaning, which consists of three stages. Each of them has its own goals and objectives, as well as a set of characteristic techniques aimed first at activating research, creative activity, and then at understanding and generalizing the acquired knowledge. The structure of the technology. It consists of three phases (stages, stages):

1) Challenge; 2) Reflection; 3) Reflection.

The first stage (phase) is a challenge, when the task is not only to activate, interest the student, motivate him for further work, but also to "call" existing knowledge, or create associations on the subject under study, which in itself will become a serious activating and motivating factor for further work.

The second stage (phase) is comprehension. At this stage, there is a direct work with information, and the techniques allow you to keep the student active, make the work meaningful. It is important for the teacher to "not forget" about the work carried out at the challenge stage, to submit new material, taking into account the students' requests, their experience on this topic, following the goals (requests) of the students.

The third stage (phase) reflection is a discussion of what has been learned in such a way that the student can evaluate and demonstrate how his knowledge has changed from the challenge stage to the reflection stage.

At all stages, a motivational task is provided - the formation and development of students' understanding of the importance of learning languages in the modern multicultural world; the desire and ability to carry out a dialogue of cultures through languages.

Table 1. An article from “The New York Times”

Why You Shouldn't Worry About Studies Showing Waning Coronavirus Antibodies.
By **Apoorva Mandavilli** (Published Oct. 27, 2020 Updated Oct. 29, 2020)

Challenge	Understanding	Reflection
<p>Immune cells carry a memory of a virus and can churn out fresh antibodies when needed. The portion of people in Britain with detectable antibodies to the coronavirus fell by roughly 27 percent over a period of three months this summer.</p> <p>Several studies looking at antibody levels in individuals have shown that after some initial decline, the levels hold steady for at least four to seven months.</p>	<p>But several experts said these worries were overblown. It is normal for levels of antibodies to drop after the body clears an infection, but immune cells carry a memory of the virus and can churn out fresh antibodies when needed.</p> <p>It's too early to know how long immunity to the new coronavirus lasts, and whether people can be reinfected many months to a year after a first bout with the virus. Still, experts said worries about vaccines, too, are unwarranted.</p>	<p>Depending on the test used, the small amount of antibodies still circulating in the blood may not be enough for a positive signal. The test used in the study has a sensitivity of 84.4 percent, well below that of lab-based tests that hover around 99 percent. That means it may miss anyone who has low antibody levels. The new results indicate the prevalence of coronavirus antibodies in the broader population but not in specific individuals.</p>

2.2. «Concept map»

A mental map is a diagram used to visually organize information. The mental map is hierarchical and shows the relationships between the parts of the whole. It is often created around a single concept, drawn as an image in the center of a blank page, to which are added related representations of ideas, such as images, words, and parts of words. The main ideas are directly related to the central concept, and other ideas branch off from these main ideas. Mental maps can also be drawn manually, for example, as "notes" during a lecture, meeting, or planning session, or as higher-quality images when more time is available. Mental maps are considered a kind of spider diagrams.

Tony Buzan - British psychologist, author of the method of memorization, creativity and organization of thinking "mind maps". The author and co-author of more than 100 books. Mind Maps was created by Tony Buzan in 1970. It was first presented to the world in the spring of 1974 after the publication of the book "Work with your Head". We all loved picture books as children, and many still do. And this is correct, because it is useful for the development of intelligence, according to psychologists (Buzan, 2012).

Buzan's specific approach and introduction of the term "mental map" originated during a 1974 BBC television series he hosted called Use Your Head. In this show and the

accompanying book series, Buzan promoted his concept of a radial tree by schematizing keywords in a colorful, shining, tree-like structure (Buzan, 2012).

Buzan says that this idea was inspired by the general semantics of Alfred Korzybski, popularized in science fiction novels such as those of Robert A. Heinlein and A. E. Van Vogt. He argues that while "traditional" outlines force readers to scan from left to right and top to bottom, readers actually tend to scan the entire page in a non-linear way. The Buzan technique also uses popular assumptions about the functions of the brain's hemispheres to explain the claimed increased effectiveness of mental mapping compared to other forms of note-taking (Buzan, 2012).

Mental maps serve a different purpose: they help with memory and organization. Mental maps are sets of words structured by the author's mental context using visual mnemonics, and, through the use of color, icons, and visual connections, are informal and necessary for the proper functioning of the mental map.

An intelligence map is a method of graphic representation, processing and memorizing information, creative tasks, and a tool for developing memory and thinking. The intellectual map has the following properties: visibility; attractiveness; memorability; creative approach; possibility of revision.

2.3. «Water circles»

"Circles on the water". A reference word is a concept or phenomenon that is being studied. It is written in a column and nouns (verbs, adjectives, stable phrases) are selected for each letter for the topic being studied. In fact, this is a small study that can start in the classroom and continue at home. Working with the text can be organized through the search for key concepts and the disclosure of their essential features. A keyword or concept is written vertically, and then selected for each letter of the word characteristics. This technique develops the ability to see the private in the general, and the general in the private.

Having read the article, students build a logical chain based on the key terms. Then, analyzed the material, read and make up their own story on a given topic. This technique develops critical thinking by solving the main issues that make up the essence of the text, which significantly increases the self-education of a student as a person.

2.4. «SWOT analysis»

SWOT analysis is a method of strategic planning, which consists in identifying the factors of the internal and external environment of an object (object, organization, etc.) and dividing them into four categories: Strengths (strengths), Weaknesses (weaknesses), Opportunities (opportunities) and Threats (threats) (Akhmedova,2013).

The purpose of the SWOT analysis is to provide a structured description of the situation that you need to make a decision about.

What is SWOT analysis and why should you use it?

SWOT means: strength, weakness, opportunity, threat. SWOT analysis helps you identify your organization's strengths and weaknesses (S-W), as well as broader opportunities and

threats (O-T). Developing a more complete understanding of the situation helps in both strategic planning and decision-making.

The SWOT method was originally developed for business and industry, but it is equally useful in health and community development, education, and even personal growth. SWOT is not the only estimation method you can use. Compare it with other assessment tools in the Community tools window to determine if this approach is the right one for your situation. The strengths of this method are its simplicity and application at various levels of operation (Akhmedova,2013).

SWOT analysis can offer useful perspectives at any stage of the work. You can use it for:

1. Research opportunities for new efforts or problem solving;
2. Deciding on the best way to solve the problem;
3. Identifying your opportunities for success in the context of threats to success;
4. Identify strengths, weaknesses, and opportunities;
5. Adjustment of plans. A new opportunity can open up more opportunities, while a new threat can close a path that once existed.

How do you use your SWOT analysis?

A better understanding of the factors that influence your initiative will allow you to better prepare for action. This understanding helps just as much as you do:

1. Identify the issues that you are going to change;
2. Set or confirm goals;
3. Create an action plan.

As you analyze, be open to the possibilities that exist within a weakness or threat. Similarly, recognize that an opportunity can become a threat if everyone else sees the opportunity and plans to take advantage of it, thereby increasing your competition.

Realistic recognition of the weaknesses and threats that exist to solve problems is the first step to countering them with a robust set of strategies based on strengths and opportunities. SWOT analysis identifies your strengths, weaknesses, opportunities, and threats to help you make strategic plans and decisions.

2.5. «Insert»

The "Insert" is a technique of critical thinking development. It was developed by American scientist Vaughan Estes. An insert is the ability to critically comprehend new information and find connections with what has already been learned by working with the text.

Insert is a method of technology for developing critical thinking through reading and writing. It is used at the beginning of the study of new educational information. To understand what it is – an insert in the lesson, it is enough to know that its name is an abbreviation, which is translated from English as "interactive cognitive system for effective reading and thinking" (Akhmedova,2013).

The method works in 5 stages. They are consistent and mandatory.

During the reading process, students mark the text with icons:

1. the "tick" sign (V) - mark the information you already know in the text (already knew);

2. the "minus" sign (-) – marks something that goes against your existing ideas, something that you thought differently (new or contrary to previous knowledge);
3. plus sign (+) - mark the new information (interesting);
4. "exclamation mark" (!) – marks something that aroused interest and a desire to learn more about it (I want to know more);
5. the "question" sign (?) marks something that remains unclear and requires additional study and understanding, something that you would like to learn more about (unclear, there are questions).

When working with the use of an insert, you need to take into account some nuances:

1. When introducing students to the insert technique, it is best to start with small texts, so that they have the opportunity to remember the icons and learn how to use them.
2. Here, when getting acquainted with the technique, these can be spoken orally, so that everyone in the class understands how they are correctly formulated.
3. It is necessary to discuss the tables by columns: first we discussed the first one, then moved on to the second one (Akhmedova,2013).

The most convenient time to use the insert technique is a lesson on a new topic or a lesson for updating new skills and knowledge. When using this technique, the student should not read the text passively, but carefully. The insert helps the student to concentrate on each line, including the parts of the text that are not clear for perception, which previously he preferred to simply skip. The method is most relevant when it is necessary to process a large part of the new theoretical information.

The positive aspects of the method include the activity of each student in the lesson, the interest of students in detailed and meaningful reading, the opportunity to discuss their thoughts with classmates and the formation of the ability to meaningfully read everything that is written, and not just what is interesting or exactly clear, missing the boring and unintelligible.

The disadvantages of the reception include a fairly high energy consumption: reading the text, you have to disperse your attention to the notes and at the same time understand which group of facts to refer to this or that entry.

The insert allows you to perceive what you read on a conscious level, without letting go of the main thing and paying attention to each written word. As a result, the level of assimilation of knowledge is quite high.

2.6. « Know/want to know/ have known»

The graphic form of the reception displays the three phases according to which the process is built in the technology of developing critical thinking: challenge, comprehension, reflection. Allows you to conduct research on the text, topic, section; develops thinking, analysis skills, structuring.

When applying the table in the educational process, there is a two-way activity: both on the part of the teacher and on the part of the students. In the course of filling in the table,

students learn to relate the already familiar and new, to determine their cognitive needs, while relying on already known information.

It will be effective to use the "I know /I want to know / I learned" in the classroom, which will be followed in the future by the students ' research activities. Working with the table is a kind of installation for subsequent independent activity.

In student notebooks and on the blackboard, a table is drawn, which will be filled in during the entire lesson. At the beginning of the lesson, based on the answers of students on the material passed, the "I know" column is filled in.

Immediately, after filling in the "I Know" column, new questions are formulated, the answers to which the children would like to receive after studying the topic. They are written in the second column. Here, the teacher's help is important, he must motivate students to reason: What else would you like to know? What can you learn in class today?

At the end of the lesson, at the stage of reflection, students draw conclusions and write down in the third column what they have learned.

Depending on the age group of students, the table can be modified and used in the work of the version that is more understandable and interesting for children. So, for example, in primary classes, it will be easier to apply the following wording: "I already knew (or guessed). Found out. It remains unclear." The main thing to remember about the purpose of the method is to develop the skills of independent work with the available information (Akhmedova,2013).

Methods of developing students ' critical thinking:

1. activate students ' creative thinking;
2. contribute to a purposeful, conscious search for a solution;
3. develop communication skills, creativity, mobility, independence, tolerance, responsibility of each student for their own choices and the results of their activities.

3. DELIMITATION OF THE STUDY

The data were collected from the learners of the 2-4th course on the specialty of English language and literature. The area of the study is also limited to reading and writing courses on the 2nd, 3rd year, and which in general are included in the English syllabus.

4. DATA COLLECTION

The major source for data collection were students of Samarkand State Institute of Foreign Languages. The students were the participants of the research, who were interviewed and filled the questionnaires for gathering final results of the research. Since the purpose of the study is to explore the techniques for developing critical thinking, the questionnaires were formulated with all innovative techniques used during an experiment, giving them options to select what techniques are appropriate to apply for developing critical thinking skills.

5. DATA ANALYSIS AND RESULT DISCUSSION

According to survey report, 200 students of the 2nd, 3rd courses were participating in the experiment for using innovative pedagogical technologies in English classes. The results of survey demonstrate the rise of students' interest to language learning process and the boom of effectiveness of the lessons. Six modern pedagogical techniques were scrutinized by the researcher in teaching various subjects such as reading, writing, integrated skills, philological analysis of the text. Data under analysis gave the following results.

5.1. Improving critical thinking abilities through reading and writing techniques

In the experiment on the use of modern pedagogical technologies on the 3rd year of Samarkand State Institute of Foreign Languages, 10 groups participated, in general, about 200 students. Reading and writing courses were observed in testing and the given diagram clearly shows the increase of effectiveness of English classes of the 2nd - 3rd year students, basing on introducing of some modern pedagogical technologies, growing approximately to 90%. Reading, writing, and somehow speaking skills fluctuated steadily in 10 groups, beginning from 60%, to total amount.

At the final stage of the experiment, was an anonymous survey of students in order to identify the effectiveness of using the above technologies for the development of critical thinking in English classes. The second bar chart illustrates the ratio of students' performance. This chart shows the interest of students in using the above technologies to develop critical thinking in English classes. The effectiveness of classes increased to 90% after the experiment, based on 100%. The results of the experiment prove the need to use authentic materials in English lessons, with the simultaneous introduction of modern technologies for the development of language skills, in particular critical thinking skills. The skills of oral and written speech must be improved daily, through various sources of information, developing critical thinking skills, which in turn leads to the education and development of a full-fledged member of society who is able to think sensibly, building thoughts logically, in a correct way.

CONCLUSION

Critical thinking is the ability to pose new questions, develop different arguments, and make informed decisions. The purpose of analyzed technologies is to ensure the development of critical thinking through the interactive inclusion of students in the educational process. Critical thinking promotes mutual respect between partners, understanding and productive interaction between people; makes it easier to understand different "world views"; allows students to use their knowledge to make sense of situations with a high level of uncertainty, to create a basis for new types of human activity.

The research study on the usage of innovative pedagogical technologies in language teaching was an excellent experience of empirical data in the educational process of higher institutions. The survey highlighted the fruitfulness of using up-to date technologies in ESL

classes. Concept mapping, Insert, Swot-analysis, Know/want to know/ have known, Circles on the water, Reading and writing techniques for developing critical thinking skills boosted students' motivation to the highest point and advanced friendly atmosphere in the English classroom. There is a great need for teacher training program for equipping them with the latest techniques which ultimately will affect the performance of ESL learners. The selected authentic materials were undergone to serious adaptation to lesson drafts used in the conducted experiments. The usage of temporary techniques reinforces the hope to the need of communicative competence evolution and ultimately stresses its implementation in teaching process.

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