

DEVELOPING CRITICAL THINKING THROUGH SPEAKING SKILLS IN ENGLISH LESSONS

Ass.,prof **Umida Fayzullaeva, JSPU**

2nd year Master's degree **Dildora Toshpulatova, JSPU**

E-mail address: umidafayzullaeva@mail.ru

dildoratoshpulatova@mail.ru

Abstract. *This article is dedicated to the that the modern lesson of a foreign language is characterized by significant intensity due to its communicative and speech orientation, which requires students to pay enormous attention and active speech and mental activity. The main purpose of teaching a foreign language is to form communicative competence, i.e. the ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers. One of the main criteria for the formation of a person's communicative competence is reflection, when a person is able to assess his position in accordance with the position and interests of a partner, and therefore apply such logical operations as analysis and comparison. It is necessary that a person also has skills formed establish communication with the interlocutor, analyze his messages, respond adequately to them, skillfully using both verbal and non-verbal means of communication. The process of teaching foreign languages should exclude little conscious activity of students at the level of speech behavior and develop the ability to carry out communicative activities independently, not only and not so much at the reproductive level as at the productive, creative level.*

Keywords: *concept, critical thinking, communication, speaking skills, foreign language, ability, education, process.*

With the development of cultural and economic ties between countries and peoples, the role of learning foreign languages, especially English, is increasing. The concept of modernization of Russian education defines new social requirements for the formation of life attitudes personalities. There is a reorientation of the assessment of educational results from the concepts of 'preparedness', 'training', 'education' to the concepts of 'competence' of students. One of the goals of teaching a foreign language is the development of foreign language communicative competence, therefore, the main purpose of teaching a foreign language is to form communicative competence, i.e. the ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers.

The concept of 'competence' has long been used in psychological and pedagogical literature, but there has been increased interest in it only recently, which can be explained by the changing realities in the life of society. Nowadays, competence is seen as an ability independently developed as a result of cognitive activity and educational practice, based on the acquired knowledge of the student, his intellectual and life experience, values and inclinations. The communicative competence as a constant readiness for contact. This is

explained by scientists from the standpoint of consciousness, thinking. A person thinks and this means that he lives in a dialogue mode, while a person is obliged to constantly take into account the changing situation in accordance with his intuitive expectations, as well as with the expectations of his partner. In accordance with the educational standard for a Foreign language, communication should include the following essential skills: to read and understand simple authentic texts (with an understanding of the main content and with full understanding); to verbally briefly talk about oneself, the environment, express an opinion, give an assessment; to communicate verbally in standard situations of educational, labor, cultural and household spheres; the ability to formalize and transmit the necessary information in writing.

The modern lesson of a foreign language is characterized by significant intensity due to its communicative and speech orientation, which requires students to pay enormous attention and active speech and mental activity. Based on this, the specifics of teaching the subject 'Foreign language' involves: a) taking into account the real interests and needs of students of a particular age; b) developing their emotional and evaluative attitude to the learner the content of learning, independence and activity, both in educational and extracurricular intercultural interaction; c) increasing the motivation of the student to master another's linguistic culture by creating natural motives for communication using the language code.

One of the main criteria for the formation of a person's communicative competence is reflection, when a person is able to assess his position in accordance with the position and interests of a partner, and therefore apply such logical operations as analysis and comparison. It is necessary that a person also has skills formed establish communication with the interlocutor, analyze his messages, respond adequately to them, skillfully using both verbal and non-verbal means of communication.

The process of teaching foreign languages should exclude little conscious activity of students at the level of speech behavior and develop the ability to carry out communicative activities independently, not only and not so much at the reproductive level as at the productive, creative level. This ability distinguishes only a person who is free, liberated, able to act 'on his own behalf', i.e. able to realize his personal communicative and cognitive needs, therefore, to use such logical operations as analysis, synthesis, comparison, generalization, abstraction and concretization.

The development of communication skills in English lessons in primary school helps to create an appropriate speech environment, close to natural, an environment in which students should function: read, communicate, participate in role-playing games, express their thoughts, draw conclusions in English, as a result of which logical thinking develops.

What are the characteristics of genuine communication: motivation, purposefulness, personal interest, constant connectivity of cognitive and communicative thinking, interaction of people communicating, content as an objective characteristic and informativeness as a subjective characteristic of educational materials, speech-thinking activity (constant involvement in the process of solving communication problems), contact (emotional, semantic, personal), problem as a way of organizing and presenting educational

materials, novelty as a constant variability of all components of the educational process, expressiveness in the use of verbal and non-verbal means of communication, situation, expressed in the fact that students communicate with the teacher and students among themselves in the process of mastering speech material can be characterized as a system of relationships generated by the situational positions of those communicating.

Currently, there are not many techniques for developing critical thinking in the methodology of teaching a foreign language. The most famous technique is the technology of developing critical thinking through reading and writing, which was developed by the Americans Ch. By Temple, K. Meredith and others. This technology offers a system of specific methodological techniques that can be used in various subject areas, it is universal, penetrating, 'over-subject', open to dialogue with other pedagogical approaches and technologies, focused on solving urgent educational and educational tasks.

Within the framework of educational technology for the development of critical thinking, there are many technological techniques. By combining these techniques, teachers can adapt the lesson to a specific material and to the level of development of students. At the 'Challenge' stage, the following techniques can be applied: pair or group brainstorming (brainstorming), drawing up 'clusters' (associative fields), filling in constructive fields, maintaining an 'on-board journal' in the lesson, etc. At the stage of implementation, a system of marking the text 'insert', tables 'Plus or Minus-Interesting', 'We know -We want to know We have learned' can be applied. Being at the final stage of 'Reflection', the teacher can combine the above-mentioned techniques, as well as turn to group summing up, discussing the results, return to the problem posed at the beginning of the lesson and check whether it has found its solution. At the stage of 'Reflection', the teacher can develop students' creativity by giving the task to come up with a 'cinquain' (short rhyme), write an essay, etc.

And another equally important task of a teacher is to bring his own energy to classes. Returning to the question with which the lesson began, we can say that it works only after performing some preliminary action – an introductory question. It takes little time, but it 'lights up' the students and keeps them interested until the end of the lesson. Planning introductory questions should not be postponed 'for later', because after a good workout, the brain, like muscles, works much more efficiently.

REFERNCES:

1. Atkinson W. William The Art of Logical Thinking / William W. Atkinson. – NC.: LuluPress, 2012
2. Johnson Ralph H. Logical Self Defense / Ralph H. Johnson. – London.: International Debate Education Association, 2010.
3. McNerny D. Q. Being Logical: A Guide to Good Thinking / D.Q. McNerny. – LA.: the Hardcover edition, 2012.
4. Tim Falla, Paul A Davies. Solutions Elementary, Oxford University Press, 2008.