



"INNOVATIVE ACHIEVEMENTS IN SCIENCE 2022"

ANALYSIS OF THE EXPERIENCE OF USING A TECHNOLOGICAL APPROACH TO THE DEVELOPMENT OF CRITICAL THINKING AMONG STUDENTS OF LANGUAGE UNIVERSITIES IN UZBEKISTAN

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Abstract: *This article is devoted to the experience of using a technological approach to develop critical thinking among students of language universities.*

Keywords: *critical thinking, pedagogical technologies, educational process, induction, deduction, content, purpose, education.*

Modernization of the education system in Uzbekistan is carried out in close connection with the modernization of the purpose and content of education. The result of this process is the widespread introduction of innovative technologies in education. The levels of language proficiency in the system of the state educational standard were determined based on Pan-European Standards (Pan-European competencies of foreign language proficiency: study, teaching, evaluation). To achieve the goal and the necessary level of language proficiency, students should be presented with new content for teaching foreign languages based on the widespread introduction of innovative pedagogical technologies. [Makhkamova, Alimov, Ziyayev 2017:5-6].

The problem of increasing the level of knowledge of students is of interest to teachers all over the world. The educational process has changed at various times under the requirements of the era and the level of state relations, but the question of ways to improve knowledge has always remained relevant. The progressive ideas presented in the works of Zh.Zh. Zhalolov, G.T. Makhkamova, L.T.Akhmedova, S.S. Alimov, G.S. Altshuller, L.V. Vygotsky, G. K. Selevko, P. Bepalko, M.N. Guslova, N.D. Galskova and other scientists had an important influence on the formation of the modern education system.

Numerous studies in this area of the development of pedagogical technologies have helped to understand the main issues of determining the essence of the qualitative aspect of the learning process, the strategic way of its implementation, and the correct organization of the necessary conditions for its implementation. However, the problem of improving the quality of education of university students



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with the help of pedagogical technologies to develop critical thinking has not been solved sufficiently.

The essential reasons why this question remained open are the incorrect development of the objectives of the educational process. Thus, there were no criteria for evaluating the control of the achievement of the set goals, and the methodological basis of the work programs was insufficiently specified in terms of forms, methods, and content of education. There was a significant difference between the curricula and the changes taking place in society. The educational process was focused on mastering ready-made knowledge, but not on mastering it independently.

There was practically no accounting of the individual personality traits and professional inclinations of university students. In the vast majority of educational institutions, poor material and technical equipment of the learning process were observed. The formal approach to university education has not been eliminated.

The role and place of education in society can also be considered from another perspective, namely, consider education as a system of the orientation of a person to cognition and disclosure of their abilities; as a source of knowledge, skills, and abilities necessary for a person, which provide an opportunity for each person to master them, and thus prepare for the upcoming work; as a sphere of real students' life activity, which introduces them to the system of various interpersonal relationships; as a source and stimulator of human cognitive activity.

The solution to the question of the role of education in the life of each member of society is based on the awareness of the phenomenon of education as a personal asset, as a process of familiarization with culture, and as a special social institution. Education in the sense of personal property affects the system of concepts, ideas, and human relationships that determine and guide behavior. Education as a process implies the degree of mastering the content of culture, the influence, and the interaction of the individual and the entire cultural environment.

Thus, pedagogy as a science and practice is responsible for preparing society's citizens to acquire knowledge capable of creatively approaching changes, managing and analyzing information, applying the knowledge gained in practice, and thinking critically.

Due to the urgent need to eliminate these shortcomings, there are currently three main trends of reforms in the educational sphere. Firstly, the global trend of changing the paradigm of education, entailing a change in the classical model of the education system, and the development of new fundamental ideas in education, in the humanities, including pedagogy. Secondly, the achievements of education in



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the process of integration into the world culture led to the humanization of education, which arose based on the development of the independence of higher education institutions. Thirdly, the development of the higher education system is based on European standards.

The current trend in the development of this problem is based on cooperation between a student and a teacher in developing new learning strategies. The modern way of organizing the educational process is focused on preparing the student for the future profession and life in society, a person who can analyze all the events taking place in the world, critically reason, and quickly adapt to changing living conditions, cooperate with other people, develop their creative potential and creativity of thinking.

The logical framework for measuring critical thinking skills has defined critical thinking as a process consisting of three main parts. The first part is a problem-solving process in the context of interaction with the world and people in general. The second part is a process of reasoning based on basic knowledge and previously specified facts, conclusions drawn by induction, deduction, and value judgment. The last part reveals the decision made based on the understanding of the necessary information.

Having studied Ennis' approach, it can be concluded that critical thinking includes not only general critical thinking skills but also a propensity for critical thinking and final decision-making [Ennis 1987:44-48].

In our opinion, teaching critical thinking provides effective development of communicative competence in the context of the studied technologies, which not only form and develop the oral and written speech skills of students but also improve the quality of professionally-oriented training of future specialists of language universities to the proper level.



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