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THE USE OF TECHNOLOGY FOR THE DEVELOPMENT
OF CRITICAL THINKING IN FOREIGN LANGUAGE CLASSES

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Annotation. *The article gives a general assessment of the technology of developing critical thinking as a means of forming students' foreign language communicative competence. The importance of technology for teachers and students is highlighted. Two methodological techniques are described in more detail and presented as examples: cluster and cinquain.*

Key words: *technology for the development of critical thinking, critical thinking, methodical technique, cluster, cinquain.*

The process of forming linguistic communicative and professional-communicative competence is effective today through the use of modern educational technologies and updating forms of work both in educational and extracurricular activities. An interactive learning mode based on communication, cooperation and creativity is one of the main ones in the training of highly qualified specialists [2]. The main objectives of the training are the formation of creative and critical thinking, the ability to operate with the information received and apply knowledge in practice in various situations. At the same time, the result of training is not the amount of knowledge gained, but the ability and willingness of students to make productive decisions in various professional situations.

The task of the teacher is the professional selection of the teaching content, ensuring the rational organization of the training session and the formation of students' conscious mastery of the methods of educational work. Educational activity assumes maximum activity of students in relation to the studied material, which ensures the most complete and effective assimilation of it [2]. Individual, group and collective forms of

student work are being introduced into the educational process, both with and without the teacher's guiding role. All this contributes to the formation of general and professional competencies of future specialists who need constant self-education and the ability to independent cognitive activity, search for ways and solutions to emerging problems.

The practice-oriented approach is focused on the use of activity-based educational technologies, including technologies for the development of critical thinking. This technology stands out among innovative pedagogical ideas by a successful combination of problematic and productive learning with the technological nature of the lesson, effective methodological techniques [1].

Critical thinking is a system of judgments that is used to analyze things and events with the formulation of reasonable conclusions and allows you to make informed assessments, interpretations, and correctly apply the results to situations and problems. It is a fulcrum for human thinking, a natural way of interacting with ideas and information. The technology of developing critical thinking can be considered as a system of methodological techniques designed for use in various subject areas, types and forms of work. It allows you to achieve such educational results as: the ability to solve problems; the ability to work with a large and constantly changing amount of information; the ability to verbally and in writing express your thoughts competently, confidently and correctly in relation to others; the ability to formulate your own opinion based on understanding ideas, ideas and various experiences; the ability to cooperate and work in a team, build constructive relationships with other people [1].

The importance of technology for students:

− the ability to work with a large and constantly changing amount of information, increasing the effectiveness of information perception;

− increasing interest in both the studied material and the learning process itself;

− the ability to think critically;

− the ability being responsible;

− the ability to cooperate and work in a team,

− the desire and ability to become a person who studies throughout his life,

The importance of technology for a teacher:

− a non-standard attitude to the organization of the educational process;

− the ability to use a learning model and a system of effective techniques that contribute to the development of critical thinking and independence in the learning process;

− formation of motivational readiness for interpersonal interaction not only in educational, but also in other situations;

− become a practitioner, competently analyzing their activities;

− become a source of valuable professional information for colleagues.

In this technology, a practical solution to the problem of cognitive activity of students is achieved not only by methodological techniques, but also by using effective forms of pedagogical communication based on equal partnerships, creating a comfortable, stimulating atmosphere [2]. At the same time, the teacher ceases to be the main source of information, and, using a variety of methodological techniques, turns learning into a collaborative and interesting search.

Foreign language classes contribute to the development of critical thinking through a variety of materials and methodological techniques, the peculiarity of which is to encourage students to practical communicative and thinking activities [3]. These can be techniques for developing interest in students' learning activities, competitions, analysis of specific situations, simulation tasks, dramatization and techniques of "thick" and "thin" questions, insert, fishbone, etc. These techniques are aimed at the formation of foreign language communicative competence, intellectual abilities of students, necessary not only in studies, but also in everyday life (the ability to apply solutions, work with information, analyze various aspects of phenomena, compare, work independently, in a group, a team, etc.).

Cluster is one of the effective techniques that is used in foreign language classes. The cluster system covers a great amount of information than we receive in normal operation.

Cluster – the emphasizing of semantic units of the text and their graphic design in a certain order in the form of a bunch. The rules are very simple. In the center is the theme, and around it is semantic units. The cluster can become the leading reception at all stages:

a) at the challenge stage when involving all students in the process of cognition, reproducing existing knowledge on this topic through an associative series, asking questions, etc.;

b) at the comprehension stage when filling the cluster with new structured educational material by reading the text and working with it, answering questions, understanding the content, etc.

c) at the stage of reflection, the acquired knowledge is processed through systematization.

The cluster can be used in the formation of lexical skills, when performing variable tasks, for example, to create a group / pair cluster on a specific topic [4].

The following cluster features can also be distinguished:

- the cluster created by students allows the teacher to check the understanding of the topic by students;

- for students, this is an opportunity to summarize and structure the subject material and see the connections between ideas and concepts;

- working with the cluster is written and oral activity;

- in group work, the cluster serves as a kind of framework for group ideas, this gives students the opportunity to join the associations and relationships that each of them creates.

Cinquain is a technique that allows you to present educational material on a specific topic in a few words. In our own practice, we use this technique to summarize information, identify and control the degree of assimilation of educational material, and form language and speech skills.

A cinquain is a specific poem (without rhyme) consisting of five lines. Step-by-step description of the reception: familiarization with the rules of making cinquain;

making cinquain on a specific topic; reading cinquains; oral speech using cinquain material. Rules for writing cinquain:

− first line: in one word, the topic is indicated (noun); /spring/

− second line: description of the topic in two words (adjectives); /cool, sunny/

− third line: description of the action within this topic in three words (verbs, participles); /play, walk, plant/

− fourth line: a four−word phrase expressing an attitude to the topic (different parts of speech); /everything awakens from its sleep/

- fifth line: a synonym of one word that reflects the essence of the topic /flowers/.

Cinquain can be used in explaining new material, updating knowledge, and forming communicative competence.

Thus, the use of methodological techniques of critical thinking development technology in foreign language classes is focused on the formation of students' communicative competence. Working in this technology, the teacher creates an atmosphere in the classroom in which the student actively works on the formation of language and speech skills, reflects, confirms, refutes, or expands knowledge about the world around him and with the help of a foreign language constructs his own statements in oral or written forms. By stimulating the student's interests, the teacher develops his desire to practically use a foreign language, as well as to study, thereby making it possible to achieve success in mastering the subject.

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BO'LAJAK XORIJIY TIL O'QITUVChILARINING INFORMATSION-ANALITIK KOMPETENTLIGINI RIVOJLANTIRIShNING PEDAGOGIK MAZMUNI

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Annotatsiya. Mazkur maqolada bo'lajak xorihjiy til o'qituvchilarining informatsion-analitik kompetentligini rivojlantirishga oid ayrim fikr-mulohazalar bayon qilingan. Shuningdek, maqolada bo'lajak xorijiy til o'qituvchilarining informatsion-analitik kompetentligini rivojlantirishga oid xorijiy va milliy tajribalar hususida ham fikr-mulohazalar bayon qilingan.
Kalit so'zlar: Bo'lajak o'qituvchi, kompetentlik, informatsion-analitik kompetentlik, didaktik imkoniyatlar, ta'limiy yondashuvlar, bilim, rivojlantirish, ta'lim oluvchi.

Kirish. Bo'lajak xorijiy til o'qituvchilarida informatsion-analitik kompetentlikni rivojlantirish, ingliz tili ta'limiga yangi texnologik yondashuv imkoniyatlarini qo'llash, qadriyatlar, an'analar asosida hamda ularning didaktik imkoniyatlaridan oqilona foydalanish ta'lim islohotlarining asosiy yo'nalishlarini tashkil etadi. Shu yo'nalishda ingliz tilini o'qitishda bugungi kundagi yangiliklar, o'zgarishlar va qonunlar, zamonaviy manbalar, erishilayotgan natijalar, bo'lib o'tayotgan eng so'nggi voqeliklar bilan bir qatorda filologik manbalardan foydalanishning pedagogik texnologiyalarini yaratish dolzarb pedagogik muammolar sirasiga kiradi. Yangi O'zbekistonda ham ta'limga bo'lgan munosabatning o'zgarishi va axborot texnologiyalarining keng joriy qilinishi natijasida aralash ta'lim muhitining shakllanishi jarayoni yuz bermoqda. Bunday