

## THE ROLE OF CRITICAL THINKING IN LEARNING A FOREIGN LANGUAGE

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### ABSTRACT:

This article is devoted to the topic of critical thinking in learning a foreign language. In the process of teaching a foreign language it is necessary to implement elements of technology to develop critical thinking by students. The main task of students is to learn effectively, to find knowledge, to think critically. They need to carefully understand, comprehend, and learn new information. It is also important to understand the different perspectives to understand, to understand, to understand the concept, to question the idea a little, to check if individual ideas can be used.

**KEYWORDS:** critical thinking, development, technology, pedagogy, didactics, motive, phase, attack, comprehension, learning.

### INTRODUCTION:

We can see the concept of critical thinking and its characteristics in different definitions. For the teacher, not only different approaches to understanding critical thinking, but also knowledge is important and it is better to know the technology of developing critical thinking. Technology to Develop Critical Thinking through Reading and Writing Americans Temploms, K.C. Developed by Merediths et al. This technology offers a system of clear methodological notes that can be used on a variety of topics, which are universal, widespread, "on topic," open to conversation with other pedagogical approaches and technologies aimed at solving current teaching and learning tasks. Within the framework of critical thinking development

technology 3 technological stages are selected: call stage, implementation stage and reflection phase.

### CALL PHASE:

The lack of educational effectiveness is often explained by the fact that the teacher builds the learning process on the basis of set goals, i.e. these goals are initially given to students from the beginning. In fact, a teacher's goals are set in advance, which allows him or her to more accurately identify the stages of the learning process. At the same time, ideas of a constructive approach to teaching are being developed in didactics, which offers the student the ability to set multiple goals that create the internal motivation needed for learning. Only then can the teacher choose effective ways to achieve these goals. We remember holding on best. Usually this is information about something we already know. Should it be easier for us to find a solution? If we have something to learn or do, it fits the existing experience. Thus, if the student has the opportunity to analyze what he or she already knows about the topic being studied, he or she will be given additional incentives to formulate their own goals. This problem is solved at the call stage. The second task is to activate the students. It is very important that everyone participates in the work, with the goal of updating their experience. An important aspect in the implementation of the difficulty phase is that students systematize all the information that emerges later. This is necessary so that they can see the information collected on the one hand in an "extended" view. Making these points of view allows us to see not only the

obvious moments that determine the direction of the next search in the process of learning new information, but also the contradictions. In addition, these areas may be more individual for each student.

#### **IMPLEMENTATION PHASE:**

This stage can be called the stage of meaning. In many professions where new material is studied, this stage takes a lot of time. Often, acquaintance with new information is less common in the process of presenting it by the teacher, reading or viewing material on video or computer. One of the conditions for the development of critical thinking is to adhere to the concept when working with the material being studied. This task is especially important when exercising during the exercise phase. The organization of work at this stage may be different. The main task in the process of understanding the phase of meanings is to support the activity of students, the inertia of the movement created in the phase of interest and difficulty. Similarly, in the comprehension phase, students continue to build learning goals independently. Goal setting is done in the process of learning new knowledge, based on existing knowledge. Students can find answers to previously asked questions to address entry-level complexity. It is important that the teacher encourages students to create new questions and find answers within the information the students are working on. You need to choose enough time to understand the meaning stage. If students are working with text, it is recommended to choose a time to read a second time, you will need to see the text information in a different context to clarify some issues.

#### **REFLECTION PHASE:**

Robert Bustrom in his book "Developing Creative and Critical Thinking" emphasizes reflection - a unique way of thinking. Reflection means concentration, concentration. It means careful weighing, evaluation and selection. In the process of reflection, new information emerged, turning into personal knowledge. Analysis and assessment cover all stages of the work, but in the third stage, reflection becomes the main goal of teachers and students. The analysis aims to determine the meaning of the new materials, the construction, the route, and the next course of training. But this analysis is useless if it is not oral or written. Especially in the process of verbalizing the disorders that occur in the awareness process.

In any case, the reflection phase actively contributes to the development of critical thinking skills. Thus, at the thinking stage, students systematize new information about existing ideas and categories of knowledge. At this stage, a combination of individual and group work is most appropriate. In the process of individual work (different types of letters: essay, keywords, graphic organization of the material, etc.) students choose the information that is most important to understand the essence of the topic being studied. They also express new ideas and information from new words, establishing cause-and-effect relationships independently. In addition to writing, oral thinking is also important. The solution in the reflection phase of the dialogue allows the teacher to see and consider different options of ideas on a single issue. It is a time for revision and change in the learning process. Familiarity with different ways of integrating new information will lead to the creation of more flexible designs that can now be used more effectively and purposefully in the future. How can you contribute to thinking? Questions

can be such an effective mechanism. Another incentive to reinforce reflections is the teacher's subjective opinion. The collaborative position allows for a more open discussion environment. In the process of reflection, the results of student work are evaluated.

There are many technological records as part of the development of critical thinking technology. By combining these notes, lesson teachers can adapt to specific material and students' levels of development. In the 'correspondence' phase, the following records can be used: paired or group brainstorming (brainstorming), collecting 'clusters' (associative fields), filling in composite fields, managing 'logs' for an hour, and more. In the implementation phase. It is possible to use the system of marking the entries "add", "plus-minus-interest", "know-found". The teacher in the final stage of the "reflection" can combine the above notes and discuss the results, return to the problem posed at the beginning of the lesson, and find a solution. In the "Reflection" phase, the teacher can develop students' creative beginnings, which allows them to create a "Senkema", "write an essay, and so on.

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