



METHODS OF IMPROVING CRITICAL THINKING SKILLS OF PRIMARY STUDENTS IN ENGLISH CLASSES

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Article history:	Abstract:
Received: September 17 th 2022 Accepted: October 17 th 2022 Published: November 24 th 2022	This article highlights the methods of improving critical thinking skills of primary students in teaching English. Definitely, there is a question how to improve critical thinking skills of primary level of students in the process of teaching English. First there were some challenges and barriers when to improve critical thinking skills of primary level of students in the process of teaching English. In order to overcome to these difficulties we made some research objectives: English language teaching through components that direct students to critical-analytical thinking; improvement of technologies for the formation of to improve critical thinking skills of primary level of students in the process of teaching English.

Keywords: Critical thinking skills, primary students, English classes, challenges, experiment, methods

INTRODUCTION

The scale of information in the socio-spiritual and educational life of our country is accelerating. One of the most pressing issues in the education system is the rapid assimilation, analysis, generalization, revision, summarization and delivery of information to students in the learning process. It is this complex information that helps to find positive solutions to issues that are difficult to master today through the application of educational technologies in the educational process. When we stop at critical thinking as an educational technology, we must first clarify this concept. In our opinion, educational technology serves as a methodological resource that facilitates the process of mastering by students in the process of learning activities. In this regard, according to the essence of the concept of technology, the focus was on the improvement of the educational process in practice. Learning strategies determine the logic of the lesson, the sequence, and the various technical combinations. Students learn to work with a topic not only by developing the topic, but also by developing reading and writing. English lessons should include the following features to form critical thinking in primary school students:

1. *Be prepared to work according to a plan.* Thoughts appear randomly. It is important to organize them, to create a sequence of narrations. The order of thoughts is a sign of reliability.
2. *Having adaptive skill to others' opinion.* If the student is not ready to accept the opinion of others, it is difficult for the opinion to emerge. Flexibility ensures

that you make an informed decision once you have all the information.

3. *Patience (Being patient).* Usually, a person who is faced with a difficult task leaves it to him to decide. A student who works patiently will definitely get a good result.
4. *Readiness to correct their mistakes.* The critical thinker does not try to justify the wrong conclusions, the opinions expressed, but draws the right conclusions from them.
5. *Comprehension.* This important quality requires an individual to observe himself in the process of thinking.
6. *Looking for agreements and compromises.* Decisions must be perceived by others, otherwise they will remain at the level of opinion.

MATERIALS AND METHODS

Good and correct thinking should become a habit and such thinking should be taught from a young age. In the stages of cognition (know), comprehension (comprehend) and reflection (reflect) several methods were applied to the educational process by classifying them into these stages. Students are introduced to a topic and the level of mastery of previous topics is determined. Some concepts are explained and information and rules are reminded. Based on the study of the topic, it will be known what result will be achieved. Brainstorming, brief recording of previous knowledge on the topic, question and answer, Cluster, Free writing, B-B-B drawing (K / W / L), Sequence of confused logical chains, Venn diagram and other technologies can be used. In the Know phase, it is also



helpful for the student to understand that his or her knowledge in this area is insufficient. Because on this basis, active movement can occur in the student. Actively works on the material studied in the comprehension stage. In English classes, students develop knowledge, skills and competencies. Individual, pair, and group work is done with students. Students are given specific tasks. They need to work actively and achieve their goals. In the comprehension stage, lectures, conversations, independent reading on the basis of explanations, work in pairs and small groups, discussion, peer review, written work, "Semantic feature analysis", "B-B-B diagram (K / W / L) ", " Questioning ", " A two-part diary ", " Assumption and Evidence ", " Problem-solving) ", " Discussion" and other methods are used. The result obtained in the Reflection phase is first compared with knowledge. Newly acquired knowledge is represented. In English classes, students' grades are assessed. The studied educational material is expressed in the form of generalization and written work, drawing, conclusion, opinion and others. At this stage, students learn the most basic concepts in improving critical thinking skills to achieve the goal set in the educational process: "Reflection", "T-table", "Conceptual table", "Venn diagram") ", "Nilufar flower", " Five-minute essay", " Ten-minute essay". When the process of teaching English is based on the stages of Know, Comprehension and Reflection, students are highly active.

Critical thinking forms new types of skills aimed at more complete and in-depth mastery of topics by students, which allows them to clarify situations with a high level of uncertainty, creating a basis for new types of personal activities. The use of critical thinking create a number of conveniences for students and teachers.

For students: increasing the effectiveness of information perception; to arouse interest in the studied material, as well as in the educational process; ensuring critical thinking; to develop the skills of a responsible approach to education; formation of skills of cooperation; improving the quality of education; shaping the desire and skills to read throughout life.

For teachers: creating an environment of transparency and responsible collaboration in the classroom; analyze their activities, draw conclusions and make appropriate changes; becoming an important professional media for other teachers.

Although there are many interpretations of the concept of critical thinking, it can be acknowledged that there is content that unites them. Critical thinking

is characterized by defining (evaluating) and reflective features of the general thinking process. It is a skill, formed on the basis of new problem solving, and in this respect differs from critical thinking. Critical thinking also develops in an interconnected way, to a certain extent serving the development of student's adaptation to these problems. Implementing based on cognitive, communicative, and person-centered approaches has been implemented in the research at these stages, and as a result of methodological recommendations for English language teachers, positive thinking and critical thinking skill has been achieved in improving critical thinking skills in experimental students. As a result, qualities such as comparison, classification, perception of connections, concentration, memorization, problem solving, decision making, consistency of opinion, critical thinking were formed. There was no significant difference in the level of formation of problem solving skills in the emphasis and reasoning stages in the control classes. The use of didactic material provided at the substantive stage through comparative analysis of the results obtained during the experimental work from the control and experimental groups ensured effective results. Analysis of the experimental results revealed that in the practice classes, a certain level of knowledge, skills and competencies were formed in relation to the students of the control group involved in the research process. A statistical analysis was carried out to objectively assess this situation, and only the conclusion confirmed that the experimental work was scientifically, pedagogically, technologically and methodologically correct and effective.

RESULTS AND DISCUSSIONS

In the course of the research, we give a brief description of the exercises adapted to the educational conditions of Uzbekistan for primary school students.

Exercises aimed at the formation and development of comparative skills

In the process of comparison, mental abilities such as quick decision-making and problem-solving are improved in the human mind. Comparisons are an important part of getting new data. The information that students receive is perceived by linking it to their predecessors. Uses skills such as attention to comparison, regular search for information, careful use, and attention to detail. Comparison, on the other hand, leads to creative thinking and involves identifying and understanding various attributes, such as the size, shape, color, taste, or direction of an object.



Comparison is an ability that can be developed. It allows students to concentrate, study the information given on a regular basis, and record it carefully and accurately. In the exercises aimed at implementing

this type of activity, students' thinking skills are realized through comparison. Comparison is one of the most important methods in teaching elementary students to think in an English class.

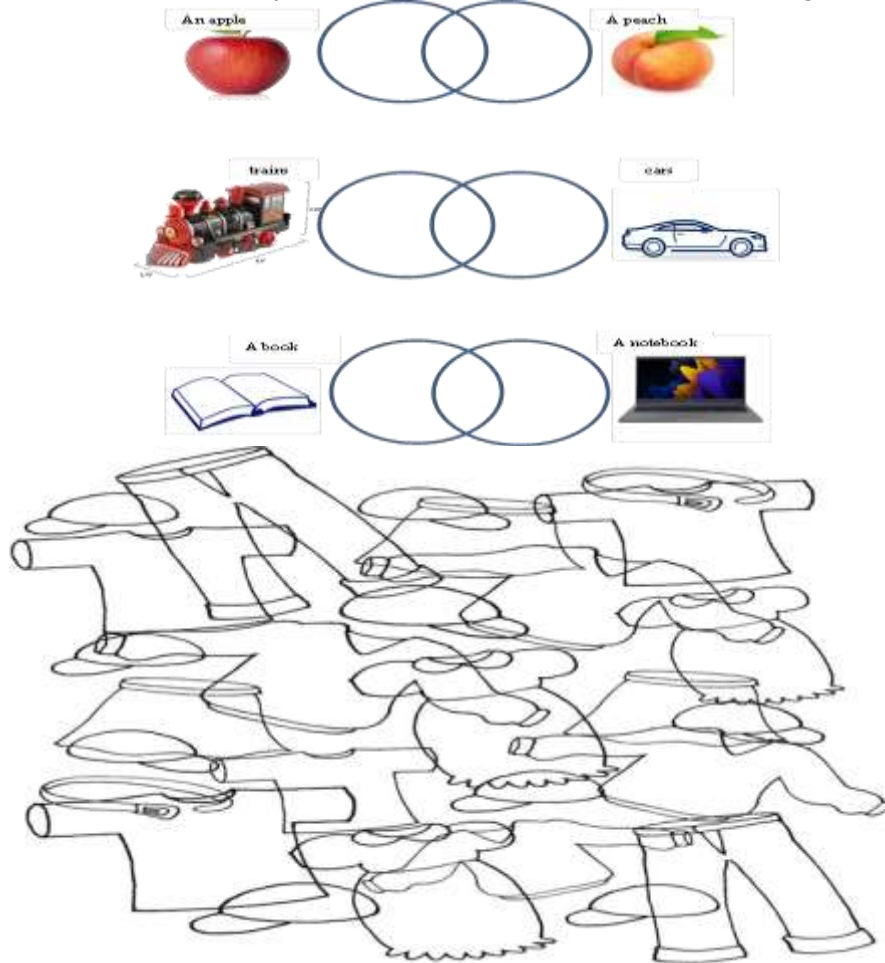


FIGURE -2. AN EXERCISE FOCUSED ON THE FORMATION AND DEVELOPMENT OF COMPARATIVE SKILLS



An apple and a peach exercise is designed to help primary school students develop comparative skills in the process of learning English. The following picture is shown to the students and the procedure for doing the exercise is explained. The exercise begins with naming the objects in the picture and explaining the procedure. The pronunciation of the words representing the objects in the picture is practiced. Students are given the task of making sentences with these words. The next stage of the exercise is to describe the objects in the picture, each object is explained separately. The text of the image is written one by one in the circles on the given paper. If necessary, the teacher writes the words for the sample on the board.

In order to improve students problem solving and implementing case study method in teaching English writing. Such as *Perception of connection*. Understanding the connections between an object, an event and an event is one of the important stages in the formation of critical thinking skills. After comparing two or more objects, the event determines whether there is a connection based on finding their similarities. The next one is *Concentration Attention*, the ability to concentrate is of great importance for the development of an individual's consciousness. From an early age, students need to be taught how to focus attention as a basic cognitive ability. Attention is an important skill when learning a foreign language and is necessary to observe and understand things about a new language. The third one is *Remember*. The process of thinking mainly depends on our ability to analyze the information available in our minds from different angles and combine it with previous knowledge. All of these skills involve memory activity and are important for drawing conclusions, solving problems, or creating new things. Memory is the most important skill that helps the learner develop. Memory development depends on the ability to concentrate, form information, combine new and known, collect information that we need to remember. It requires careful study of the information provided. It is important to make a plan and implement it to solve the problem. The other one is *Decision making*. The decision-making process consists of a series of logical steps: identifying the situation, taking into account all possible actions, calculating the possible consequences of these actions, and choosing the direction of action. The next one is *Consistency of opinion statement*. Consistency is also important in daily life. Sequential organization of actions is an important aspect of daily life, necessary for a high level of cognitive activity to provide clear order and clear information such as problem solving. Consistency of opinion statement is an important tool of the communication process.

Balloon Tower

Divide your group into teams of three and provide ten balloons and four 3-foot long strips of masking tape for each team. The object of this problem solving activity is to build the tallest freestanding tower in ten minutes. They can break the balloons if they wish. However, they may not use any additional materials and the tower must be built on a table or the floor. If you wish, you may add the following instructions: No talking, Each team member may use only one hand, One team member may not touch the materials and only give directions. You can use one or more of these limitations in 60-second intervals. The first team to complete their tower wins this challenge.

Blind Formations

Have your group of adults put on blindfolds and form a large circle. Tie the ends of a rope together and lay in it a circle in the middle of the group, close enough that each person can reach down and pick up the rope. Tell them they must create a shape – a square, triangle, pentagon, etc. If you have a very large group, divide them into teams and provide a rope for each team. Let them compete to see who forms a particular shape quickest.

Line up Blind

Blindfold everyone and number the group by whispering a number to each individual beginning at one. Tell them to line up in numerical order without talking. Variations are many, with some of the favorites not requiring the whispering step being to line up according to height, birthday, surname, color of hair, etc.

Move It!

Divide your group into two teams. Line up the two teams front to back. Have the two groups face each other. Using chalk, spray paint, or masking tape (depending on the play surface) mark a square space for each person to stand on with one extra empty space between the two facing rows. You may also use a piece of paper for each person. The goal is for the two facing lines of players to change places.

Tower Building

Although there are many variations to this game, this one using spaghetti and marshmallows is our favorite. Divide your group into teams with an equal number of players. Provide each team with an equal amount of spaghetti and marshmallows. The goal is to see which team can build the highest tower within a set amount of time.

Personalized Crossword

For this game to be effective, you need one or more teams of 8 to 10 people. Have each team list the first and last names of their group members. The goal is to create a crossword puzzle with clues composed of



hints about the person, for example, if only one team member has red hair, the two clues for her first and last name could be, "Red hair," and "Ginger." It should take each team 20 to 30 minutes to complete their puzzle. When all the teams are finished, trade puzzles so that every team has a different one. Make sure you provide a list of names for the puzzle solvers.

Picture Pieces Puzzle Game

Prepare for this problem solving activity by choosing a well-known picture or cartoon full of detail. Cut the picture into equal sized squares and give one to each member of the group. You will need as many pieces as you have participants. Additionally, give each person a pencil, ruler for help enlarging the picture, colored markers, and a clean sheet of paper. Instruct them to make the puzzle piece five times larger.

CONCLUSION

Based on the results of a study on the problem of developing critical thinking skills in students in the process of teaching elementary English, the following conclusions were drawn. The formation of critical thinking skills in students in primary school English classes serves as an important factor in improving the quality of teaching in the continuous learning process, students' conscious attitude to environmental events, developing students' creativity and intellectual abilities. In order to form and improve critical thinking in primary school students in English lessons, it is necessary to have a deep understanding of the content of this thinking, to analyze the approach and factors in the study of the problem, to take into account pedagogical and psychological aspects of critical thinking. It is also important to ensure the methodological readiness of primary school English teachers to teach language learners critical-analytical thinking. The use of playful exercise technology based on an improved didactic model of teaching critical thinking in elementary English lessons improves students' thinking ability. If English language lessons are organized in a consistent and goal-oriented way to develop students' critical thinking skills, students will have the opportunity to develop such qualities as independence, determination, planning, flexibility, endurance, willingness to correct mistakes, understanding, and compromise. In order to fulfill the tasks set by the education system in the process of forming critical thinking skills in students in primary school English classes, this activity requires further improvement, taking into account the age, psychological and physiological characteristics of students. In primary school English lessons, students' critical thinking skills are improved by comparing, classifying, concentrating, memorizing, understanding

connections, making decisions, and developing analytical thinking skills.

We offer the following recommendations for developing critical thinking skills in students in elementary English classes.. The use of critical thinking technology allows students to be ready for planning, having adaptive skills to others, patience, being patient, ready to correct mistakes or faults, comprehension.), should focus on the development of qualities such as agreement, compromise, looking for solutions and agreements.

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