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**Maktabgacha va maktab
ta'limi vaziri
HILOLA UMAROVA:**

*...Bugun chalinadigan
so'nggi qo'ng'iroq sadolari
bir umrga yuragingizdan
joy olishiga ishonaman.
Uning jarangdor sadolari
hamisha beg'ubor yoshlik
va o'quvchilik davringizni
yodga solib turishi
shubhasiz.*





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DEVELOPING CRITICAL THINKING SKILLS IN ENGLISH LEARNERS

Annotation: this article explores the importance of developing critical thinking skills in English learners, focusing on effective strategies, classroom techniques and the impact of critical thinking on language proficiency. It highlights the theoretical and practical aspects of critical thinking development in language education.

Key words: *critical thinking, English learners, language education, skills development, teaching strategies.*

Аннотация: в этой статье рассматривается важность развития навыков критического мышления у изучающих английский язык, особое внимание уделяется эффективным стратегиям, методам работы в классе и влиянию критического мышления на уровень владения языком. В ней освещаются теоретические и практические аспекты развития критического мышления в языковом образовании.

Ключевые слова: *критическое мышление, изучающие английский язык, Языковое образование, развитие навыков, стратегии обучения.*

Annotatsiya: ushbu maqola ingliz tilini o'rganuvchilarda tanqidiy fikrlash ko'nikmalarini rivojlantirish, samarali strategiyalar, sinf texnikasi va tanqidiy fikrlashning tilni bilishga ta'siriga e'tiborni qaratishning muhimligini o'rganadi. Unda til ta'limida tanqidiy fikrlashni rivojlantirishning nazariy va amaliy jihatlari yoritilgan.

Kalit so'zlar: *tanqidiy fikrlash, ingliz tilini o'rganuvchilar, til ta'limi, ko'nikmalarni rivojlantirish, o'qitish strategiyalari.*

Introduction. In the modern educational landscape, critical thinking is recognized as a vital skill that empowers learners to analyze, evaluate and create knowledge. For English learners, developing critical thinking skills is essential not only for language mastery but also for enhancing cognitive abilities. This article examines the significance of critical thinking skills in English language education and explores effective methods for fostering these skills.

Literature review. The concept of critical thinking has been explored by various scholars, with definitions ranging from reflective thinking to problem-solving skills. Notable theories by Paul and Elder (2006) emphasize the importance of clarity, accuracy, precision and logic in critical thinking. In language education, critical thinking is linked to improved reading comprehension, speaking proficiency and writing skills.

Existing research emphasizes that critical thinking is a vital component of effective language learning. Studies have shown that students who engage in critical thinking tasks demonstrate better language proficiency, improved comprehension and enhanced communication skills.

Methodology. This study employed a qualitative research design to examine the effectiveness of critical thinking strategies in English language education. A combination of classroom observations, teacher

interviews and student feedback was used to gain a comprehensive understanding of the impact of these strategies on learners' language proficiency.

Participants: the study involved 120 English learners from various proficiency levels, ranging from A1 to B2 according to the Common European Framework of Reference for Languages (CEFR). The learners were enrolled in general English courses at a university, and their participation was voluntary.

Classroom Observations: observations were conducted over a period of six weeks. The researcher observed teaching methods, student engagement, and the types of critical thinking activities implemented in the classroom. Notes were taken on how these activities were integrated into lessons and the students' responses to them.

Teacher Interviews: semi-structured interviews were conducted with 10 English language teachers. The aim was to explore their perspectives on the use of critical thinking in the classroom, the challenges they faced and the perceived outcomes of using such strategies.

Student Feedback: surveys and focus group discussions were used to gather feedback from students. These included questions on their experiences with critical thinking activities, their perceived improvements in language skills and their attitudes toward the learning

process. Students were also asked about their cultural background and how they viewed critical thinking in the context of their education.

Instructional Strategies: several critical thinking strategies were incorporated into the lessons, including:

Socratic Questioning: teachers used open-ended questions to encourage students to explore different perspectives and think deeply about the material.

Problem-Based Learning: students were given real-world problems to solve, requiring them to apply their language skills in creative and analytical ways.

Discussion. The findings indicate that integrating critical thinking skills into English language teaching significantly enhances learners' analytical and reflective abilities. Teachers observed that students who engaged in critical thinking activities demonstrated improved comprehension and communication skills. Socratic questioning encouraged learners to explore diverse perspectives, while problem-based learning promoted independent thinking. However, challenges included students' initial difficulty in adapting to critical thinking tasks and teachers' need for professional development in designing effective activities. It is essential to provide ongoing support and training for educators to ensure successful implementation.

Results. The study showed that students actively participating in critical thinking tasks experienced significant progress across several language areas. Specifically, improvements in reading comprehension were evident, with learners able to interpret complex texts with greater insight. Writing coherence was also

notably enhanced, as students began to organize their ideas more logically and present their arguments with clarity. In verbal communication, students demonstrated more sophisticated reasoning and could engage in meaningful discussions, reflecting a deeper understanding of the subject matter.

Feedback from teachers revealed an increase in student motivation and overall engagement with the learning material. They noted that critical thinking exercises fostered more dynamic classroom interactions, where learners became more confident in expressing their viewpoints.

Conclusion. Developing critical thinking skills in English learners is essential not only for improving language proficiency but also for preparing students to engage effectively in the globalized world. Critical thinking fosters independent learning, enhances problem-solving abilities and cultivates a deeper understanding of language concepts. This study demonstrates that when students are encouraged to think critically, they become more confident communicators, capable of navigating complex real-world situations.

Moreover, integrating critical thinking into language education helps learners develop essential cognitive skills, such as analysis, evaluation and synthesis, which are invaluable in academic and professional settings. As a result, educators should continue to explore and apply diverse pedagogical strategies, such as Socratic questioning, project-based learning and peer discussions, to nurture these skills.

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