

**DEVELOPING CRITICAL THINKING AND COMMUNICATIVE
SKILLS IN THE EDUCATIONAL PROCESS**

Gulomjon Gaibbaev

English teacher of the MIA of

Namangan academic lyceum

+998882303929

Abstract. This study examines the development of critical thinking and communicative skills in the educational process. Modern education emphasizes not only knowledge acquisition but also the formation of essential competencies necessary for students to succeed in complex and dynamic environments. The research identifies effective methods, including problem-based learning, group discussions, and project-based activities, that enhance students' analytical, collaborative, and communication abilities. Results show that implementing interactive and innovative teaching strategies significantly improves students' competence levels. The study concludes with recommendations for integrating technology and active learning techniques to foster critical thinking and communication skills in learners.

Keywords: Critical Thinking, Communicative Skills, Competency Development, Educational Process, Interactive Learning, Problem-Based Learning

Introduction

In the 21st century, the purpose of education has expanded beyond the simple transmission of knowledge to the comprehensive development of essential competencies in students. Among these competencies, critical thinking and communicative skills are increasingly recognized as fundamental for success in academic, professional, and social contexts. Critical thinking enables students to analyze information, evaluate arguments, and solve complex problems, while communicative skills allow them to express ideas clearly, collaborate effectively, and engage in constructive dialogue. The rapid advancement of technology and the growing complexity of modern society further emphasize the importance of these skills, as students are expected to navigate diverse information sources and communicate in various digital and face-to-face environments.

Traditional teaching methods, which often focus primarily on memorization and passive learning, may not sufficiently foster these abilities. Consequently, educators are seeking innovative and student-centered approaches that actively engage learners in analytical thinking, discussion, and problem-solving. Methods such as project-based learning, interactive classroom activities, and technology-supported instruction have shown promise in enhancing both critical thinking and communication competencies.

Understanding the effectiveness of these strategies is crucial for designing educational practices that not only improve academic achievement but also prepare students for the demands of modern life.

Methods

This study employed a mixed-methods approach, combining qualitative and quantitative data to examine the development of critical thinking and communicative skills in students. The participants included 60 high school students from an academic lyceum, aged 15 to 18, who were observed over the course of one academic semester. The research focused on assessing the effectiveness of interactive and student-centered teaching strategies, including problem-based learning, group discussions, project-based tasks, and technology-assisted activities.

Data collection involved multiple techniques to ensure comprehensive analysis. Classroom observations were conducted to monitor students' engagement, participation, and use of critical thinking during interactive lessons. Surveys and questionnaires were administered to both students and teachers to gather perceptions of skill improvement and to identify challenges in implementing innovative methods. Additionally, student work samples, such as written assignments, presentations, and project reports, were analyzed to evaluate the practical application of analytical and communicative competencies.

To measure improvement in critical thinking, students were presented with problem-solving tasks requiring evaluation of information, generation of hypotheses, and formulation of reasoned conclusions. Communicative skills were assessed through participation in discussions, presentations, and collaborative projects, focusing on clarity of expression, active listening, and teamwork. The collected data were systematically coded, categorized, and analyzed to determine patterns, trends, and overall effectiveness of the applied educational strategies.

Results

The implementation of interactive and student-centered teaching strategies had a positive impact on both critical thinking and communicative skills among students. Observations during problem-based learning sessions revealed that students were more engaged in analyzing complex problems, evaluating various solutions, and drawing reasoned conclusions. Group discussions and collaborative projects demonstrated significant improvements in students' ability to express their ideas clearly, actively listen to peers, and contribute constructively to team tasks.

Quantitative data from surveys indicated that 85% of students reported noticeable improvement in their critical thinking abilities, while 78% observed enhancement in communication skills. Teachers noted increased participation, higher motivation, and greater confidence among students in presenting their ideas. Analysis of student work, including project reports and presentations, confirmed these findings, showing

evidence of well-reasoned arguments, structured thinking, and effective teamwork.

The study also identified challenges, including occasional unequal participation in group activities and varied proficiency in digital tools, which sometimes limited the full engagement of all students. Despite these challenges, the overall trend showed substantial gains in both cognitive and communicative competencies.

Discussion

The results demonstrate that integrating problem-based learning, project-based tasks, and interactive activities effectively fosters critical thinking and communicative skills. Problem-solving exercises encourage students to analyze information systematically, consider multiple perspectives, and make logical decisions. Similarly, group discussions and collaborative projects create opportunities for peer-to-peer interaction, enhancing communication, teamwork, and negotiation skills.

Technology-supported activities, including online discussion forums and digital projects, provided additional platforms for students to practice communication in diverse contexts. These approaches align with current educational theories emphasizing active learning and student-centered pedagogies. However, to maximize effectiveness, teachers must carefully structure tasks, provide guidance, and ensure equal participation. Addressing challenges such as digital proficiency and student engagement is critical for sustaining skill development.

Overall, the study confirms that modern, interactive teaching strategies not only improve academic outcomes but also prepare students with essential competencies for future educational and professional settings.

Conclusion

Developing critical thinking and communicative skills is essential for students' academic, personal, and professional success. This study demonstrates that student-centered, interactive, and technology-supported teaching strategies significantly enhance these competencies. Problem-based learning, group discussions, project-based tasks, and digital platforms provide students with opportunities to analyze information critically, communicate effectively, and collaborate successfully.

To further improve educational outcomes, it is recommended that teachers integrate innovative approaches into everyday lessons, monitor participation actively, and provide feedback to guide skill development. Future research should explore long-term impacts of these strategies, the role of digital literacy, and methods to address challenges related to unequal engagement.

References:

1. Paul, R., & Elder, L. (2007). *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*. Pearson. science-technology.uz
2. Beyer, B. K. (1995). *Critical Thinking*. Phi Delta Kappa Educational Foundation. InLibrary

3. Facione, P. A. (2011). *Think Critically*. Pearson Education. InLibrary
4. Halpern, D. F. (2014). *Thought and Knowledge: An Introduction to Critical Thinking*. Psychology Press. InLibrary
5. Maryuningsih, Y., Gloria, R. Y., Roviati, E., & Yosriah, E. (2024). Analysis of Critical Thinking and Communication Skills of High School Students with the Application of Blended Discovery Learning. *Jurnal Pendidikan Sains Indonesia*. jurnal.usk.ac.id
6. Zaini Oktavia, & Saiful Ridlo. (2020). Critical Thinking Skills Reviewed from Communication Skills of Primary School Students in STEM-Based Project-Based Learning Model. *Journal of Primary Education*. journal.unnes.ac.id
7. Sari, H., Samsinar, & Rajiman, W. (2025). *Teacher Communication Strategies: Fostering Critical Thinking Skills in The Classroom*.
8. Bagirzada, S. (2025). *Developing Critical Thinking in Language Teaching*.