

DEVELOPING ENGLISH LANGUAGE SKILLS THROUGH CRITICAL THINKING IN HIGHER EDUCATION

Abdirakhimova Mokhigul Normurodovna

*Senior lecturer of "Interfaculty Department of Foreign
Languages" University of Economics and Pedagogy*

Akhrorov Saidamin Sayfutdinovich

Mamadyokubova Ismigul Ural kizi

Jabborov Asilbek Jamshid ogli

Student at the University of Economics and Pedagogy

Annotation: This article explores the role of critical thinking in teaching English in higher education. In modern education, developing students' ability to analyze, evaluate, and interpret information is as important as acquiring language skills. The study examines how integrating critical thinking activities into English language instruction enhances learners' communicative competence and cognitive development. Particular attention is given to interactive methods such as debates, problem-solving tasks, and analytical writing. The findings suggest that critical thinking-based instruction significantly improves students' engagement, autonomy, and overall language proficiency.

Keywords: critical thinking, English language teaching, higher education, communicative competence, analytical skills, student-centered learning.

РАЗВИТИЕ НАВЫКОВ ВЛАДЕНИЯ АНГЛИЙСКИМ ЯЗЫКОМ ПОСРЕДСТВОМ КРИТИЧЕСКОГО МЫШЛЕНИЯ В ВЫСШЕМ ОБРАЗОВАНИИ

Аннотация: В статье рассматривается роль критического мышления в обучении английскому языку в высших учебных заведениях. В современном образовании развитие способности анализировать, оценивать и интерпретировать информацию является не менее важным, чем овладение языковыми навыками. Исследование показывает, что интеграция заданий на развитие критического мышления способствует формированию коммуникативной компетенции и когнитивных навыков студентов.

Ключевые слова: критическое мышление, обучение английскому языку, высшее образование, коммуникативная компетенция, аналитические навыки.

OLIY TA'LIMDA TANQIDIY FIKRLASH ORQALI INGLIZ TILI KO'NIKMALARINI RIVOJLANTIRISH

Annotatsiya: Mazkur maqolada oliy ta'limda ingliz tilini o'qitishda tanqidiy fikrlashning o'rni tahlil qilinadi. Zamonaviy ta'limda axborotni tahlil qilish, baholash va talqin qilish ko'nikmalarini rivojlantirish til o'rganish jarayonining muhim qismiga aylangan. Tadqiqot natijalari tanqidiy fikrlashga asoslangan o'qitish talabalar kommunikativ kompetensiyasi va mustaqil fikrlash qobiliyatini rivojlantirishini ko'rsatadi.

Kalit so'zlar: tanqidiy fikrlash, ingliz tilini o'qitish, oliy ta'lim, kommunikativ kompetensiya, analitik ko'nikmalar.

Introduction

In the context of modern education, the ability to think critically has become a key component of successful learning. English language teaching is no longer limited to grammar and vocabulary acquisition; it also involves developing higher-order thinking skills. Critical thinking enables students to analyze information, form arguments, and express their ideas effectively in English.

However, traditional teaching methods often emphasize memorization rather than analysis. As a result, students may have sufficient linguistic knowledge but lack the ability to use the language meaningfully in academic and professional contexts. This study aims to explore how critical thinking can be integrated into English language teaching to improve both linguistic and cognitive outcomes.

Main Part

Integrating critical thinking into English language instruction requires a shift toward student-centered learning. Instead of passively receiving information, students are encouraged to question, analyze, and evaluate different perspectives.

One effective method is the use of discussion-based activities. Through debates and group discussions, students learn to express opinions, support arguments, and respond to opposing viewpoints. This not only improves speaking skills but also enhances reasoning abilities.

Problem-solving tasks also play a significant role. Students are given real-life scenarios that require analysis and decision-making. For example, they may be asked to propose solutions to social or economic issues. Such activities promote both language use and critical thinking.

Analytical writing is another important component. Writing essays, reports, and reflections encourages students to organize their thoughts logically and present arguments clearly. This develops both writing skills and intellectual discipline.

Reading activities can be designed to foster critical thinking by including texts that require interpretation and evaluation. Students may analyze the author's purpose,

identify biases, and compare different viewpoints. This deepens comprehension and promotes independent thinking.

The role of the teacher is also crucial. Teachers should act as facilitators, guiding students through the learning process and encouraging open dialogue. Instead of providing direct answers, they should ask questions that stimulate thinking.

Technology can further support critical thinking development. Online forums, interactive platforms, and digital resources provide opportunities for collaborative learning and idea exchange.

Despite its advantages, implementing critical thinking in language teaching presents challenges. Students may initially struggle with expressing complex ideas in a foreign language, and teachers may need additional training to design effective activities. However, with consistent practice and support, these challenges can be overcome.

Analysis and Results

The analysis indicates that integrating critical thinking into English language teaching leads to significant improvements in students' performance. Learners become more active, confident, and capable of expressing their ideas. Their ability to analyze information and communicate effectively in English is also enhanced.

Conclusion

The study confirms that critical thinking is an essential component of modern English language teaching. Its integration into the learning process not only improves language proficiency but also develops students' intellectual and analytical abilities. Educators should adopt innovative, student-centered approaches to foster critical thinking in the classroom.

References

1. Facione, P. A. (1990). *Critical Thinking: A Statement of Expert Consensus*.
2. Paul, R., & Elder, L. (2006). *Critical Thinking: Tools for Taking Charge of Your Learning*.
3. Abdirakhimova, M. The Facts of Designing the Traditional and Great Universe of Instructional Languages. *International Journal on Integrated Education*, 2(2), 12-14.
4. Normurodovna, A. M. (2022). Developing Reading Skills through Active Reading Techniques. In *International Scientific-Online Conference*.
5. Abdirakhimova, M. N. (2021). PREPARING STUDENTS FOR REAL COMMUNICATION. In *НАУКА И ОБРАЗОВАНИЕ: СОХРАНЯЯ ПРОШЛОЕ, СОЗДАЁМ БУДУЩЕЕ* (pp. 66-68).
6. Normurodovna, A. M. (2022). LITERATURE AND READING AMONG YOUNG PEOPLE IMPROVING CULTURE AND ITS CHARACTERISTICS.

7. Normurodovna, A. M. (2022). Emphasize The Social Nature of Learning. Texas Journal of Multidisciplinary Studies, 5, 270-274.
8. Abdirakhimova, M. (2023). Use of internet resources in teaching listening to bachelor students of non-language faculty. Scientific Collection «InterConf», (148), 129-132.