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TALABALARGA INGLIZ TILINI O'QITISHDA TANQIDIY FIKRLASH MALAKALARINI RIVOJLANTIRISH MODELI

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Annotatsiya. *Mazkur maqolada oliy ta'lim tashkilotlari talabalariga ingliz tilini o'qitish jarayonida tanqidiy fikrlash malakalarini rivojlantirishning nazariy asoslari va samarali modeli ishlab chiqilgan. Tadqiqotning maqsadi xorijiy tilni o'zlashtirish bilan bir qatorda talabalarda axborotni tahlil qilish, dalillash, baholash va mustaqil qaror qabul qilish malakalarini rivojlantirishdan iborat. Maqolada taklif etilgan modelning maqsadli, mazmunli, texnologik va baholash komponentlari o'zaro uzviy bog'liqlikda ochib berilgan. Shuningdek, o'quv jarayonida tadqiqiy, muammoli va evristik metodlardan foydalanish hamda munozara, loyihaviy faoliyat va hamkorlikda ishlash kabi o'qitish shakllarini qo'llashning amaliy samaradorligi asoslangan. Ishlab chiqilgan model talabalarning tanqidiy fikrlashini oshirishga va ularni mustaqil fikrlovchi mutaxassislar sifatida tayyorlashga xizmat qiladi.*

Kalit so'zlar: *tanqidiy fikrlash, ingliz tilini o'qitish, model, muammoli ta'lim, evristik metod, loyihaviy faoliyat, hamkorlikda ishlash.*

A MODEL FOR ENHANCING CRITICAL THINKING SKILLS IN ENGLISH LANGUAGE TEACHING

Abstract. *This article explores the theoretical foundations and an effective model for developing critical thinking skills in higher education students during the process of teaching English. The objective of the study is to foster students' abilities to analyze information, provide argumentation, evaluate evidence, and make independent decisions alongside foreign language acquisition. The paper outlines the target, content, technological, and evaluative components of the proposed model in close interconnection. Furthermore, it substantiates the practical effectiveness of utilizing research, problem-based, and heuristic methods, as well as implementing teaching forms such as discussion, project-based activities, and collaborative learning. The*

developed model enhances students' critical thinking skills and prepares them as independent-thinking professionals.

Keywords: *critical thinking, teaching English, model, problem-based learning, heuristic method, project-based activities, collaborative learning.*

МОДЕЛЬ РАЗВИТИЯ НАВЫКОВ КРИТИЧЕСКОГО МЫШЛЕНИЯ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. *В данной статье освещены теоретические основы и эффективная модель развития навыков критического мышления у студентов высших учебных заведений в процессе обучения английскому языку. Целью исследования является формирование у студентов умений анализировать информацию, аргументировать, оценивать факты и принимать самостоятельные решения наряду с освоением иностранного языка. В работе в тесной взаимосвязи раскрыты целевой, содержательный, технологический и оценочный компоненты предлагаемой модели. Кроме того, обоснована практическая эффективность использования проблемного и эвристического методов, а также применения таких форм обучения, как проектная деятельность и обучение в сотрудничестве. Разработанная модель способствует повышению критического мышления студентов и их подготовке как самостоятельно мыслящих специалистов.*

Ключевые слова: *критическое мышление, обучение английскому языку, модель, проблемное обучение, эвристический метод, проектная деятельность, обучение в сотрудничестве.*

KIRISH. Mazkur tadqiqotdagi vazifamiz tanqidiy fikrlashni rivojlantirishda nafaqat ingliz tilining mazmuni va rolini ochib berish, balki ingliz tili ta'limida uning uslub va usullarini aniqlab olishdan iborat. Taqdqiqotimizda ilmiy adabiyotlarning nazariy tahlili, texnika oliy ta'lim tashkilotlarida ingliz tilini o'qitish amaliyotini o'rganish hozirgi vaqtda ushbu muammo yetarlicha ishlab chiqilmaganligini ko'rsatadi. Nazariy taxminlar talabalarning tanqidiy fikrlashini rivojlantirish modelini ishlab chiqish va ingliz tilini o'qitish jarayonida uni amalga oshirish samaradorligini tekshirish zarur, degan xulosaga kelish imkonini beradi.

Model (lot. *modulus* – o'lchov, meyor) – biror narsaning (masalan, avtomobil, inshoot, kiyim, va shu kabilarning) xuddi o'zidek kichraytirib yoki kattalashtirib olingan,

ko'plab ishlab chiqarish uchun andoza bo'ladigan nusxasi [78]. Modellashtirmoq so'zi – biror narsaning modelini ishlamoq, yaratmoq; hodisalar jarayonining yuz berish modelini belgilamoq, shu yo'l bilan tadqiq etmoq ma'nolarini beradi [1; 606-b].

Boshqacha qilib aytganda, modellashtirish jarayoni nafaqat kognitiv, "balki shakllantiruvchi funksiyaga ham ega bo'lib, u bilan uzviy bog'liqdir, chunki model nafaqat bilish quroli, balki modellanayotgan obyekt holatining prototipi ham hisoblanadi" [6; 13-b.].

METODLAR. Ingliz tilini o'qitish jarayonida tanqidiy fikrlash talabalarning aqliy faoliyatini rag'batlantiruvchi bilish motivlarini shakllantirish; zamonaviy axborot texnologiyalarini tanqidiy fikrlash malakalarini faollashtiruvchi metodlar (*muammoli, evristik, tadqiqot*) va faol shakllar (*munozara, loyiha faoliyati, hamkorlik, aqliy hujum*) bilan integratsiya qilish va qo'llay olish orqali rivojlanadi.

1. Muammoli usul (A problematic method) – talabaga ilmiy, kasbiy va hayotiy muammolarni hal qilish yo'llarini o'zlashtirish imkonini beradi. Aqliy hujum muammoni hal qilishni o'rganishning eng samarali usullaridan biridir. Uning mohiyati iloji boricha ko'proq g'oyalarni yaratish barobarida muammoning yechimiga turlicha yo'llar bilan yondashishdan iborat.

2. Evristik usul (Heuristic method) – yangi g'oyalarni ilgari surish, nostandart yechim usullarini izlash qobiliyatini rivojlantiradi. Yangi tushunchalar va g'oyalarni o'rganish orqali talabalar tanqidiy fikrlashga, taxminlarga savol berishga va o'z fikrlariga qarshi chiqishga da'vat etiladi. Evristik usulning afzalliklari: ijodkorlikni oshiradi, muammolarni yechish ko'nikmalarini rivojlantiradi, mustaqil bilim olishga undaydi va tanqidiy fikrlash malakalarini oshirishga yordam beradi.

3. Tadqiqot usuli (Research method) – talabalar tomonidan ilmiy bilish usullarini o'zlashtirishga, ular uchun yangi muammolarni hal qilish uchun izlanish faoliyati usullarini rivojlantirishga yordam beradi.

Tanqidiy fikrlash malakalarini rivojlantirish bo'yicha ishning asosiy shakllari – *munozara, loyiha faoliyati, hamkorlik, aqliy hujum* va boshqalar.

Munozara (Debate). Guruhda ishlash jarayonida kommunikativ madaniyatni shakllantirish imkonini beruvchi tanqidiy fikrlash texnikasi – bu *munozara* usulidir. M.Yu.Sobirovaning [2], O.S.Vinogradova [7], Ye.V.Kovalevskaya [8] fikriga ko'ra, munozara usuli boshqa muammoli usullardan oldin bo'lishi kerak, chunki bahslashish,

[78] Begmatov, E. va boshqalar. O'zbek tilining izohli lug'ati. / "O'zbekiston milliy ensiklopediyasi" Davlat ilmiy nashriyoti. ISBN 9789943070516. Toshkent. – 2006. 5 jildli, 2-jild.

fikrlash, tahlil qilish malakalarini shakllantirgandan keyingina rolli o'yinlar yoki loyiha faoliyati usulidan foydalanishga o'tish tavsiya etiladi.

1. Darsdan oldin maxsus so'z va iboralardan namunalar tayyorlab, ularni talabalarga tarqatmalar ko'rinishida taqdim etiladi (1-jadvalga qarang).

1-jadval

Munozara usuli uchun faol so'z va iboralar

Words and expressions used in discussion	
The main point is….	On the one hand…
One argument for it is that…	I agree because…
One argument against it is that…	I disagree because…
It's because…	In my opinion…
As a result of this…	Evidence shows that…
…is similar because…	What do you mean by that?
…is different because…	Why do you think that?
There are a number of reasons. Firstly…	How did you come to that conclusion?
Another reason is…	In conclusion…
Also…	What evidence do you have for that?
Because …	I know because…

2. Talabalar guruhlarga ajratiladi, ular stol atrofida aylana shaklida o'tiradilar. Har bir guruhga faol iboralar varaqasi tarqatiladi. Tarqatmalar soni barcha ishtirokchilar uchun bir hil bo'lishi lozim.

3. Doskaga mavzuni yozib qo'yiladi. U o'rtacha murakkablikda bo'lishi va sohaga oid mavzu bo'lishi lozim. Masalan: *"Nega qurilish materiallarining narxi tobora oshib bormoqda".*

4. Muhokama paytida talabalar berilgan varaqalardagi iboralardan foydalanishlari shart. Bunda birinchi ishtirokchi boshlaydi va navbatni o'rtog'iga, u esa yonidagi sherigiga beradi. Shu tariqa ishtirokchilar barcha iboralarni qo'llagan holda faoliyatni yakunlaydilar.

Ushbu faoliyatga interfaol o'yin sifatida ham qarash mumkin, chunki iboralarni eng kop va to'g'ri ishlatgan guruh g'olib deb topiladi. Mazkur topshiriqning natijasida, ular bahs-munozara chog'ida berilgan iboralarni qo'llash orqali gaplarni to'g'ri qurish, tilni takomillashtirish bilan bir vaqtda tanqidiy fikrlashni o'sganligini sezadilar. Faoliyat

yakunida mavzu bo'yicha savol-javoblar o'tkazishga, xato va kamchiliklarni bartaraf etishga vaqt qolishini hisobga olish maqsadga muvofiq.

Loyiha usuli (Project based learning – PBL). Bu o'qituvchi va talabalar tomonidan mustaqil ravishda rejalashtirilgan va amalga oshiriladigan ish bo'lib, unda og'zaki muloqot boshqa faoliyatning intellektual va hissiy kontekstiga organik ravishda singdirilgan bo'ladi. Tanqidiy fikrlashni rivojlantirish texnologiyasida loyiha usulidan foydalanish uchun asosiy talablarga: muhim yoki bahsli tadqiqot muammosining mavjudligi; kutilayotgan natijalarning nazariy va amaliy ahamiyati; talabalarning darsda va darsdan tashqarida mustaqil faoliyati; loyiha mazmunini strukturalashtirish; tadqiqot usullaridan foydalanish kiradi.

Loyihaning mavzusini tanlashdan avval o'qituvchi:

- talabalarning mutaxassisligini, chet tilni bilish darajasini hamda ularning bilim va tajribasini aniqlab olishi;

- loyihaning natijalarini ta'minlash uchun talabalarning ixtisosligi bilan chambarchas bog'liq bo'lgan va ijtimoiy ahamiyatga ega bo'lgan mavzuni topishi;

- loyihaning murakkablik darajasi haqida aniq tasavvurga ega bo'lishi, talabalarning mavzudan chetga chiqib ketmasligi uchun mavzuning hajmi yoki uning shartlarini konkretlashtirib berishi;

- talabalarga ijodkorlik qobiliyatlarini namoyish etish muhitini yaratishga imkon berishi lozim.

Loyiha talaba va o'qituvchining funksional majburiyatlarini tubdan o'zgartiradi. Birinchidan, chet tilni o'qitish mazmunini va aniq darsni tanlashda, uni tashkil etishda va loyihalashda faol ishtirok etadi; ikkinchidan, maslahatchi, yordamchi, darslarda qatnashuvchi vazifasini bajaradi.

Arxitektura va qurilish yo'nalishida texnik loyiha ishining aqliy faoliyatdagi eng tipik vaziyatlarni yoritish vositasi – taqdimot (*Presentation*) sanaladi. Taqdimot 3 ta komponentdan iborat: kirish (introduction), asosiy qism (main body), jamlash va xulosa (sum up and conclusion). Arxitekturaviy loyiha bo'yicha taqdimotning strukturasi quyidagi jadvalda keltiriladi.

2-jadval

Arxitekturaviy loyiha taqdimoti uchun mos strukturalar

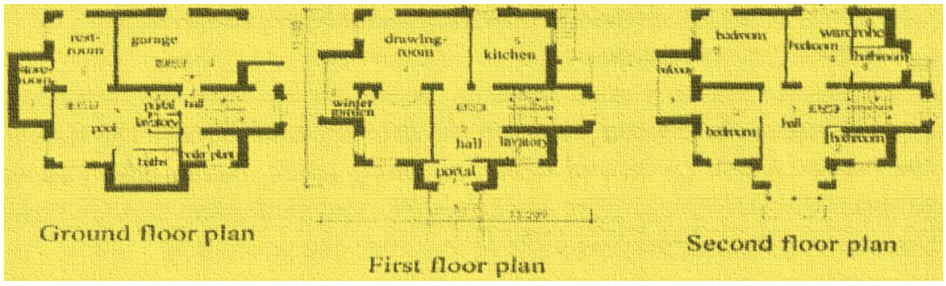
Asosiy frazalar	Strategiyalar
1. Introduction Good morning/afternoon everyone and thank you for coming. Today we're going to present the project.... My name's…. /Let me introduce everyone in our group. We're each going to talk about different parts of the project. *The structure of the presentation* First, we'll talk about… Then, we're going to present… And finally, …	- taqdimot maqsadini belgilash - loyiha mavzusini e'lon qilish - taqdimot vaqti va tartibini belgilash.
2. Main body. Point one is about… So, let's start by looking at… That brings us to the end of this first point. Now I'm going to hand over to my friend who will talk about the second point. Moving on to the next point… Have a look at this graph ..., These drawings illustrate ... That's everything I want to say about…	- loyihaning grafik qismi tavsifi - texnik koʻrsatkichlarning toʻgʻriligini asoslash - iqtisodiy hisob-kitoblar tavsifi - loyiha pozitsiyalarini aniqlashtirish - qabul qilingan qarorlarni dalillash-tirish - koʻrgazmali qurollarga tayanish.
3. Summing up and concluding To sum up, we've looked at three main points. In conclusion… / On balance, we think… *Ending the presentation and inviting questions* That's the end of our presentation. Thank you for listening. / Are there any questions? We'd be happy to take your questions. Thank you for being so attentive....	- umumlashtirish - savollarga javob berish - hamkorlikka taklif - minnatdorchilik bildirish.

Mazkur ta'lim yo'nalishi talabalarida xorijiy tilda tanqidiy fikrlash orqali loyihaviy-texnikaviy ko'nikmalarni rivojlantirish 4 bosqichda amalga oshiriladi [79]. **Birinchi bosqich**da mutaxassislik tezaurusi bilan tanishish va o'zlashtirishga qaratilgan mashqlar tizimi quyidagi vazifalarni o'z ichiga olishi mumkin:

- Study the words and word combinations and say what we can we call: a) element of a building; b) compound unit; c) unit; d) material.

Roof, roof structure, joist, mechanical system, timber, wall, cladding, corrugated sheet, room, ceiling, steel, floor, wearing surface, tile, vinyl, door, floor, foundation, column bases, framework, parapet, basement, concrete, waterproof covering, floor framing, trimmer, wood-wool asphalt, cellar, wall structure.

- Look at the drawings illustrating the plans and the elevations of House 1 and answer the questions given below.



1-rasm. Uyning ichki rejasi chizilgan sxema

a. What is under the winter garden?
b. What extends beyond the top of the roof?
c. Which rooms are in front of the bathrooms?

- Answer the questions using the drawing.



[79] Корниенко, О.П. Формирование иноязычной проектно-технической компетенции у специалистов (английский язык, архитектурно-строительный вуз): автореф. дис. ... канд. пед. наук: 13.00.02 / О.П.Корниенко. – Пятигорск, 2009. – 22 с.

2-rasm. Uyning fasad qismi chizilgan sxema

a. Which elevation has more windows?

b. Which wall is parallel to the front?

c. Which walls are at right angles to the front wall?

d. Which room is adjacent to the drawing-room?

e. What is under the drawing-room?

- Say where the rooms of House 1 are located in relation to each other.

a. *kitchen — garage*

b. *rest-room – drawing-room*

c. boiler-room – toilet

d. *kitchen – drawing-room*

- Fill in the gaps in the text using the information below.

When the architect designs the house, he places the bedrooms away from the drawing-room because... He also places the rest-room next to the pool and baths because... and the bathrooms near the bedrooms because... On the outside of the house, he places a covered porch over the entrance because...

a. people need to wash before going to bed

b. people need protecting from the weather

c. the noise from the drawing-room may disturb people sleeping

d. it is good for relaxation

- Look at the braced frame on the drawing and identify the elements of the braced frame with the letters they are marked by.

Principal rafter, straining piece, queen post, summer, knee brace, plate, post, girt, raised girt, dropped girt, binder, trave, breastsummer, knee brace.

Ikkinchi bosqichning mashqlari aniq ko'nikmalarni rivojlantirishga qaratilgan bo'lib, ularsiz loyihaning hisoblash, dizayn va grafik qismlarini ko'rsatish mumkin emas. Quyidagi mashqlar tegishli vazifalarni o'z ichiga oladi:

- Describe the shapes of the buildings and their parts in your local area. Use the suggested words: square, circular, semi-circular, rectangular, triangular, cubic, hemispherical, prismatic, pyramidal, conical, cylindrical.

- Using the drawing, determine what letters the lines (grid, object line, extension, dimension, center, dotted, leader, crowfoot, dashed) are marked by.

- Study the plans and the elevations of House 1 and House 2. Give the English equivalents of the elements of the drawings. Mind the elements which must not be changed. Fill in the table:

Changeable elements	*Unchangeable elements*

The scale of the drawing is 1:100. Use the ruler to measure the drawing and say what dimensions the actual building has.

- Study the table illustrating the common and decimal fractions to present a scale and dimensions of an object.

- Estimate the internal measurements of classroom and make a table like this:

Name	*Dimension*	*Quantity*	*Unit*
window	*area*	*2*	*square metres*

- Make the statements as shown.

The wall has an internal area of 12 square metres.

Uchinchi bosqich taqdimot ko'nikmalarini rivojlantirishga qaratiladi. Loyiha taqdimotining nutq formulalarini ular istagan niyatlar bilan bog'lash va mustahkamlash hamda nutq bosqichlarining tuzilishini faollashtirish uchun mashqlar bajariladi [9; 124-127-b]. Bunday mashqlarga quyidagi vazifalar misol bo'lishi mumkin:

- Suggest the signals of a presentation under the correct headings.

Introducing a subject	*Sequencing*	*Referring to visuals*	*Changing the topic*	*Concluding*	*Inviting questions*

- Study the presentation of the entertaining center. Pick out the structure of the presentation and suggest the signals to each stage.

*- Match the sentence halves in **A** and **B.***

3-jadval

A	*B*
1. We haven't all met before so …	*a) with the explanation of necessity of construction of the object we are presenting.*
2. I'm going to be talking about …	*b) determine the expenditures for the construction of the building.*
3. I'll start …	*c) I'd like to introduce myself.*
4. Then I'll move on …	*d) pay attention to its shape.*
5. Finally, I'm going to …	*e) a new building which we are planning to present.*
6. If you don't mind …	*f) for a discussion and any questions.*
7. I'll be developing the elevations …	*g) to a presentation itself*
8. After my talk there'll be time	*h) Namely...*

To'rtinchi bosqich mashqlari mustahkamlangan tanqidiy fikrlash malakalarini rivojlantiradi va quyidagilarni o'z ichiga oladi:

1) mutaxassislikka oid terminologik tizimni faollashtirish mashqlari:

- Look at the drawings and express the main idea of the project. Answer the questions.

a. What type of construction are you going to present?

b. Is it a detached house or a high-rise block of flats?

c. Who has designed this structure?

d. What location for this building can you suggest?

e. What is the best location for this building: in the suburbs of the city or in the center?

- Give the descriptions of House 1 and 2.

2) arxitekturaviy loyihaning chet tildagi taqdimotini tayyorlash uchun mashqlar:

- Give the presentations of House 1 and 2.

- Make a list of possible questions to the presentations of House 1 and 2 and think up what you would say in reply.

- Give the presentation of a diploma project.

3) talabalarga hissiy ta'sir qilish vositalaridan foydalanish bo'yicha mashqlar:

• *Write down the summary of the explanatory note to the project.*

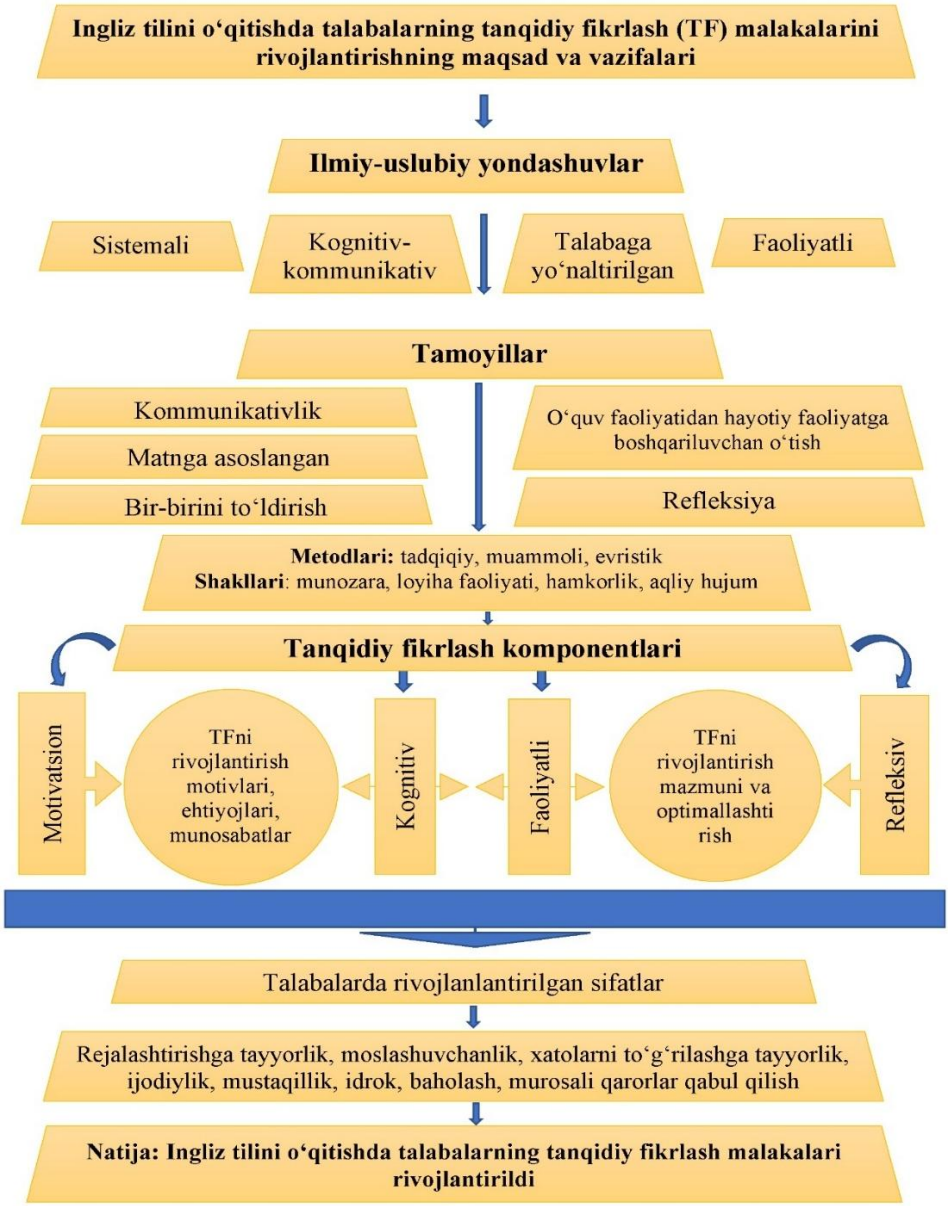
• *Study the sentences which can help to make an impression on the client.*

Yuqorida sanab o'tilgan ingliz tili o'qitishda topshiriqlarning interfaolligini ta'minlovchi usullar: munozara, hamkorlik, loyihalash usullari tanqidiy fikrlashni rivojlantirish maqsadiga to'liq mos keladi, deb taxmin qilishga asos bo'ladi.

NATIJALAR VA MUHOKAMA. Demak, taqdim qilingan modelning tanqidiy fikrlashni rivojlantirishning usul va uslublari hamda strategiyalaridan foydalangan holda uni amalga oshirish natijasi – talabalarning tafakkurini rivojlantirishga tayyorligi bo'ldi, bu shaxsning shaxsga yo'naltirilgan va faoliyatga asoslangan neoplazma (yangicha) shakllanishini anglatadi. Bu esa uslubiy, nazariy va amaliy ko'nikmalarning mavjudligi va ularning shakllanish darajasi bilan tavsiflanadi. Ushbu yangicha shakllanish darajasini belgilovchi asosiy mezon – talabalarning nazariy ta'lim olish darajasidan kasbiy-nazariy va kasbiy faoliyatli shakllanishi orqali chet tilni bilishning reflektiv-diagnostik darajasiga ko'tarilishini belgilaydi. Modelning maqsadi – ingliz tilini o'qitish jarayonida talabalarning tanqidiy fikrlash malakalarini rivojlantirishdan iborat (4-jadval qarang).

4-jadval

Ingliz tilini o'qitishda talabalarning tanqidiy fikrlash malakalarini rivojlantirish modeli



Ingliz tili darslarida talabalarda tanqidiy fikrlash malakalarini rivojlantirish ularning ta'lim yo'nalishlariga mos ravishda ta'lim texnologiyalarini aniqlashdan iborat. Shuning uchun yaratilgan modelga mos ravishda metodlar (tadqiqiy, muammoli, evristik) hamda shakllar (munozara, loyihaviy faoliyat, hamkorlikda ishlash, aqliy hujum) texnologiyalar sifatida kiritildi. Tanlangan texnologiyalarni amalda qo'llash uchun interaktiv usullar, muammoni yechish, analiz, sintez, taqqoslash, umumlashtirish, xulosa chiqarish usullaridan foydalanildi.

Mazkur modelda talabalarning tanqidiy fikrlash malakalarini rivojlantirish quyidagi uslubiy yondashuvlar asosida tashkil etildi: tizimli, kognitiv-kommunikativ, shaxsga yo‘naltirilgan va faoliyatga asoslangan. Ular o‘ziga xos tuzilishga ega bo‘lgan (motivatsion, kognitiv, faoliyatli, refleksiv) tizim sifatida tanqidiy fikrlashning komponentlari bilan chambarchas bog‘liqligi ko‘rsatildi. Zero, talabalarning tanqidiy fikrlashini rivojlantirish vazifalari yuqoridagi yondashuvlar va talabaning tanqidiy tafakkurini faollashtiruvchi komponentlar asosida hal etiladi.

XULOSA. Ushbu modelimizda biz talabalarning tanqidiy fikrlash malakalarini rivojlantirishda tayanadigan asosiy qoidalarni ko‘rsatib o‘tdik:

1. Tanqidiy fikrlash nafaqat tarbiyaviy, balki shaxsiy ahamiyatga ega bo‘lgan, o‘ziga xos tuzilishga ega bo‘lgan ko‘p qirrali hodisa sifatida qaraladi.

2. Talabalarning tanqidiy fikrlashini rivojlantirish motivatsiyani o‘rganish, mashqlar tizimini ishlab chiqish, matn bilan ishlash texnologiyasi va loyiha faoliyati bilan bog‘liq.

3. Mashqlar tizimi, matn bilan ishlash texnologiyasi va loyiha faoliyatidan foydalanish ingliz tilini o‘rganish jarayonida talabalarning tanqidiy fikrlashini sifat jihatidan yuqori darajaga olib chiqadi.

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