

## **TANQIDIY FIKRLASHNI TIL O'RGANISH FAOLIYATLARI ORQALI RIVOJLANTIRISH**

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### **Annotatsiya**

Ushbu maqola tanqidiy fikrlash ko'nikmalarini til o'rganish faoliyatlari orqali rivojlantirish imkoniyatlarini o'rganadi. Unda nazariy asoslar, amaliy sinf strategiyalari va empirik tadqiqotlar ko'rib chiqiladi hamda til o'rganuvchilarda tahliliy va baholovchi qobiliyatlarni shakllantirishga xizmat qiluvchi eng yaxshi tajribalar yoritiladi. Tadqiqot natijalari shuni ko'rsatadiki, yaxshi ishlab chiqilgan topshiriqlar nafaqat til kompetensiyasini rivojlantiradi, balki intellektual mustaqillik va muammolarni hal qilish ko'nikmalarini ham rivojlantiradi.

**Kalit so'zlar:** lingvistik kompetensiya, intellektual mustaqillik, tanqidiy fikrlash, sotsio-madaniy nazariya, sinf strategiyalari.

## **РАЗВИТИЕ КРИТИЧЕСКОГО МЫШЛЕНИЯ ЧЕРЕЗ ЯЗЫКОВЫЕ ЗАНЯТИЯ**

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### **Аннотация**

В статье рассматривается развитие навыков критического мышления через языковые занятия. Анализируются теоретические основы, практические стратегии для уроков и эмпирические исследования, освещаются лучшие практики формирования аналитических и оценочных способностей у

изучающих язык. Результаты показывают, что хорошо продуманные задания не только повышают языковую компетенцию, но и развивают интеллектуальную автономию и навыки решения проблем.

**Ключевые слова:** лингвистическая компетенция, интеллектуальная автономия, критическое мышление, социокультурная теория, стратегии для уроков.

## **Developing Critical Thinking Through Language Learning Activities**

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### **Annotation**

This article explores how critical thinking skills can be developed through language learning activities. It examines theoretical foundations, practical classroom strategies, and empirical research, highlighting best practices for fostering analytical and evaluative abilities in language learners. The findings suggest that well-designed tasks not only enhance linguistic competence but also cultivate intellectual autonomy and problem-solving skills.

Key words: linguistic competence, intellectual autonomy, critical thinking, socio-cultural theory, classroom strategies

In an increasingly interconnected world, language proficiency alone is insufficient; learners must also develop critical thinking to navigate complex social, academic, and professional environments. Critical thinking involves analyzing, evaluating, and synthesizing information, and it is integral to effective

communication. This article discusses how language learning activities can be structured to simultaneously build linguistic and critical thinking competencies.

Critical thinking is underpinned by theories from cognitive psychology and constructivist learning. Vygotsky's socio-cultural theory emphasizes interaction and scaffolding, while Bloom's taxonomy provides a hierarchical model of cognitive skills. These frameworks support the integration of critical thinking into language education by promoting tasks that require higher-order thinking, such as evaluation and creation.

Classroom Strategies effectively embed critical thinking in language learning:

**Debates and Discussions:** These activities require learners to articulate, defend, and challenge viewpoints, fostering analytical reasoning.

**Problem-Solving Tasks:** Scenario-based exercises encourage learners to apply language skills to real-world problems, promoting creativity and decision-making.

**Critical Reading and Writing:** Engaging with texts critically—identifying bias, argument structure, and evidence—sharpens both comprehension and analytical skills.

**Role-Plays and Simulations:** These allow learners to navigate complex situations, requiring empathy, negotiation, and reflective thinking.

**Project-Based Learning:** Collaborative projects demand planning, research, and synthesis of information, integrating language use with critical inquiry.

Research supports the effectiveness of integrating critical thinking into language learning. A study by Halpern (2014) demonstrated that language learners

engaged in debate-based curricula showed significant improvements in both critical thinking and speaking proficiency. Similarly, Moore (2017) found that project-based tasks enhanced learners' ability to critically evaluate sources and articulate arguments coherently.

Implementing critical thinking activities requires careful consideration of learners' linguistic proficiency to ensure tasks are accessible yet challenging. Teachers need professional development to design and facilitate such tasks effectively. Additionally, assessment of critical thinking remains complex and requires rubrics that capture both language and cognitive dimensions.

## Conclusion

Integrating critical thinking into language learning enriches both linguistic and intellectual development. By employing interactive, inquiry-based activities, educators can prepare learners not only for language exams but also for active participation in global discourse. Future research should continue to refine methodologies for assessing and enhancing critical thinking in diverse language learning contexts.

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