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Title: **USE OF INNOVATIVE TECHNOLOGY OF DEVELOPMENT OF CRITICAL THINKING IN THE PROCESS OF TEACHING LITERATURE.**

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Paper Authors:

Eshmuradov Shukhrat Khuzhanovich¹, Saidova Nilufar Zarifovna²



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USE OF INNOVATIVE TECHNOLOGY OF DEVELOPMENT OF CRITICAL THINKING IN THE PROCESS OF TEACHING LITERATURE.

Eshmuradov Shukhrat Khuzhanovich¹, Saidova Nilufar Zarifovna²

Senior Lecturer of the Department teaching languages and literature

Kashkadarya regional center for retraining and advanced training of public education workers¹.

Karshi State University Lecturer at the Department of Russian Language and Literature²

E-mail: eshmurodovshuxrat038@gmail.com E-mail: saidovalili0406@gmail.com

Abstract: The Article is devoted to the application of critical thinking technology in the process of teaching language and literature.

Keywords: educational technologies, innovative technologies, critical thinking development technology, thinking skills, reflection, competence approach.

Introduction

Currently, there is a need to use new techniques and modern educational technologies in pedagogical activities. One of such advanced technologies, which has a very high efficiency, is the technology for the development of critical thinking.

Critical thinking is a leading modern pedagogical concept, relevant to the development of teaching and learning. This is a very important and necessary form of thinking. Vital. Critical thinking is a kind of intellectual "filter" that allows us to escape not only from inevitable information errors, but also from possible intellectual troubles. Critical thinking is self-directed, self-disciplined, self-evaluating, and self-correcting thinking. Critical thinking is a disciplinary approach to comprehending, evaluating, analyzing and synthesizing information obtained as a result of observation, experience, reflection.

At a basic level, the critical thinking process includes:

- Selection of information
- Evaluation and critical analysis of evidence;
- Guaranteed conclusions and generalizations;
- Revision of assumptions and hypotheses based on experience.

The technology for the development of critical thinking is focused not only on the cooperation of the teacher and students, the activity participation of the student himself, but

also on the creation of comfortable conditions that relieve psychological stress.

I believe that the purpose of using the technology for the development of critical thinking is that students realize their needs and opportunities to learn to solve their problems on their own, as well as learn ways to assess their own performance, develop thinking skills that are necessary not only in study, but also in everyday life. ... They learn to make informed decisions, work with information, analyze various aspects of phenomena, and so on. This strategy is aimed at the development of the student, the main indicators of which are openness to new ideas, their own opinion and reflection of their own judgments.

How to use this technology in practice? The use of critical thinking in literature lessons is manifested most clearly, because each student must critically relate to the definitions and rules, understand them, and give an assessment.

Earlier in our practice, we used the methods of this strategy, but did not think about the result. We just loved it. The strategy was applied at the "like it or not like it" level, and now we clearly see and understand that it is necessary, it is interesting for students, it develops their thinking.

Our students perceived the methodological techniques of the technology for the development of critical thinking, which we used in the lessons, positively. In our opinion, their interest in studying the subject

has grown significantly, and most importantly, they have become freer in their thoughts, they learn to give assessments, express and argue their point of view. In almost every lesson, they tried to set educational tasks on their own, and this is already the formation of the ability to plan, organize their work. Some succeeded, while others were just listening attentively. But after listening to their classmates, they still had something in their heads.

Let us give examples of the use of techniques for the development of critical thinking in the lessons of literary reading when studying the novel by F. Dostoevsky "Crime and Punishment".

Students were asked to define the topic and objectives of the lesson. This technique allows the teacher to immediately awaken interest in the new topic from the first minutes of the lesson, update and analyze the existing knowledge on the topic under study; gives them the opportunity to purposefully think, expressing their thoughts in their own words.

At the stage of the call, we use the "Basket of ideas", "True and false statements", these technologies make it possible to actualize their knowledge and skills for the development of oral and written speech of students. "Basket of ideas" is a technique of developing critical thinking, which is carried out at the initial stage of the lesson, students write down what they know about the topic, as a result, the teacher will know what information students have before the presentation of the topic.

"True and False" Statements. This technique can be the beginning of a lesson. The instructor offers a series of statements on a specific topic. Students select "correct" statements based on their own experience or intuition. In any case, they tune in to the study of the topic, highlight the key points, and the element of competition allows them to keep their attention until the end of the lesson. At the stage of reflection, we return to this technique in order to find out which of the statements were true.

Here are some examples:

1. The most interesting subject is literature. Right

2. The protagonist of the novel "Crime and Punishment" Razumikhin ...

3. The philosophical work of F. Dostoevsky is a novel "Crime and Punishment"that's right four. . The only path to justice is not violence, but love. Right

5. Problems of the novel "Crime and Punishment" cruelty and murder ... Wrong

Reception "I know - I want to know - I found out"

The "I know - I want to know - I found out" technique is working with a table.

When studying a topic at the challenge stage, students can be asked to break up into pairs, confer and fill in 1 column of the table (these can be some associations, specific historical information, assumptions). After discussing the results in class, the students themselves formulate the objectives of the lesson: what do I want to learn? To eliminate gaps in their own knowledge and fill in the 2nd column. After studying the topic, correlate the information received with the one that they had at the beginning of the lesson

Expand table

I know (call)	I want to know (call)	Learned (realization of meaning or reflection)
Working in pairs: what do I know about the topic of the lesson?	Formulation of goals	Correlation of old and new information
What is a novel?	What is the main idea of the novel?	I learned that the inner state of a rejected person is his reckoning for sins. Every crime is followed by punishment, and in this is hidden divine justice, invisible to man.
I know that the novel is a great work, there are many heroes, positive and negative. The story is the author describes an event.	What is conscience?	Conscience is a feeling of guilt towards society and people.

Thus, the technology for the development of critical thinking meets the basic principles of a competent approach to teaching. This approach allows you to actively form such educational and cognitive competencies as the ability to organize planning and reflection, self-assessment of one's educational and cognitive activity, ask questions and find the causes of phenomena, formulate conclusions, speak

orally and in writing about the results of one's work using computer tools and technologies (presentations), etc.

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Internet resources

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