Improving Critical Thinking Skills of Primary Level of Students in English Classes

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ANNOTATION

This article discusses the research findings focused on forming and improving critical thinking skills of primary level of students in English classes. The subject of the research is the content, form, methods and tools for forming critical thinking skills of primary level of students in English classes. In order to ensure the effectiveness of the process of developing critical thinking skills in primary school students in English lessons, it is necessary to prepare teachers of basic and English language subjects in these classes to implement this process. While having experimental processes, there were becoming some challenges and difficulties to educate students to be problem solvers and critical thinkers in any stages of life, especially in studying English.

KEYWORDS: critical thinking skills, primary students, English classes, challenges, experiment.

Introduction

The process of teaching a foreign language in the world, the training of competitive, critically, analytical and thoughtful person through thinking has become an urgent task of the time. In the educational places even in primary classes, it is important not only to teach students to think, to find solutions to problems in a particular field, but also to create new ideas. Therefore, international practice shows that in the process of teaching a foreign language, it is effective to focus on critical thinking, starting from young learners. The importance of teaching critical thinking skills can be seen in the California Center for Critical Thinking, the American Philosophical Association, the US National Council, and the Russian Center for the Development of Critical Thinking through Reading and Writing. Therefore, in order to ensure the full participation of primary level of students in the socio-economic, literary and cultural development of the world in the process of teaching English in our country, the task is to cultivate an independent, creative thinker and problem-solver person.

The aim of my research is the process of forming and improving critical thinking skills of primary level of students in English classes. The subject of the research is the content, form, methods and tools for forming critical thinking skills of primary level of students in English classes. In order to ensure the effectiveness of the process of developing critical thinking skills in primary school students in English lessons, it is necessary to prepare teachers of basic and English language subjects in these classes to implement this process. While

having experimental processes, there were becoming some challenges and difficulties to educate students to be problem solvers and critical thinkers in any stages of life, especially in studying English. By finding some fruitful and friendly ways to these challenges, I made some following decisions and conclusions to overcome.

Firstly, a system of pedagogical conditions and didactic materials should be created to provide motivation and opportunity for students to think critically, independently and creatively, especially in the process of English education. Secondly, it should be ensured active participation of students in the process of improving problem thinking skills in English lessons, instilling in each student a sense of confidence in critical thinking, gaining self-confidence and understanding of their own thoughts and ideas, listening carefully to others' opinions, forming and reconsidering their decisions. activities aimed at improving the skills of readiness to speak, communication with peers and the teacher, the ability to fully and clearly express their thoughts and ideas.

Thirdly, the use of problem solving technology allows students to be ready for planning, having adaptive skills to others, patience, being patient, ready to correct mistakes or faults, comprehension. As well as, inquiry based method; I assume that critical thinking should be focused on the development of qualities such as agreement, compromise, looking for solutions and agreements. The level of formation of critical thinking skills in primary school students of general secondary schools depends on the teacher's organization of activities in this area. In this regard, in the first stage of the pilot work, general secondary schools in Namangan regions were selected and research was carried out. As an addition to above the points of views, I am going to discuss about improving critical thinking skills of primary level of students in English classes.

Materials and Methods

A number of researches were conducted in foreign countries in the field of improving critical thinking skills in teaching in the educational process, especially in the field of English language teaching for primary level of students. Herbert Puchta (2017) indicates that the pedagogical and psychological conditions for the development of critical thinking skills are studied in the research and scientific-methodological manuals of students. However, an analysis of the literature on the formation of students' critical thinking skill shows that research has not yet identified a single approach to organizing the concrete content of the formation of critical thinking skills in primary level of students in English classes. Also, the lack of research on the psychological features of the formation of critical thinking skills in primary level of students in English classes, the criteria for determining the level of formation of critical thinking skills in primary level of students in English classes and assessment indicators, and the lack of didactic support for this process require research in this area. In Michigan Technological University Carol Berkenkotter (1982) discussed that problem solving is simple way for all the disciplines and fundamental to all human activities. A writer is a problem solver of a particular kind. Writers "solutions" will be determined by how they frame their problems, the goals they set for themselves, and the means or plans they adopt for achieving those goals. Besides them Flower, Linda S., and John R. Hayes (1977) evaluated that a number of strategies have been adapted for both beginning and advanced writers based on the following assumptions: effective writing is a goal-directed, hierarchically organized, recursive process which requires an awareness of the relationship between subject, purpose, and audience; a writer has literally dozens of constraints to juggle simultaneously, among them lexical and syntactic decisions, tone, diction, organization, not to mention the larger rhetorical problems; trying to write under the pressure of too many constraints frequently creates "writer's block". It is necessary to break the composing process down into a number of sub processes which include setting goals, making plans, generating ideas, and organizing the ideas into some kind of structure easily accessible to a particular audience; there are strategies that will help guide the writer through each of these sub processes. One of them

is *Goal Setting* and the other one is *Planning*. Goal setting is one useful strategy for getting students started with what they often view as a dreaded task. The general goal has already been set by the teacher: "Write about x (subject) for y (audience)". A number of questions will help a student determine further goals: What do you hope to accomplish with what you write? Satisfy the teacher? Convince y that x is true? Impress y by showing how much you know about x? Something else? Setting goals will encourage students to develop plans to think about the method or means by which they will reach their goal. Typically, as students begin to write, their goals change and break down into smaller units or sub goals. As their goal base changes, they will restructure and adapt plans to fit their deepening understanding of the task at hand. Setting goals and refining plans to meet them should not be confused with outlining, which impedes these processes. Outlines are inflexible; goal setting and planning should be fluid and flexible, suited to the students' changing awareness of what they want to say and why.

However, critical thinking method was then selected. Critical thinking method is a learning design based on school. This method is in the form of explanation towards problems, and certain events of situations. It can also be used to develop critical thinking and find new solution of a solved topic. They were as follows:

1) Lesson plans should be revised to focus on the case study method.

2) Time management applied by model teachers should be improved that all planned activities could be carried out well.

3) The teacher could not gain the learning objectives. In the first meeting, they did not make any conclusion of the learning activities.

4) Class conditioning should be paid attention as classroom grouping was still problematic.

5) The teacher should organize the students' discussion.

6) Teamwork could not be performed optimally during the classroom discussion. Only few students performed well during the discussion.

7) In selecting students to present the discussion result, the teacher should choose randomly.

In order to supply the students with these skills needs the tutoring be educational and interesting for the students. The pick of teaching methodology is crucial for what the students' will learn. The Centre for Teaching and Learning (1994) says that use of cases in educational purposes can be beneficial for the students. The cases are not often presented problems. Critical thinking does often require a high level of prior knowledge and understanding in the subject to be able to find and solve the problems at hand. The students must there for be able to sort out relevant and irrelevant information. Faust & Paulson (1998) argues that the critical thinking method is one way to accomplish this. Easton (1992) reached the conclusions that critical thinking method can stimulate creativity, decision-making and train the analytic, implemental, communicational, social and self-analytic skills. The teaching has now days began to be internet-based. This have created a problem on an educational level, the lecture-based teaching is not efficient in this situations. Alon (2003) has concluded that critical thinking skill is a very good picked here.

The technology for developing problem solving and implementing case study in teaching writing was developed by the International Reading Association of the University of Northern Iowa and program authors at Hobard and William Smith Colleges: Charles Temple, Jimy Steele, Kurt Meredith. This technology is a system of strategies and teaching methods designed to be used in a variety of disciplines, types and forms of

activities. This technology allows learning outcomes to be achieved through the ability to work with a growing and constantly updated flow of information; develops in students the ability to express their opinions (orally and in writing) clearly, convincingly and correctly in relation to others; the ability to develop their own ideas based on an understanding of different experiences and ideas is improved; engages in independent reading (mental mobility), collaboration and teamwork, and the ability to build constructive relationships with other people to solve existing problems. The activity of primary school students in the cognitive process is focused on their curiosity about the events in the environment, their perception of the world around them and its landscape. It is well known that thinking is related to speech. The more mentally active the reader is, the more interesting questions he will ask. The questions of the primary school students are related to a comprehensive typology of "what is this? (What is this?), Who? (who is that?), why? (Why?), Why? (What for?), When? (When?), Where? (Where?) " is expressed using interrogative words such as . Even in the simplest case in the process of forming and developing critical thinking skills, "Why did this happen? (Why did it happen so ?) "," What can be done? (What should we do?) "Should be encouraged to provide appropriate feedback and feedback on the formation of students' critical thinking skills in English classes. First, teaching English in primary class teachers should pay attention to these Blooms taxonomy technology. Then while having classes teachers follow to these steps (See, figure 1).
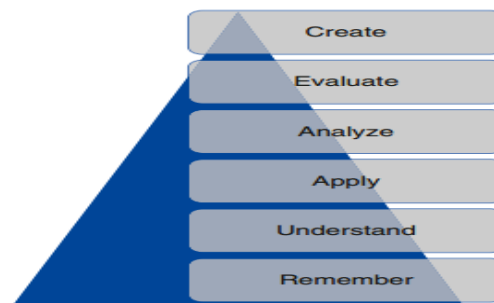

Figure 1. Blooms taxonomy

Results and Discussions

When English lessons were observed in the experimental and control classes, it was found that memorizing English words and phrases was the main part of the lesson. However, the students memorized the words dry, and this memory remained in the memory for only a few days. In an interview with teachers, the majority of teachers responded, "Students can't think critically, we spend a lot of time teaching them to memorize words, how to think". Lessons were observed in English classes to determine the state of motivation of students to think critically. In particular, during the English lesson in the third grade, Unit 6 (Chapter) 2a "Look, listen and repeat" students had a number of shortcomings in expressing their opinions. Although taken, the students only heard the name of the birds and repeated it. No thought-provoking question was asked, no comment was asked. In fact, there was a huge opportunity. No support was given to the students by the teacher and the textbook to make the consistent statement of their ideas by determining the type of these birds, their shape, difference, feature, as well as linking the words together very effectively. Deficiencies in the control group were controlled in the experimental group students.

In order to teach students to solve problems during the teaching process in accordance with the tasks of the stages indicated in the lessons of English, we consider it expedient for teachers to follow the following rules:

Provide opportunities for playing. Students analyze cause and effect during play. Practical experiences serve as an integral foundation for problem solving. Therefore, any information should be assimilated on the basis of game technology;

stop and wait them. It is important to give students time to complete the task, think, respond, and present the ideas they have decided. Therefore, students should try to stay out of the process of problem solving. In this case, the student is given the opportunity to reflect on the answer and conduct research. It is also important not to immediately interfere with the student's response, thinking. It is therefore advisable to observe what students are doing before taking a step. Avoid helping students who are solving problems independently or completing an assignment instead. Asking children questions that encourage problem solving and giving them enough information so they donot get nervous shouldnot try to solve the problem for them;

Ask them questions about the information that they obtained. Asking questions encourages them to think critically: "What thoughts do you have? (What kinds of opinions do you have?), What do you think is happening here ?, (Do you think, what is happening here?) ". The teacher may ask if the answers are correct or incorrect. Teacher: "It's interesting. Can you tell me why this is so? (It is interesting. Can you tell me why it is like this?) "," I would like to hear your opinion about it (I would like to have your ideas about it?) "," How would you solve this problem? (How would you solve this problem?) "," Where do you think we find the information to solve this problem ? (Do you think, where will we find to solve this problem?) "Gives effective results. Students should be helped to form assumptions. Taking the time to form assumptions in the classroom is an initial step in helping to develop problem solving. Students should be asked, "What will happen if we do this?", "Let's guess what will happen next";

Motivate for their critical thinking skills. By allowing students to think critically, they are helped to acquire creative problem-solving skills. "What other ideas can we try? (What kinds of ideas may we try on?) "," Think about all possible solutions that are possible to solve "allow students to create new ideas.

Problem solving is a process that is directly related to student activity. In the elementary grades, some students become passive during the lessons. One of the main reasons why a student is passive is that they believe the teacher is knowledgeable or that the teacher is responsible for translating all the words given in the text. As a result, it becomes accustomed to receiving ready-made information. The readiness and active participation of students in the learning process as they are responsible for the learning activities provides the intended outcomes in problem solving. Educational and pedagogical approaches such as teaching students to share their ideas and opinions in the classroom, to solve problems on a particular topic, improve student engagement.

Conclusion

To conclude, teaching to think critically is an integral part of primary level of students'development, helping them understand the world around them. It is therefore important that improving critical thinking skills of primary level of students in English classes. In order to ensure the effectiveness of the process of developing critical thinking skills in primary school students in English lessons, it is necessary to prepare teachers of basic and English language subjects in these classes to implement this process. A system of pedagogical conditions and didactic materials should be created to provide motivation and opportunity for students to think independently and creatively, especially in the process of primary English education. Ensuring active participation of students in the process of improving critical thinking skills in primary school English lessons, instilling in each student a sense of confidence in critical thinking, gaining self-confidence and understanding of their own thoughts and ideas, listening carefully to others' opinions, forming and reconsidering their

decisions. activities aimed at improving the skills of readiness to speak, communication with peers and the teacher, the ability to fully and clearly express their thoughts and ideas.

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