



Critical Thinking Technology as a Tool for Personal Development in German Lessons

Mansurova Gulbakhor Makhdievna

Senior teacher of the Department of Foreign Languages, Karshi Institute of Engineering and Economics

Abstract: The article discusses some aspects of the use of critical thinking technology in teaching the German language in technical universities, and also reveals the main issues of using critical thinking technology for the development of the personality of German language learners.

Key words: professional training, personal development, technology, developing critical thinking.

Introduction:

In the innovative model of education, attention is focused on the formation of the personal-semantic sphere of students, a characteristic feature of which is their attitude to the perceived reality, awareness of its value, search for the causes and meaning of what is happening around, in other words, we are talking about the ability to think critically. Critical thinking can be called thinking that performs special work on a kind of "strength test" of already existing products of thinking, procedures, and finally mental activity in general. Critical thinking is used in the situation: decision making; selection, formulation and evaluation of alternatives, forecasts; interpreting and evaluating opinions and points of view; introduction of negotiations and conflict resolution. Existing attempts to reduce critical thinking to a set of logical procedures by which reasoning should be built are unfair [17,17].

An important factor in ensuring the high quality of professional training of technical university students is not only the active learning and cognitive activity of students, but also the active position of the university teacher because of the use of modern educational technologies and its revision. The position of the teacher, who is not a direct source of knowledge and information, but more of a "helper" or "teacher" . In the modern educational space of a technical university, personal development is supported by technologies such as projects, cases and facilitation, and effective results are achieved by using technology to develop critical thinking [29, 20].

Main part:

Critical thinking is a type of mental activity aimed at determining the degree of compliance of the product with accepted standards, standards or the critic's own position, including analysis and comparison operations, which helps the student's semantic definition in relation to all type events and their active change. Critical thinking is characterized by five main components: independence, information as a starting point, problem statement and explanation, broad thinking, openness. Accordingly, the teacher should teach students to think independently, to be able to argue their point of view, work with information, ask a question and identify a problem; teaching to interrelate positions; isolate the optimum [2,611].

The technology of developing critical thinking makes it possible to build the educational process on the basis of scientifically based laws of interaction between the person and information, which allows the teacher to be as flexible and reliable as possible in any educational situation [32, 28].

There are three phases in technology: challenge, content comprehension and reflection. At the challenge stage, it is necessary to form focusing skills, enabling the students to set learning goals themselves, creating the necessary internal motive for the learning process, as well as to update their own experience, to determine the direction of their knowledge.

In the case of a successful implementation of the challenge phase, the training audience has a powerful incentive to work on the next stage - the stage of obtaining new information.

At this phase, it is advisable to use such methodological techniques as: compiling a list of known information, brainstorming, guessing keywords, systematization of basic concepts in the form of a cluster and a table, confused logical chains, using chart: "What do I know? And what do I want to know? , solution of problems.

In the process of implementing the second, semantic phase, students are exposed to new information. Often, the fast pace of presenting new material in the mode of listening and writing practically excludes the possibility of comprehending it, and one of the conditions for the development of critical thinking is tracking understanding when working with the material being studied, and individual acceptance of information. Therefore, the main task of the teacher is the formation of students' skills in collecting information, the logic of its receipt, memorization, storage in memory and issuance; analysis, determination of cause-and-effect relationships; highlighting the central link and streamlining information; error identification.

The following methods are used here:

- Clusters - highlighting the semantic units of the text and graphic design in a certain order in the form of a bunch;
- True and false statements - do you believe?;
- Denotative graph - isolating the features of a key concept and splitting it into word-twigs;
- The tree of predictions - the trunk of the tree - the theme, the branches - assumptions - "possible and likely", the leaves - the rationale for these assumptions;
- Drawing up diagrams and models through coding;
- Keeping a two-part "I want to know - I found out" and a three-part diary "quote - comments - questions";
- Search for answers to problematic questions, mutual surveys;
- "task-analysis" or "thesis-analysis-synthesis-key", representing sequentially asked questions, the answers to which are entered in the "question-answer" table;
- "Thick and thin questions" - questions are written that require a simple answer and require a detailed answer.

In the process of comprehension, information that was new turns into one's own knowledge. Reflective analysis is aimed at clarifying the meaning of the new material, building a further learning route in the process of exchanging opinions and resolving questions and doubts [31,265]. The phase should ensure the achievement of the maximum possible awareness of the information being studied, the identification by the students themselves of the mistakes made in the process of assimilation, analysis in order to find the reasons for the incorrect solution of the cognitive task. At the stage of reflection, methods such as

- 1) Organizing a discussion on a joint search for an answer to a problematic issue;
- 2) Cross discussion containing an ambiguous answer with arguments for and against;
- 3) Processing or adding a cluster and correcting incorrect assumptions in preliminary clusters;

- 4) Conceptual tables, in which horizontally - what is to be compared, and vertically - various features and properties by which this comparison takes place;
- 5) Summary tables - lines of comparison, in which the trainees themselves formulate, then determining the most important of them;
- 6) Establishment of causal relationships between blocks of information;
- 7) "insert" - filling in the table "already knew - new - thought differently, have questions";
- 8) Return to key words, primary concepts, true and false statements, answers to questions;
- 9) Writing creative works in the form of an essay or syncwine - a poem consisting of five lines.

Conclusion:

The organization of practical classes on the technology of developing critical thinking differs from classes in traditional education. Students do not sit passively, listening to the teacher, but think, share their reasoning with each other, discuss the information received in pairs and groups.

The technology of critical thinking enables the teacher to accompany the development of the student's personality, to form a stable motivation to study his/her subject.

References:

1. Buxorova MX, Mansurova GM, Eshmurodov UK. FORMATION OF STUDENTS COMMUNICATIVE ABILITIES IN TEACHING FOREIGN LANGUAGES. *Theoretical & Applied Science*. 2021(2):152-4. https://scholar.google.com/citations?view_op=view_citation&hl=en&user=73RuxO4AAAAJ&citation_for_view=73RuxO4AAAAJ:u-x6o8ySG0sC.
2. Bukharova, M. K., Mansurova, G. M., & Ishonkulova, N. T. (2019). MODERN METHODS OF TEACHING THE GERMAN LANGUAGE AT UNIVERSITIES. *Theoretical & Applied Science*, (11), 611-613. <https://elibrary.ru/item.asp?id=42407804>.
3. Eshmuradov Urol Khujanovich. (2023). THEMATIC PRESENTATION AS A MEANS OF DEVELOPING ORAL SPEECH AT A UNIVERSITY. *International Journal of Education, Social Science & Humanities*. Finland Academic Research Science Publishers, 11(4), 1713–1721. <https://doi.org/10.5281/zenodo.7871933>.
4. Khujanovich, E. U. (2023). The Effectiveness of using Mobile Applications in Teaching a Foreign Language. *Miasto Przyszłości*, 32, 288–292. Retrieved from <http://miastoprzyszlosci.com.pl/index.php/mp/article/view/1150>.
5. Mansurova, G. M., & Fayzieva, K. A. (2020). GENERAL CRITERIA FOR THE EVALUATION CATEGORY. *Scientific Bulletin of Namangan State University*, 2(8), 227-230.
6. https://scholar.google.ru/scholar?hl=ru&as_sdt=0,5&cluster=12425234196252427892.
7. Mansurova Gulbahor Makhdievna. (2022). Teaching the Interpretation of a Literary Text in German Lessons. *Eurasian Journal of Learning and Academic Teaching*, 6, 27–31. Retrieved from <https://www.geniusjournals.org/index.php/ejlat/article/view/803>.
8. Mansurova, Gulbahor and Fayzieva, Kamila (2019) "EVALUATION CATEGORY IN FOREIGN AND UZBEK LANGUAGES ACCORDING TO THEIR PRAGMATIC CHARACTERISTICS." *Scientific Bulletin of Namangan State University: Vol. 1: Iss. 2, Article 41*. Available at: <https://uzjournals.edu.uz/namdu/vol1/iss2/41>.
9. Mansurova, G. M., Eshonkulova, N. T., & Eshmurodov, U. K. (2021). THE TRAGEDY OF "JULIUS CAESAR". *Социосфера*, (1), 54-56. http://www.sociosfera.com/files/conference/2021/sociosfera_1-21.pdf#page=55.
10. Mansurova Gulbahor Makhdievna. (2023). METHODOLOGY OF MASTERING LISTENING AS A TYPE OF SPEECH AND LEARNING ACTIVITY IN HIGHER EDUCATION.

- International Journal of Education, Social Science & Humanities. FARS Publishers, 11(2), 858–864. <http://farspublishers.org/index.php/ijessh/article/view/573/550>.
11. Mansurova GM, Eshonkulova NT, Eshmurodov UK. THE TRAGEDY OF “JULIUS CAESAR”. Социосфера. 2021(1):54-6. http://www.sociosfera.com/files/conference/2021/sociosfera_1-21.pdf#page=55.
 12. Saidova, M. U. (2019). THE STRUCTURAL COMPOSITION OF THE LITERARY TERMS IN LITERARY DICTIONARY" LITERARY TERMS AND LITERARY THEORY" BY JA CUDDON. Международный академический вестник, (1), 73-76. https://scholar.google.ru/scholar?cluster=16061860430204593745&hl=ru&as_sdt=2005&as_ylo=2023&as_yhi=2023.
 13. Saidova, M. U. (2020). LEXICOGRAPHIC AND ETHYMOLOGICAL ANALYSIS OF THE CONCISE OXFORD DICTIONARY OF LITERARY TERMS BY. <https://namdu.researchcommons.org/cgi/viewcontent.cgi?Article=2723&context=journal>.
 14. Saidova, M. U. The problem of studying literary terms on figurative language. https://scholar.google.com/scholar?hl=ru&as_sdt=0,5&cluster=9219256601546054307.
 15. Solieva Munavvar Ahmadovna. (2021). LINGUOPRAGMATIC FEATURES OF SPEECH ACTS. Euro-Asia Conferences, 41–44. Retrieved from <http://papers.euroasiaconference.com/index.php/eac/article/view/529>
 16. Soliyeva Munavvar Akhmadovna Main components of organizing independent work of students // Достижения науки и образования. 2017. №4 (17). <https://cyberleninka.ru/article/n/main-components-of-organizing-independent-work-of-students>
 17. Solieva Munavvar Ahmadovna, & Azimova Maftuna Shavkatovna. (2021). USING INNOVATIVE TECHNOLOGIES IN TEACHING English. Euro-Asia Conferences, 14–17. Retrieved from <http://papers.euroasiaconference.com/index.php/eac/article/view/519>
 18. Soliyeva Munavvar Ahmadovna, Nurullayev Bahrom Komiljonovich Information-communication technologies and multimedia in foreign language classes // Достижения науки и образования. 2019. №6 (47). URL: <https://cyberleninka.ru/article/n/information-communication-technologies-and-multimedia-in-foreign-language-classes>.
 19. Soliyeva Munavvar Akhmadovna, Tulaboyev Bekzod Zamon Ugli The role of the independent work of students in the educational process // Проблемы педагогики. 2018. №2 (34). <https://cyberleninka.ru/article/n/the-role-of-the-independent-work-of-students-in-the-educational-process>.
 20. Umedilloevna, S. M. UDC: 1751 Lexicographic Analysis Of The Concise Oxford Dictionary Of Literary Terms By K. Boldik And Some Uzbek Literary Dictionaries. Scientific Reports Of Bukhara State University, 115. https://buxdu.uz/media/jurnallar/ilmiy_axborot/ilmiy_axborot_5_son_2020.pdf#page=117.
Usmonova, Z. H. (2021). The peculiarity of fantastic works (on the example of the works of Ray Bradbury, Isaac Asimov and Stephen King). European Scholar Journal, 2(4), 499-503. <https://media.neliti.com/media/publications/394826-none-ac04ea4d.pdf>
 21. Yuldasheva, f. (2023). Исследования вежливости в современной лингвистике. центр научных публикаций (buxdu.Uz), 31(31). https://journal.buxdu.uz/index.php/journals_buxdu/article/view/9211.
 22. Yuldasheva, f. (2023). Выражение вежливости в речевом этикете. центр научных публикаций (buxdu.Uz), 31(31). https://journal.buxdu.uz/index.php/journals_buxdu/article/view/9214.
 23. Yuldasheva Feruza Erkinovna. (2022). The Principle of Politeness in the English and Uzbek Languages. Eurasian Research Bulletin, 6, 65–70. Retrieved

- from <https://www.geniusjournals.org/index.php/erb/article/view/799> Zarina Habibovna Usmonova. (2021). THE PECULIARITY OF FANTASTIC WORKS (ON THE EXAMPLE OF THE WORKS OF RAY BRADBURY, ISAAC ASIMOV AND STEPHEN KING). European Scholar Journal, 2(4), 499-503. Retrieved from <https://scholarzest.com/index.php/esj/article/view/684>.
24. Саидова, М. (2021). THE CONCISE OXFORD DICTIONARY OF LITERARY TERMS. ЛУЕАТИДАГИ ДРАМА АДАБИЙ ТУРИГА ХОС ТЕРМИНЛАРИНИНГ МАЗМУНИЙ ТАДЛИЛИ//ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz),(8).https://journal.buxdu.uz/index.php/journals_buxdu/article/view/445
25. Саидова, Мухайё. "Inglizcha poetik terminlarning o'zbek tilida berilishida shakl va mazmun munosabati." ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz) 13.13. (2022).https://journal.buxdu.uz/index.php/journals_buxdu/article/view/6714.
26. Umidullayevna, Saidova Mukhayyo. "SEMANTIC ANALYSIS OF ENGLISH POETIC TERMS IN LITERARY DICTIONARIES." RESEARCH AND EDUCATION 1.1 (2022): 38-<https://researchedu.org/index.php/re/article/view/682>.
27. Солиева, М. (2021). ASSESSING THE KNOWLEDGE OF STUDENTS ON THE MOODLE PLATFORM. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 1(1). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/2547.
28. Солиева, М. (2022). РЕЧЕВЫЕ ПРАВИЛА ЭТИКИ КАК ОБЪЕКТ ЛИНГВИСТИЧЕСКОГО ИССЛЕДОВАНИЯ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 8(8). https://journal.buxdu.uz/index.php/journals_buxdu/article/view/4858.
29. Габидулин, Т. К. Технология развития критического мышления как средство развития умственных способностей студентов колледжа / Т. К. Габидулин. — Текст : непосредственный // Молодой ученый. — 2017. — № 21.1 (155.1). — С. 20-22. — URL: <https://moluch.ru/archive/155/43970>.
30. Ибрагимов Т.И. Развитие критического мышления студентов на основе реализации педагогических технологий / Т.И. Ибрагимов // Известия ПГПУ им. В.Г. Белинского. 2009. № 12 (16). — С. 181—185.
31. Мансурова ГМ, Эшмурадов УХ. САМООБРАЗОВАНИЕ СТУДЕНТА. Modern Science. 2019(10-2):265-7. https://scholar.google.com/citations?view_op=view_citation&hl=en&user=73RuxO4AAAAJ&citation_for_view=73RuxO4AAAAJ:qjMakFHDy7sC.
32. Журбенко М. А. Повышение лингвистической компетенции учащихся через использование стратегий технологии критического мышления // Мир современной науки. 2011. № 6. С.68–74. Корнеева, Е. А. Технология развития критического мышления как средство формирования метапредметных знаний и умений школьников на уроках биологии / Е. А. Корнеева. — Текст : непосредственный // Образование и воспитание. — 2017. — № 3 (13). — С. 8-10. — URL: <https://moluch.ru/th/4/archive/61/2469/> (дата обращения: 05.05.2023).
33. Мансурова ГМ, Эшмурадов УХ. САМООБРАЗОВАНИЕ СТУДЕНТА. Modern Science. 2019(10-2):265-7. https://scholar.google.com/citations?view_op=view_citation&hl=en&user=73RuxO4AAAAJ&citation_for_view=73RuxO4AAAAJ:qjMakFHDy7sC.
34. Мансурова ГМ. Примерная методика изучения работы вуза по профориентации молодежи и организации нового набора. Проблемы качества образования. Кн. 3. Мониторинг и управление качеством образования. In Материалы XI всероссийской научно-методической конференции. М 2001 (pp. 25-26). https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=wfs84eXTX-AC&citation_for_view=wfs84eXTX-AC:roLk4NBRz8UC.

35. Солиева, М. А. Case-study method in teaching English for Specific Purposes / М. А. Солиева. — Текст : непосредственный // Проблемы и перспективы развития образования : материалы VIII Междунар. науч. конф. (г. Краснодар, февраль 2016 г.). — Краснодар : Новация, 2016. — С. 19-22. — URL: <https://moluch.ru/conf/ped/archive/187/9601/> .
36. Файзиева, К. А., & Мансурова, Г. М. (2019). ПОНЯТИЕ СЕМАНТИЧЕСКОГО ПОЛЯ. *Modern Science*, (10-1), 338-340. https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=wfs84eXTX-AC&citation_for_view=wfs84eXTX-AC:LkGwnXOMwfcC.