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## THE EFFECTIVE WAYS OF DEVELOPING CRITICAL THINKING IN CLASSES

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### ABSTRACT

Critical thinking needs to be taught and implemented in higher education, especially in teacher education program. It is because student teachers are going to teach this skill to their students at school as well. The critical, higher-order thinking and reading-for-meaning skills development are imperative to allow learners to become active participants in this changing world. In this work, we paid attention teachers' responses and strategies to improve learners' comprehension through developing critical, higher-order thinking skills.

### KEYWORDS

Critical thinking, strategies, techniques, comprehension.

### INTRODUCTION

Most students still find challenges in developing critical thinking in English language. Specifically, in reading and writing skill, students encounter barriers to figure out information embedded on the passages and experience problems to elaborate the intended information into written text. In order to overcome those challenges, it is stated that critical thinking skill

in reading and writing can be used as students' knowledge, skills and attitudes in reading and writing. It is because describing and explaining what critical thinking is can be done by seeing it from the perspectives of metacognitive strategies. In reading and writing, the correlation between metacognition, critical thinking and text understanding cannot be

separated. Further, it is stated that critical thinking in reading can be grouped into three phases of metacognition, namely planning, monitoring, and evaluating. They are explained using the three types of knowledge namely declarative, procedural and conditional knowledge. Students need critical thinking abilities in English language learning to read beyond the literal, write persuasive essays, communicate their ideas with sufficient supporting evidence, and question the opinion of others.

Critical and higher-order thinking and reading for meaning

The mastery of reading comprehension in the 21st century requires students to develop their critical comprehension skills. This would allow them to think more deeply about texts, enabling them to answer more complex questions which calls for independent integration, interpretation, critique and evaluation of texts. The introduction of various strategies to create meaningful reading experiences is necessary to promote lasting and continual growth and development in reading as well as further improve the academic performance of learners [6]. In their study, found that deficient readers lack critical reading and thinking skills and concurred that the use of reading strategies can lead to proficient reading and promote academic success. In this paper we try to present three instructional strategies that used to assist teachers in

developing critical thinking and comprehension skills in their classrooms, namely anticipation guides.

My turn, your turn; and P4C thinking moves. In these three strategies learners are required to respond to questions and at the same time learn to question thoughts and ideas that have been taken for granted. These questioning techniques play a vital role in developing higher-order thinking skills. Learners are expected to disrupt the common way of thinking, engage in more thoughtful ways, dig deeply and develop the ability to inquire and be more reflexive. This critical stance is an attitude that needs to be nurtured continually as they interact with texts and, at the same time, with life more generally.

Teachers' understanding of critical thinking in the classroom

In a study conducted by Choy and Cheah teachers defined critical thinking to be 'the impetus to facilitate thinking among students in the classroom and enable students to enjoy the process of learning ... involves analyzing information', but suggest that students apply critical thinking only some of the time. However, Choy and Cheah propose that the lack of understanding, in their definition of critical thinking, implies that teachers themselves struggle [1].

Teachers also allude to constraints that hinder the development of critical thinking which include 'lack of time for designing and developing critical thinking

activities' and because of a 'lack of understanding of how to develop tools for fostering criticality they find integration difficult' Teachers do, however, relate the importance of teaching critical thinking throughout the curriculum and with a focus on the use of effective teaching strategies [8].

Anticipation guide is considered as one of the beneficial tool in order to develop students' critical thinking. The anticipation guide strategy is pre reading activity using an English first-language text. Teachers had the opportunity to ask questions for clarification to ensure that they understood the strategy well.

An anticipation guide is a metacognitive strategy and is effective in activating prior knowledge, highlighting misconceptions and promoting reflection while learning ... which provides a foundation for the assimilation of new knowledge [3].

In addition to these skills, the anticipation guide encourages learners to improve critical thinking through increased engagement, making predictions, arousing curiosity, comparing beliefs and making assumptions. The anticipation guide is a pre-reading activity which engages students in discussion in the class about a text, allowing them to examine their own thoughts and opinions about. The aim, according to is to provide a purpose for reading which results in increased comprehension. The knowledge of what to expect in the text before reading it, motivates learners

to brainstorm possible or anticipated outcomes. After this process learners can check whether their thinking about the text is aligned with what actually occurs in the text.

My turn your turn

According to Nomlomo, the strategy 'My turn, your turn' is a pedagogical approach which is necessary in classrooms, to be used in any subject, since it encourages learner engagement. However, for turn-taking to be effective, four components are to be considered which include knowledge of students, knowledge of context, knowledge of pedagogy and knowledge of subject matter. These components are integral in creating an interactive environment within which turn-taking can flourish [5].

The strategy of 'My turn, your turn' started with the teacher reading a text. Nomlomo posits that turn-taking ('my turn, your turn') uses allocation and acquisition to manage the strategy. The allocation refers to giving a learner a turn to speak, while acquisition informs the speaker to act when it is their turn. Small bits of the text are revealed at a time with the teacher modeling a reaction using the cue – My turn, for example: "What do you think the character will do next?" My turn [teacher responds]: "I think he will go home ..." – Your turn [cue for learner response] "What do you think?" ... the teacher expects learners to share their thoughts and ideas about possible

answers to the question. Dewi, Suharsono and Munir agree and state that turn-taking as interactional patterns of interactions might be influenced by the context where it is employed ... [which will] influence the process of interaction production. [2]. Ryan and Forrest describe turn-taking to be a greatly unappreciated strategy, since it allows speakers to draw from a number of resources to project and co-ordinate turns to talk, enabling gaps, interruptions and concurrent talk to be minimized [7].

The use of reasoning words like “think”, “because”, “agree” and “might” are words that prompt higher-order thinking [4]. The modeling of the strategy is effective because learners will learn from teachers who share their thinking. The questions posed are prepared and focus on specific higher-order and critical thinking skills. The questioning encourages learners to: predict, infer, connect, clarify, summarize and paraphrase.

## CONCLUSION

In conclusion, a major component of critical thinking understands the perspective of the person you are communicating with. Teachers should have a firm grasp of cultural differences and nuances within their students' lives. In today's educational and societal context, critical thinking has become an important tool for sorting out information, making decisions, and solving problems. Critical thinking in language learning

helps students to structure and express their thoughts effectively. It is an essential skill to ensure students' personal and professional success.

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