



Benefits of using critical thinking in English classes

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ABSTRACT

The study is devoted to the use of literary text analysis based on modern pedagogical techniques in English lessons. These methods are used by English teachers at the Samarkand State Institute of Foreign Languages to develop students' critical thinking. The study focuses on analyzing the effectiveness of using innovative techniques to develop critical thinking abilities. Both quantitative and qualitative data analysis methods are used. The participants in the study are 100 3rd year English students studying reading and writing. Data show that the use of literary texts based on modern techniques helps to improve the effectiveness of English classes and the development of critical thinking skills. Modern teaching technologies are changing the role of the teacher, transforming him from a transmitter of information into an organizer and coordinator of the educational process. The purpose of the study is to introduce modern techniques into the English language curriculum. The results illustrate an increase in motivation to read and analyze literary texts, as well as in the overall competence of students.

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Ingliz tili darslarida tanqidiy fikrlashdan foydalanishning afzalliklari

ANNOTATSIYA

Kalit so'zlar:

zamonaviy pedagogik
texnologiyalar,
haqiqiy materiallar,
motivatsiya,
tanqidiy fikrlash
qobiliyatlari,

Tadqiqot ingliz tili darslarida zamonaviy pedagogik usullar asosida badiiy matn tahlilidan foydalanishga bag'ishlangan. Ushbu usullar Samarqand davlat chet tillar institutida ingliz tili o'qituvchilari tomonidan o'quvchilarning tanqidiy fikrlashini rivojlantirish uchun qo'llaniladi. Tadqiqot tanqidiy fikrlash qobiliyatini rivojlantirish uchun innovatsion usullardan

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pres formulasi,
badiiy matnlar,
kompetentsiya.

foydalanish samaradorligini tahlil qilishga qaratilgan. Ma'lumotlarni tahlil qilishning miqdoriy va sifat usullari qo'llaniladi. Tadqiqot ishtirokchilari ingliz tilining 3-kursida o'qish va yozishni o'rganayotgan 100 nafar talabadir. Ma'lumotlar shuni ko'rsatadiki, zamonaviy texnikalar asosida badiiy matnlardan foydalanish ingliz tili darslarining samaradorligini oshirishga va tanqidiy fikrlash ko'nikmalarini rivojlantirishga yordam beradi. Zamonaviy o'qitish texnologiyalari o'qituvchining rolini o'zgartiradi, uni axborot uzatuvchisidan o'quv jarayonining tashkilotchisi va koordinatoriga aylantiradi. Tadqiqotning maqsadi ingliz tili o'quv dasturiga zamonaviy usullarni joriy etishdir. Natijalar badiiy matnlarni o'qish va tahlil qilish motivatsiyasining o'sishini, shuningdek, talabalarning umumiy malakasini ko'rsatadi.

Преимущества использования критического мышления на занятиях английского языка

Ключевые слова:

современные педагогические технологии, аутентичные материалы, мотивация, навыки критического мышления, ПРЕС-формула, художественные тексты, компетентность.

АННОТАЦИЯ

Исследование посвящено использованию анализа художественного текста на основе современных педагогических методик на уроках английского языка. Эти методики применяются преподавателями английского языка в Самаркандском государственном институте иностранных языков для развития критического мышления учащихся. В исследовании акцент делается на анализ эффективности использования инновационных методик для развития способностей критического мышления. Используются как количественные, так и качественные методы анализа данных. Участниками исследования являются 100 студентов 3-го курса английского языка, изучающих чтение и письмо. Данные показывают, что использование художественных текстов на основе современных методик способствует повышению эффективности занятий английским языком и развитию навыков критического мышления. Современные технологии обучения изменяют роль преподавателя, превращая его из передатчика информации в организатора и координатора образовательного процесса. Целью исследования является внедрение современных методик в учебную программу английского языка. Результаты иллюстрируют рост мотивации к чтению и анализу художественных текстов, а также общей компетентности студентов.

INTRODUCTION

Literature has been a subject of study in many countries at a secondary or high levels, but until recently it has not been given much emphasis in the English classroom. The use of literature in the ELT classroom is enjoying a revival for a number of reasons. Having formed a part of traditional language teaching approaches, literature became less popular, as language teaching and learning started to focus on the functional use of language. However, the role of literature in the ELT classroom has been re-assessed and many literary texts are providing rich linguistic input, effective stimuli for students to express themselves in other languages and a potential source of learners' motivation.

First of all, any method or approach towards using literature in the classroom must answer the question: How can literature develop students' critical thinking abilities? Many authors, critics and linguists have puzzled over using literature for improving students' language skills and critical thinking abilities.

One broader explanation of literature says that literary texts are products that reflect different aspects of society. They are cultural documents which offer a deeper understanding of a country or countries. Before doing any study of a literary text with your learners, one idea of using literature as a source for critical thinking development should be discussed.

What are the reasons for using literature as a source of critical thinking development in the classroom? There are many good reasons. Here are a few:

➤ Literature is authentic material. It is good to expose learners to this source of unmodified language in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class. Literature encourages interaction. Literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions and sharing feelings or opinion;

➤ Literature expands language awareness. Asking learners to examine sophisticated or nonstandard examples of language (which can occur in literary texts) makes them more aware of the norms of language use. Literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop attitudes towards it. These values and attitudes relate to the world outside the classroom [7; 218];

➤ Literature is motivating. Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in course books. Literary texts provide opportunities for multi-sensorial classroom experiences and can appeal to learners with different learning styles. Texts can be supplemented by audio-texts, music CDs, film clips, podcasts, all of which enhance even further the richness of the sensory input that students receive;

➤ Literary texts offer a rich source of linguistic input and can help learners to practice the four skills – speaking, listening, reading and writing – in addition to exemplifying grammatical structures and presenting new vocabulary. Literature can help learners to develop their understanding of other cultures, awareness of difference and to develop tolerance and understanding. At the same time literary texts can deal with universal themes such as love, war and loss that are not always covered in the sanitized world of course books. Literary texts are representational rather than referential;

➤ Referential language communicates at one level and tends to be informational.

The representational language of literary texts involves the learners and engages their emotions, as well as their cognitive faculties. Literary works help learners to use their imagination, enhance their empathy for others and lead them to develop their own creativity. They also give students the chance to learn about literary devices that occur in other genres e.g. advertising;

➤ Literature lessons can lead to public displays of student output through their creations e.g. poems, stories or through performances of plays. So, for a variety of linguistic, cultural and personal growth reasons, literary texts can be more motivating than the referential ones often used in classrooms [10; 89].

Modern methods and materials for critical thinking development

There have been different models suggested on teaching literature to ESL/EFL students. How teachers will use literary texts depend on the model and methods they choose. The cultural model views a literary text as a product. This means that it is treated as a source of information about the target culture. It is the most traditional approach, often used in university courses on literature. The cultural model will examine the social, political and historical background to a text, literary movements and genres. There is no specific language work done on a text. This approach tends to be quite teacher-centered.

The language model aims to be more learner-centered. As learners proceed through a text, they pay attention to the way language is used. They come to grip with the meaning and increase their general awareness of English. Within this model of studying literature, a teacher can choose to focus on general grammar and vocabulary (in the same way that these are presented in course books for example) or use stylistic analysis either. Stylistic analysis involves the close study of the linguistic features of the text to enable students to make meaningful interpretations of the text – it aims to help learners read and study literature more competently.

The personal growth model is also a process-based approach and tries to be more learner-centered. This model encourages learners to draw on their own opinion, feelings and personal experiences. It aims for interaction between the text and the reader in English, helping to make the language more memorable. Learners are encouraged to “make the text their own”. This model recognizes the immense power that literature can have to move people and attempts to use that in the classroom.

The Purpose of study

The purpose of the research is to develop methodological recommendations on the use of the literary texts for the development of critical thinking based on innovative pedagogical technologies. The horizon of the study focuses on using up-to date pedagogical techniques in ESL classroom, directing to literary text analysis.

The Objectives of the study

- ❖ formation of foreign language communicative competence and development of oral and written speech skills of students through literary texts;
- ❖ selection and development of literary text for teaching and developing critical thinking skills;
- ❖ development of effective pedagogical technologies for teaching English literary texts to students that affect the development of critical thinking abilities.

INVESTIGATION

- ❖ What techniques can rise critical thinking abilities of the 3th year students in teaching English literature?

❖ What modern ways of teaching English literature can boost the effectiveness and fruitfulness of classes?

LITERATURE REVIEW

The peculiar features of the literary text: The nature of the literary text has always been one of the central concerns of stylistics. Very important observations regarding this issue were made by famous philologists. The text of fiction, as a specific type of communication, is characterized by the primary communicative activity of the author and the secondary communicative activity of the reader, has many peculiar features.

First and foremost, the fictional text reflects an imaginary world, which is not associated with the practical activity of communicants, and therefore it is certainly devoid of the fact of logical accuracy.

In this respect it is expedient to make reference to the principle of “constructiveness” suggested by T.A. Van Dick, with regard to literary communication. This principle postulates that the author’s intention in the fictional text is by no means practical communication, but the construction of “possible”, “imaginary” worlds for the reader.

A distinguishing feature of the literary text is its aesthetic function. The aesthetic function presupposes a certain impact on the reader, called both by the beauty of a linguistic form and the conceptual significance of its content. The aesthetic information is aimed at arousing aesthetic feelings, i.e. the feelings of pleasure and beauty on the part of the reader.

Aesthetics of the text is closely interlinked with the categories of imagery, evaluation, emotiveness.

A significant property of the literary text is its anthropocentric character. The principle of anthropocentrism is a key problem of modern linguistics. That means that the study of language is closely allied to a human, his activity and culture. The ideas of anthropocentrism were laid up and developed in the works by V. Humboldt, A.A. Potebnya, E. Benvenist, E. Sapir, and many others. At present the anthropocentric paradigm is the core of modern linguistics, and it has given rise to such trends as communicative linguistics, cognitive linguistics, text linguistics, linguo-pragmatics, etc.

The study of the literary text from the anthropocentric perspective presupposes the investigation of the linguistic personality of the author (the author’s image) and a character.

One major peculiarity of the literary text is its complex multidimensional, multilayered structure. There are different approaches to the problem of the literary text structure. Some researchers differentiate the surface layer and the deep layer. The surface layer is a verbal layer, the linguistic form of shaping the content. The verbal layer in its turn falls into phonetic, morphological, lexical and syntactical layers.

The deep layer of the text is its conceptual information including the author’s purport and pragmatic intentions. The deep layer reflects the author’s outlook, his individual world picture, aesthetic views and moral values. There are close and diverse relationships between the deep and surface layers. On the one hand, it is the deep layer that dictates the linguistic form of the literary text, on the other – the surface layer exerts some influence on the deep layer generating new conceptual senses.

M.P. Brandes suggests such levels as compositional, emotive, psychological. Z.L. Khovanskaya speaks of a three-level structure: aesthetic, compositional and linguistic. Some scholars outline the pragmatic level of the text. Pragmatics of the literary text is understood as its ability to arouse an aesthetic effect predetermined by the author's intention, his communicative strategies and aesthetic views. The pragmatic level is often mixed with the stylistic one.

In our opinion, the notion of text pragmatics is concept as a unit of conceptual information, a "quantum" of knowledge and the conceptual text structure reflecting the formation and interaction of literary concepts within the framework of the whole text. So, in spite of different approaches to the problem of the literary text structure, all scholars agree on the following:

- the literary text is characterized by a complex, multilevel, multidimensional structure;
- the levels of the literary text structure are bound together by the relationships of interdependency interconditionality and mutually complementary interaction;
- the essence and specificity of each text layer lie in the correlation of both linguistic and extra-linguistic factors.

The survey of the linguistic literature and our own observations give grounds for the differentiation of the following levels (codes) in the text structure:

- the informative level subdivided from the linguistic point of view into phonetic, morphological, lexical, and syntactical, from extra-linguistic – into denotative, thematic and compositional sublevels. The denotative sublevel explicates the objects of the described in the text reality, their relationships, coordination and subordination. The thematic level embraces a range of vital problems and life experiences shown through the author's individual perception. The main theme is subdivided into micro themes and subthemes which being bound together and reflect the realities of the surrounding world and its creative comprehension;

- the compositional level deals with a complex organization of the text, the components of which are arranged according to a definite system and in a special succession. Traditionally the compositional structure of the literary text consists of the following parts: title – exposition – initial collision – development of the plot – culmination – denouement – end. However, in every concrete case this compositional scheme varies: some parts can be omitted or rearranged. There are different types of the compositional structure: prospective, retrospective, linear, parallel, multidimensional).

- the semantic level is concerned with the meanings and contextual senses of text units, their syntagmatic and paradigmatic parameters, connotative and associative links. Most important in this respect is the role of lexical units, which make the basis for the semantic development of the text and its associative structure;

- the stylistic level includes many aspects of the text style dealing with a) stylistic categories such as emotiveness, imagery, implicitness, modality, intertextuality and linguistic forms of their representation; b) expressive means and stylistic devices, their functions and pragmatic effects; c) the peculiar features of an idiosyncrasy;

- the pragmatic level involves: a) pragmatic factors and linguistic means of impact on the reader, which secure his understanding, arouse his interest and emotions and

involve him in the author's creative activity, c) the parameters of linguistic personality presented in the author's and the character's images;

- the cultural level reflects individual and national cultural values, knowledge about historical, political, social, religious notions and events. The most important role is assigned to the language units conveying cultural information presented by a great variety of linguistic forms: words, word combinations, phraseological units, text fragments;

- the conceptual (cognitive) level is closely knitted with an aesthetic function of the text and represents an individual conceptual world picture, reflecting the author's aesthetic credo, his purport and world perception. From the linguistic point of view the analysis of this level aims to describe relationships between textual features and cognitive processes, linguistic choices and cognitive structures.

The analysis of the literary text peculiarities wouldn't be complete if we did not touch upon the problem of text interpretation. Interpretation is a purposeful cognitive activity aimed to disclose a deep-lying conceptual content of the text. This procedure of interpretation consists of constructing and verifying: hypotheses about conceptual information of the literary text, the inner substance of things and phenomena. A pervasive feature of the literary text is a multitude of its interpretation which is accounted for by such properties as implicitness, ambiguity, imaginative and connotative qualities. It should be stressed, however, that the multitude of interpretation is by no means of a subjective and arbitrary character. There is a certain objective invariant of interpretation, which is substantiated by the text itself.

Therefore, the analysis of the verbal layer of the text, its basic linguistic signals is guided by the process of interpretation which is of prime importance. To such signals, we refer the language means, put in the position of salience, focus and foregrounding. They are: key words, recurrence, stylistic devices and their convergence, poetic details and many others.

Proceeding from the fact that the literary text is a complex multilayered structure, we have to acknowledge the necessity of its complex, multilateral and multistage analysis and interpretation. In other words, the study of the literary text requires a holistic approach. It means that the text should be considered in the integrity of its linguistic and extra-linguistic factors, the surface and deep layers of the text, its stylistic, communicative, pragmatic, cultural, cognitive and aesthetic aspects.

In summing up, the following conclusions can be made:

- the literary text is a specific type of communication characterized by many a peculiar feature: a) an anthropocentric character; b) the construction of an imaginary world; c) aesthetic values and cultural entity;

- the literary text is characterized by a complex structure comprising the hierarchy of informative, semantic, stylistic, pragmatic, cultural, cognitive levels, each of them based on the correlation of linguistic and extra-linguistic factors.

Learning a new language is more enjoyable when it really fills up with emotions. Communicative language learning is an approach to teaching foreign languages that emphasizes interaction as a means and ultimate goal of language learning. It is also called the "communicative approach to teaching foreign languages" or simply the

communicative approach. With the help of a communicative approach, students practice language learning based on authentic materials such as literary texts.

Communication-oriented training aims to teach foreign language through critical thinking development by using modern techniques. Critical thinking is a skillful, responsible thinking that promotes good judgment, as it relies on criteria of self-corrects, and responds sensitively to context. This is a productive thinking, during which a positive experience is formed from everything that happens to a person; reasoned, because convincing arguments allow you to make thoughtful decisions; multi-faceted, because it manifests itself in the ability to consider the phenomenon from different sides; individual, because it forms a personal culture of working with information; social, because work is carried out in pairs, groups; this is the main method of interaction (Matyash, 2018).

This is the ability to analyze information from the standpoint of logic, the ability to raise new questions, develop a variety of arguments, and make independent, well-thought-out decisions. Critical thinking is the starting point for developing creative thinking, synthesis, analysis, proof, and generalization.

The certain research for development of critical thinking through reading and writing was made by American linguists, Charles Temple, Kurt Meredith, Jeannie Still, Dawn Ogle, David Kluster (Akhmedova, 2013).

The given article represents the usage of modern PRES-formula technique for constructing critical thinking abilities basing on literary texts.

PRES-formula technique on the basis of a short story “On marriage” by G. Mikis. In our investigation, we would like to present humorous story analysis “On marriage” written by Hungarian – born British author George Mikis. His literary works constitutes a deep and articulated stories on humor themes and besides, it results to be a vast panorama on the whole literary work of George Mikes.

P – Position	<p>I think that marriage is different from Love, It is a good institution but I must add that a lot depends on the person you are married to.</p> <p>There <i>is no</i> such thing as <i>a good wife or a good husband</i> – there is only a good wife to Mr. A. or a good husband to Mrs. B. If a credulous and gullible woman marries a pathological liar, they may live together happily to the end of their days – one telling lies the other believing them. A man who cannot live without constant admiration should marry a "God, you are wonderful" type of woman. If he is unable to make up his mind he is right in wedding a dictator. One dictator may prosper in a marriage: two are too many.</p>
R – Reason	<p>The reason is that the way to matrimonial happiness is barred to no one. It is all a matter of choice. One should not look for perfection, one should look for the complementary half⁴ of a very imperfect another half.</p>
E- Example	<p>For example if a man may be anxious to show off his wife's beauty and elegance, marry a mannequin and be surprised to discover in six months that she has no balanced views on the international situation. Another marries a girl only and exclusively because she is seventeen and is much surprised fifteen years, later to find that she is not seventeen any more.</p> <p>Or if you marry a female book-worm who knows all about the gold standard, Praxiteles and Kepler's laws of planetary motions, you must not blame her for being somewhat less beautiful and temperamental than Anjelina Jolie And if ladies <i>marry a title or a bank account, they must not blame</i></p>

	their husbands for not being romantic heroes of the Nickolas Cage type.
S – Solution	To sum up, you should know what you are buying. And as long as you do not play records on your refrigerator and do not put bunches of chrysanthemums into your hat, you have a reasonable chance of so-called happiness.

PRES-formula technique on the basis of a fable “The Owl who was odd” by J.Thurber. Knowing the compositional structure of a fable (exposition – dialogue – action – moral) students can easily reveal the essence of a moral. This fable was given to students of the 3rd course aiming to be critically observed and discussed in the classroom. PRES-formula technique was the right choice to develop critical thinking abilities on the basis of the given fable.

P – Position	I think that a person can fool too many of the people too much of the time but it will not continue for a long time.
R – Reason	The reason of this assertion is that a lie can end in any time as a fable shows. An owl, pretended to be witty and smart, wanted to lie other animals and birds.
E – Example	For example, when the owl appeared among the animals it was high noon and the sun was shining brightly. He walked very slowly, which gave him an appearance of great dignity, and he peered about him with large staring eyes, which gave him an air of tremendous importance. "He's God" screamed a Plymouth Rock hen. And the others took up the cry "He's God!" So, they followed him wherever he went and when he began to bump into things they began to bump into things, too.
S – Solution	In conclusion, the owl and some other birds and animals were killed by a truck because they were too blind to reveal owl's lie. He thought himself self – confident enough and God saving creature who can always lie and not be punished by anybody.

DELIMITATION OF THE STUDY

The data were collected from the learners of the 3rd course on the specialty of English language and literature. The area of the study is also limited to reading and writing courses on the 3rd year and which in general are included in the English syllabus.

DATA COLLECTION

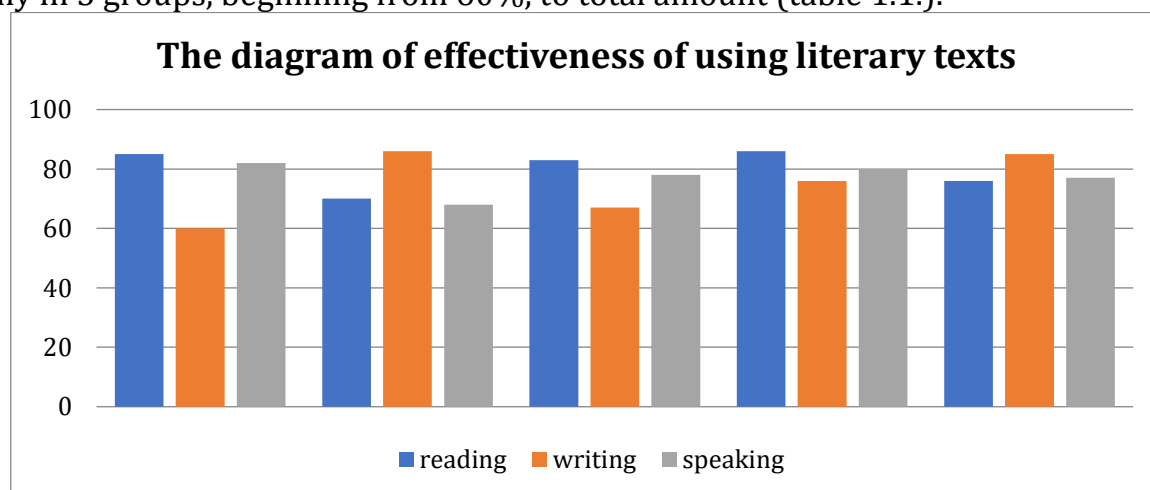
The major source for data collection were students of Samarkand State Institute of Foreign Languages. The students were the participants of the research, who were interviewed and filled the questionnaires for gathering final results of the research. Since the purpose of the study is to explore the techniques for developing critical thinking, the questionnaires were formulated with the questions concerning PRES-formula technique used during the experiment, revealing positive sides for developing critical thinking skills.

DATA ANALYSIS AND RESULT DISCUSSION

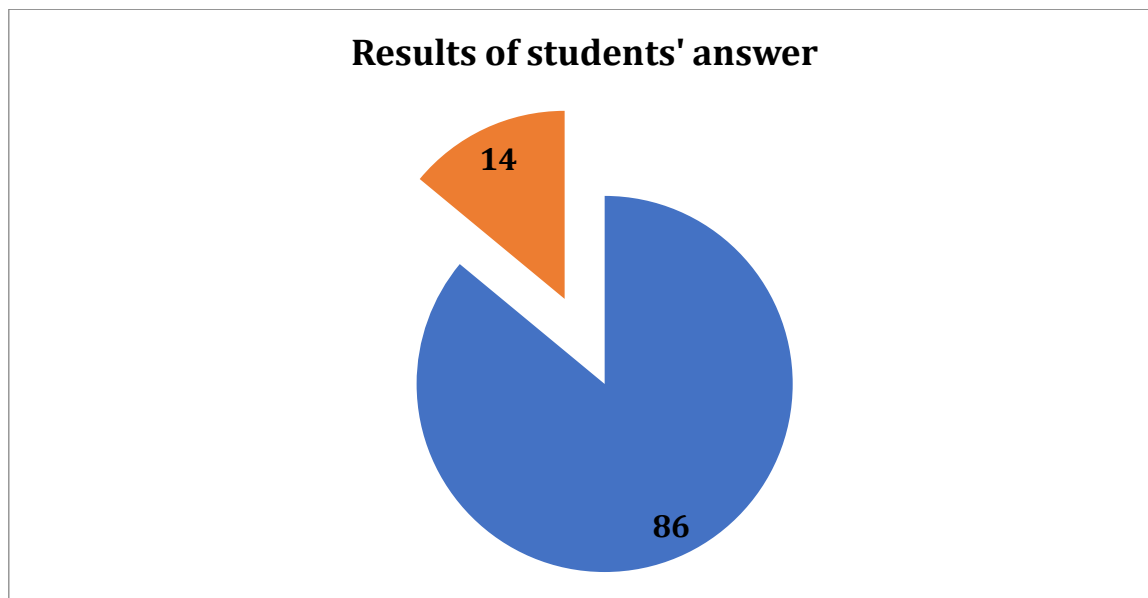
According to survey report, 100 students of the 3rd courses were participating in the experiment for using innovative pedagogical technologies in English classes. The results of survey demonstrate the rise of students' interest to language learning process and the boom of effectiveness of the lessons. PRES- formula technique was scrutinized by the researcher in teaching reading, writing skills. Data under analysis gave the following results.

Improving critical thinking abilities through reading and writing techniques

In the experiment on the use of modern pedagogical technologies on the 3rd year of Samarkand State Institute of Foreign Languages, 5 groups participated, in general, about 100 students. Reading and writing courses were observed in testing and the given diagram clearly shows the increase of effectiveness of English classes of the 3rd year students, basing on introducing of modern pedagogical PRES-formula technology, growing approximately to 90%. Reading, writing, and somehow speaking skills fluctuated steadily in 5 groups, beginning from 60%, to total amount (table 1.1.).



At the final stage of the experiment, was an anonymous survey of students in order to identify their motivation of learning English, using the above PRES-formula technology for the development of critical thinking in English classes. The second bar chart illustrates the ratio of students' motivation. This chart shows the interest of students in using the above technology to develop critical thinking in English classes. The effectiveness of classes increased to 86% out of 100% after the experiment. The results of the experiment prove the need to use literary materials in English lessons, with the simultaneous introduction of modern technology for the development of language skills, in particular critical thinking skills. The skills of oral and written speech must be improved daily, through various sources of information, developing critical thinking skills, which in turn leads to the education and development of a full-fledged member of society who is able to think sensibly, building thoughts logically, in a correct way (Table 1.2).



CONCLUSION

Critical thinking is the ability to pose new questions, develop different arguments, and make informed decisions. The purpose of analyzed technology is to ensure the development of critical thinking through the interactive inclusion of students in the educational process. Critical thinking promotes mutual respect between partners, understanding and productive interaction between people; makes it easier to understand different worldviews, allows students to use their knowledge to make sense of situations with a high level of uncertainty, to create a basis for new types of human activity.

The research study on the usage of innovative pedagogical technologies in language teaching was an excellent experience of empirical data in the educational process of higher institutions. The survey highlighted the fruitfulness of using up-to date technologies in ESL classes. Innovative techniques for developing critical thinking skills boosted students' motivation to the highest point and advanced friendly atmosphere in the English classroom. The selected literary materials were undergone to serious adaptation to lesson drafts used in the conducted experiments. The usage of temporary techniques reinforces the hope to the need of communicative competence evolution and ultimately stresses its implementation in teaching process.

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