

DEVELOPMENT OF CRITICAL THINKING OF STUDENTS OF PHILOLOGICAL DIRECTION IN THE STUDY OF HUMANITARIAN DISCIPLINES

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РАЗВИТИЕ КРИТИЧЕСКОГО МЫШЛЕНИЯ СТУДЕНТОВ ФИЛОЛОГИЧЕСКОГО НАПРАВЛЕНИЯ ПРИ ИЗУЧЕНИИ ГУМАНИТАРНЫХ ДИСЦИПЛИН

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FILOLOGIYA YO'NALISHIDAGI TALABALARINING GUMANITAR FANLARNI O'RGANISHDA TANQIDIY FIKRLASHNI RIVOJLANTIRISH

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Annotation. The article discusses the theoretical and practical aspects of the formation and development of critical thinking in students of the philological direction in the process of studying the humanities. Special attention is paid to the definition of the essence of critical thinking as an integral ability, including analytical, reflective, logical and interpretative thinking. It is shown that the humanities (philosophy, literature, linguistics, cultural studies, etc.) have a high potential for stimulation of mental activity and the development of an independent position of students.

Keywords: Critical thinking, philological education, humanities, analytical skills, reflection, pedagogical technologies, discussion, text interpretation, project-based learning, cognitive activity.

Аннотация. В статье рассматриваются теоретические и практические аспекты формирования и развития критического мышления у студентов филологического направления в процессе изучения гуманитарных дисциплин. Особое внимание уделяется определению сущности критического мышления как интегральной способности, включающей аналитическое, рефлексивное, логическое и интерпретативное мышление. Показано, что гуманитарные науки (философия, литература, языкознание, культурология и др.) обладают высоким потенциалом для стимулирования мыслительной активности и выработки самостоятельной позиции обучающихся.

Ключевые слова: Критическое мышление, филологическое образование, гуманитарные дисциплины, аналитические навыки, рефлексия, педагогические технологии, дискуссия, интерпретация текста, проектное обучение, когнитивная активность.

Annotatsiya. Maqolada gumanitar fanlarni o'rganish jarayonida filologiya yo'nalishi talabalarida tanqidiy fikrlashni shakllantirish va rivojlantirishning nazariy va amaliy jihatlari ko'rib chiqiladi. Tanqidiy fikrlashning mohiyatini analitik, aks ettiruvchi, mantiqiy va sharhlovchi fikrlashni o'z ichiga olgan yaxlit qobiliyat sifatida belgilashga alohida e'tibor beriladi. Gumanitar fanlar (falsafa, adabiyot, tilshunoslik, madaniyatshunoslik va h.k.) talabalarining fikrlash faolligini rag'batlantirish va mustaqil pozitsiyasini shakllantirish uchun yuqori imkoniyatlarga ega ekanligi ko'rsatilgan.

Kalit so'zlar: tanqidiy fikrlash, filologik ta'lim, gumanitar fanlar, tahliliy ko'nikmalar, refleksiya, pedagogik texnologiyalar, muhokama, matnni sharhlash, loyiha asosida o'qitish, kognitiv faoliyat.

Introduction. The development of critical thinking is one of the priorities of modern humanitarian education. It becomes especially relevant in the process of training students of the philological direction, for whom the ability to interpret, analyze, argue and doubt are integral professional qualities. Reasoned judgments become strategically important.

The modern educational paradigm requires higher education not only to transmit knowledge, but also to form students' skills to think flexibly, critically, and independently. This is especially important in the context of the transformation of humanitarian knowledge, the globalization of cultural codes and accelerated information exchange. For future philologists, critical thinking is not an optional skill — it forms the basis of professional competence that allows you to competently analyze complex textual structures, identify hidden meanings, and build scientifically based interpretations.

However, in practice, the educational process in universities is often focused on the reproduction of knowledge, and not on its comprehension. This generates a deficit of intellectual initiative among students and reduces the level of their readiness for independent analytical activity. In this regard, there is a need to comprehend and implement pedagogical approaches aimed at activating the thinking activity of students.

This article is aimed at studying the potential of humanitarian disciplines in the development of critical thinking of students of philology, as well as at determining effective methods and forms of organizing the educational process that contribute to the formation of students' analytical and interpretive skills necessary in their future professional activities.

Literature review. The problem of the development of critical thinking in the context of education has been actively studied since the end of the 20th century, and today there is an extensive theoretical base that covers both general didactic aspects and the specifics of humanitarian knowledge.

One of the first to systematize the concept of critical thinking was R. Ennis, who defined it as "deliberate and reasonable decision-making about what to believe and what to do" [Ennis, 1985]. This definition formed the basis of many subsequent pedagogical studies. D. Halpern (2000) developed a cognitive model of critical thinking that includes logical analysis, probabilistic reasoning, decision-making, and problem-solving. She emphasizes that the development of critical thinking requires systematic pedagogical support and training.

In Russian science, an important contribution to the development of this problem was made by E. S. Polat, T. A. Ladyzhenskaya, A. A. Verbitsky. Polat [2007] considers critical thinking as a tool for forming students' ability to independently evaluate information and make decisions. Verbitsky introduces the concept of contextual learning, in which the student meaningfully interacts with the content, which, in his opinion, is a prerequisite for the formation of CM [Verbitsky, 2006].

Of particular importance in humanitarian education is the work of S. Brookfield [Brookfield, 2012], where the author proves the need to use dialogical forms and reflection for the development of critical thinking in the humanities. He focuses on the fact that it is literature, philosophy and history that allow the student to question the usual ideas and develop the ability for multilateral analysis.

Some researchers, such as P. Facione [1990; 2020], have developed standardized tools for assessing critical thinking (e.g., the California Critical Thinking Skills Test – CCTST), which are used to diagnose the level of development of CT in students. His concept includes six basic cognitive skills: interpretation, analysis, evaluation, inference, explanation, and self-regulation.

In the context of philological education, the research of A. P. Kurbatov [2019] is relevant, who substantiates the importance of critical thinking for the analysis of literary and journalistic texts, and also points out the need to include special methods in the educational process of philologists.

Research methodology. The methodological basis of the study is based on the systematic, competency-based and activity approaches, as well as on the principles of humanistic pedagogy. The study is aimed at identifying the effectiveness of the use of interactive and problem-oriented methods of teaching

humanitarian disciplines in order to develop critical thinking among students of the philological direction.

Analysis and results of the study. Critical thinking in pedagogy, cognitive psychology and philosophy is considered as an integral characteristic of human mental activity, aimed at a conscious, logically substantiated, reasoned and independent assessment of information, opinions, judgments and arguments. It includes a whole range of cognitive and metacognitive skills, among which the most important are: analysis, synthesis, interpretation, reflection, evaluation, argumentation and formation of conclusions.

According to the definition of the American researcher R. Ennis (1985), critical thinking is "rational and purposeful thinking aimed at making a decision about what to believe and what to do." In the later works of P. Facione (1990), this concept is clarified as a form of purposeful, self-regulated and meaningful intellectual activity, in which the individual uses logical and conceptual means to understand and transform information. He identifies six main components of CT: interpretation, analysis, evaluation, inference, explanation, and self-regulation.

Critical thinking is also intrinsically linked to dialogical thinking. Researchers M. Bakhtin and L. Vygotsky noted that thinking develops in the process of social interaction and through an internal dialogue with others. It is in the conditions of dialogue, discussion and polylogical environment that the student acquires the ability to understand someone else's point of view, correlate it with his own, develop his own position and defend it with arguments.

In the context of humanitarian education, critical thinking plays a key role, as it contributes to a deep understanding of meanings, analysis of cultural and historical contexts, and the identification of ideological attitudes in the text. The ability to interpret and deconstruct texts, as well as to identify hidden meanings and manipulative mechanisms, are the most important components of the professional training of a philologist.

Thus, the theoretical foundations of critical thinking are a complex and multi-component structure based on cognitive, philosophical and pedagogical principles. For the successful development of critical thinking in the educational

environment, a system of methods and techniques focused on meaningful, independent, multi-positional and reflective intellectual activity of students is needed.

Philosophy, literature, history, linguistics, cultural studies, religious studies and other humanitarian disciplines directly involve the student in problematic, debatable, contraversical fields of knowledge. Students encounter different points of view, ideological attitudes, and worldview systems. The task of the teacher is not to offer the only correct answer, but to create conditions in which the student will be forced to think, analyze, compare, doubt, interpret and argue.

For example, when studying fiction, students not only get acquainted with artistic images, but also learn to understand the author's position, the social context of the work, literary allusions and intertextual connections. The analysis of a literary text requires the ability to see different levels of meaning, to distinguish the point of view of the author and the characters, and to assess the ideological load of artistic devices. This activates such elements of critical thinking as interpretation, reflection, and the ability to formulate a reasoned opinion.

In addition, the humanities disciplines encourage the use of a research approach, project activities, essays, debates, and textual analysis—all forms that are directly related to the development of critical thinking. These forms activate cognitive activity, encourage independence of judgment, and develop skills for building logically coherent argumentation.

It is important to note that the humanities not only provide material for comprehension, but also form a special type of thinking in themselves – analytical-interpretive. This type of thinking is based on the ability to recognize cultural codes, understand and explain symbolic structures, and identify interdisciplinary connections. In the context of globalization and a multicultural world, a philologist, as a carrier of humanitarian knowledge, becomes not only a specialist in language and text, but also an intermediary between cultures, which requires a high level of critical and intercultural thinking.

Thus, the humanities play a key role in the formation of a critically thinking personality. They not only provide knowledge about a person and culture, but also create conditions for a deep internal

dialogue, reflection, rethinking experience and developing one's own position. That is why in the training of philologists it is necessary to focus not only on the content of the humanities, but also on the development of universal cognitive and meta-subject skills of critical thinking through them.

Heuristic conversation (Socrates' method)

occupies a special place in the arsenal of a teacher of humanities. Gradually complicating the questions and directing the student's reasoning, the teacher helps him to independently identify contradictions, identify weaknesses in argumentation, and formulate more accurate and reasonable conclusions.

The method of case analysis allows you to develop critical thinking in a context close to real professional practice. Students analyze textual, cultural or social cases: for example, situations of speech conflict, examples of manipulative rhetoric, cases of translation with a distorted meaning, publications with ideologically colored vocabulary. argumentation of positions.

Debates and discussions form a culture of argument among students, the ability to logically build arguments, be able to listen and understand the opponent, and distinguish between logical and emotional arguments. Role-playing discussions are especially effective when participants defend predetermined positions, which requires them to understand different logics and attitudes.

Reflective practices **are also widely used**, such as writing analytical essays, keeping thought diaries, and participating in "reflective circles". These forms allow students to be aware of their own intellectual strategies, identify cognitive difficulties, and track the development of their arguments over time. In the context of philology, this is especially valuable, since it contributes not only to better assimilation of the material, but also to the formation of meta-subject literacy.

Findings. Critical thinking today is not just a component of the intellectual culture of the individual, but also a key skill of the 21st century, necessary for successful professional, scientific and civic self-realization. In the conditions of a rapidly changing information society, where the flow of heterogeneous, often contradictory information prevails, it is the ability to analytical, reflective and independent thinking that becomes the basis for sustainable and responsible behavior of an individual.

The results of theoretical analysis and empirical research have confirmed that the humanities have a high potential for the formation of critical thinking among students of the philological direction. This is explained by the very nature of humanitarian knowledge, which involves working with texts, meanings, contexts and interpretations, as well as a special way of cognition – through posing questions, doubting, comparing different points of view and substantiating conclusions.

At the same time, a sustainable and systemic effect requires a methodologically thought-out strategy for the formation of critical thinking, including: training teachers for the implementation of a critically-oriented approach; development of educational and methodological materials aimed at the development of CM; creating a space of academic freedom that encourages an exploratory and dialogical style of thinking.

Thus, the development of critical thinking of philology students in the study of humanitarian disciplines should be considered as a priority area of educational policy, which can ensure not only the professional viability of graduates, but also the formation of responsible, cultured and thinking citizens who are able to adequately interact with the modern world and its complex semantic architecture.

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