**Nurzhanova Milana Erbolovna**

Student of 4 course of EP “Foreign language:

Two foreign languages”

Astana International University

                                                                                    Astana, Kazakhstan

                                                             E- mail: [milana2003nurzhanova@gmail.com](mailto:milana2003nurzhanova@gmail.com)

**Integrating critical thinking in English classes**

**Abstract.** This paper demonstrates the results of the study on incorporating critical thinking into English classes. Critical thinking is the capacity to evaluate information from a logical and personality-oriented point of view and employ the results to both standard and non-standard situations, questions, and problems. Through use of critical thinking in English classes students will be able to raise new questions, develop various arguments, and make independent, thoughtful decisions is referred to as critical thinking. The authors offer various critical thinking activities that can be applied in English classes to develop students’ English language skills.

**Key words: Critical thinking, modern approaches, effectiveness of perception of information, vocabulary, activities.**

Teaching foreign languages in a contemporary school entails ongoing implementation and application of updated forms, methods, and content of language education based on a personality-oriented approach based on the use of modern technologies, while taking students’ interests into consideration. The main goal of the current school is to awaken the student's desire to learn, to master new knowledge and activities in the meantime, and to build a further direction of their own education. Students are expected to study, find, and analyze materials on their own, while the teacher's main responsibility is to point them in the right direction. The teacher must construct a logically competent lesson so that students are interested in learning English, because the traditional method of forcing students to memorize words and grammar did not produce the desired results. The search for new teaching methods is linked to students' lack of motivation to learn English. There is often no positive motivation because, when learning a foreign language, students encounter difficulties and do not assimilate the material due to psychological factors.

Work experience demonstrates that using a variety of modern, fresh sources and means piques students' interest and increases their motivation to study.

Modern educational technologies enable teachers to:

• assess knowledge depth and breadth, and to strengthen knowledge and skills across different areas of activity;

•develop technological thinking, the ability to independently organize their educational, self-educational actions;

• cultivate habits of strict adherence to the standards of technological control in the organization of training sessions.

Currently, the school is intended to educate a free, developed, and educated individual with a specific subjective experience who is capable of navigating in an ever-evolving world. Critical thinking development is becoming increasingly important during this period of information space expansion. Critical thinking in teaching activities is defined as a set of qualities and skills that indicate a high level of intellectual curiosity in a student and a teacher, as well as "evaluative, reflexive thinking" in which knowledge is not the final, but the starting point, reasoned and logical thinking based on personal expertise and proven facts.

Critical thinking does not imply passing judgment or criticism, but rather the careful consideration of different methods in order to make updated judgments and decisions. The emphasis on critical thinking presumes that no belief is accepted. In the context of the curriculum, each student forms his or her own opinion. Critical thinking is the ability to evaluate information from a logical and personality-oriented viewpoint and apply the results to both standard and non-standard situations, inquiries, and problems. A capacity to raise new questions, enhance a variety of arguments, and make independent, carefully considered choices is referred to as critical thinking [1].

The Global Reading Association of the University of Northern Iowa, as well as Hobard and William Smith Colleges created the Critical Thinking Development technology. The program's creators are Charles Temple, Ginny Steele, and Kurt Meredith. This technology is a set of strategies and methodologies intended for use in a variety of subject areas, work types, and work forms [2].

In terms of students, critical thinking technology enables them to:

- improve the effectiveness of information perception;

- enhance interest in both the subject matter being studied and the learning process itself;

- think critically;

- determine the relationship between cause and relationships;

- operate collaboratively with others;

- oppose unneeded or erroneous information;

- comprehend how various fragments of information are connected.

When a teacher uses critical thinking technology on an ongoing basis, he or she can be able to create a climate of openness and responsible collaboration in the classroom, employ a learning model and a system of successful methods that encourage the advancement of critical thinking and its independence in the learning process, become an expert who can successfully analyze his or her activities.

This technology is based on the lesson's three-phase structure. It is given on the following figure.

Figure 1 Three phase structure of the lesson

If we describe the given structure, in the process of realization of evocation phase:

1. Students can openly share their point of view on the topic under consideration, without fear of being criticized.

2. Their claims are fixed; there is no “right” or “wrong” statements at this point.

3. Individual and group work are combined. Individual work facilitates each student to keep up with their knowledge and experience, while group work enables you to learn about what others think and express your own without the threat of making a mistake. The exchange of ideas can also help foster the emergence of new ideas, which are often unexplained and fruitful.

The teacher's role is to motivate students to think about what they have learned about the topic under investigation, to encourage a free of conflict exchange of ideas in groups, and to correct and organize information obtained from students. Simultaneously, it is critical not to condemn their responses, even if they are erroneous or incorrect [3].

During the content comprehension phase, students:

1. Make acquaintance with new information.

2. Review this information to your previous experience and knowledge.

3. Concentrate their efforts on resolving the earlier raised questions and difficulties.

4. They pay close attention to what catches their eye, and which elements are less interesting, and why.

6. Get ready to analyze and discuss what they've heard or read.

The teacher's objective is to present information in a simple and appealing manner, as well as to monitor the students' progress.

Reflexive analysis is intended to clarify the meaning of new material and to lay the groundwork for future learning (this is understandable, more information is required, it would be better to ask a question about this, and so on). Because the emphasis in the lessons is on the presentation of new material, there is often little time for detailed reflection. Students are frequently perplexed by the teacher's suggestion that they discuss the issues raised during the lesson in pairs or groups. In this case, the answers are similar in terms of diversity and semantic saturation. Few students are able to question the audience or the teacher about the difficulties they have encountered in mastering new material.

During the reflection phase, students organize fresh data with regard to their existing ideas as well as the knowledge categories. At this stage, a combination of individual and collective effort is the most productive. Students select the information that is most important for understanding the essence of the topic being studied during the course of their own research (various types of writing: essays, keywords, graphic company of the material, and so on).

There are different techniques that can be integrated into teaching English process such as cluster, insert, sincquain and Venn diagram.

We are going to consider each of these techniques in detail and explain how they can be introduced during English classes.

The “Cluster” technique can be used at both the challenge and reflection stages. The technique's basic term is that information about any concept, phenomenon, or event described in the text is organized into clusters (clusters). The main idea is in the center. Students logically connect following associations with the key concept. The end result is something resembling a reference synopsis on the topic under consideration. This technique can be integrated when students work with active vocabulary, lexical themes, and grammar and so on.

The “Cluster” approach not only allows you to stimulate existing lexical units in students' speech and present new ones, but it also allows you to train multiple grammatical patterns depending on your goal by combining them into a coherent utterance.

The method most frequently employed during the implementation phase is “Insert” — the sound equivalent of the subject to English abbreviation (INSERT - Interactive Noting system for Effective Reading and Thinking), which essentially means: an interactive writing system for effective reading and thinking.

This technique covers several stages:

Stage 1: Students are given a text marking system to help them divide into the information and outline it:

Stage 2: While reading the text, students mark individual paragraphs and sentences in the margins with the suitable icon. The text can be familiarized and marked in the classroom, and the teacher can provide feedback during the reading.

Stage 3: Students are given the opportunity to structure information by establishing it in a particular table according to their notes.

Stage 4: Students discuss every chart column in order.

Texts should contain a lot of facts and information. The technique encourages the development of analytical thinking and serves as a means of tracking comprehension of the material.

During the reflection phase, I frequently employ my favorite cinquain technique can be employed in teaching English process. It is derived from the French word “cinq” (five). There are five sentences in this poem. It is used in the synthesis of materials. The form's simplicity fosters the ability to quickly sum up information, convey a point of view in a few meaningful words, and use succinct and concise expressions.

Cinquains have been demonstrated to be useful as:

1) an instrument for integrating complicated data;

2) methods of assessing students' theoretical baggage;

3) a means of developing imaginative expressiveness.

Rules of cinquain writing:

1. The first line expresses the subject matter of the poem in one word, usually a noun;

2. The second line is a nutshell summary of the topic, usually with adjectives;

3. The third line is a three-word description of the action within this topic, usually verbs;

4. The fourth line is a four-word phrase conveying the author's attitude toward this topic;

5. The fifth line is one word - a synonym for the first, reiterating the essence of the

This technique assists students in summarizing their knowledge of the subject.

**Another effective technique that contributes the development of critical thinking skill and language skills of students is “**Venn Diagram”. The term “Venn Diagram” was coined by John Venn and first used to teach mathematical concepts in 1880. However, the use of Venn diagrams in other subjects such as science, economics, and English has grown in recent years. Venn diagrams are created with two or more overlapping circles to introduce the connection of the sets. The Venn-diagram is simple for graphic organizer strategy to develop writing organization and students’ knowledge in writing [5].

A Venn diagram is a diagram that uses circles to depict the relationships between things or finite groups of things. Circles that overlap share characteristics, whereas circles that are not overlapping do not. Venn diagrams are useful for visualizing the similarities and differences between two concepts. They have long been acknowledged for their value as educational tools.

This method aids in distinguishing concepts, ideas, and knowledge about something, emphasizing differences, and identifying commonalities between two or more phenomena. At the comprehension stage (material consolidation), there is a discussion of the compiled diagrams (in pairs, groups).

During the instructional activities Venn-diagram is considered as a useful tool for examining similarities and differences written in the shape of circles, with similarities shown in the overlapping circle. It provides an interaction in prewriting activities in which the teacher scaffolds learners in class discussion to organize their ideas or learners assist peers to generate ideas for their writing assignments. It aids students in organizing their thoughts, correlating texts and prior knowledge, and visually organizing similarities and differences.

Furthermore, Venn diagram can be used to help students develop their writing ideas. Role-playing games, conferences, teleconferences, talk shows on the topic under study, and debates are all effective ways of forming and developing critical thinking. They help to develop critical thinking skills such as the ability to analyze and compare different ideas, events, and points of view, as well as the ability to defend their position. Formalized critical thinking aids in adequate reflexive evaluation of their activities.

In conclusion, foreign language lessons contribute to the development of critical thinking through a variety of materials and interactive approaches. When performing any task, students should understand the main idea, highlight the problem, compare it with what they already know in this area in order to draw a conclusion and formulate their point of view on a specific issue or problem. Obviously, this requires the formation of certain intellectual skills. Students should be able to analyze, evaluate the significance of the information collected, structure the information received, argue their point of view – all these are critical thinking skills.

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