CRITICAL DEVELOPMENT FRAMEWORK IN HIGHER EDUCATION

Tursunboyeva Surayyo

UzJMCU
Teacher of Department
of Foreign languages

ABSTRACT

This paper is conceptualized to examine ways by which higher education in our own country could be re-organized in such a manner that critical thinking skills could be imbued in the learners, in order to make them problem solvers, thereby become assets rather than liabilities. In specific terms, the paper examines such issues as the concept of critical thinking, the importance of critical thinking to the nation, means of inculcating it in the students – particularly at the higher education level, and finally makes recommendations on how this could be effectively carried out.

Keywords: Developing, critical, Thinking, Skills, Students, Higher Education.

In England, for example, the revised National Curriculum (DfEE, 1999) includes thinking skills in its rationale, stating that thinking skills are essential in learning how to learn. The list of thinking skills contains: information-processing, reasoning, enquiring, creative thinking and evaluating. They focus on knowing how as well as knowing what, not only as regards curriculum content but also for learning how to learn. Moreover, critical thinking is now offered as a subject which 16-18 year olds can take as an A-Level examination, and use to enter university, if they are successful. It is generally known that the Communist regime had an enormous impact on , indeed, therefore, the entire educational system. Children were mainly led to memorize facts, but to think or even think critically about the facts, was not acceptable. The Communists were threatened by critical thinking because it enables one to analyze, evaluate, explain, and restructure our thinking, decreasing thereby the risk of adopting, acting on, or thinking with, a false belief. Therefore, critical thinking should be consciously developed already at the primary level. For instance, Dalton and Smith (1986) provide specific verbs, sample question stems and potential activities and products for each of types of thinking. This might help teachers to think about their lesson content before creating and implementing a syllabus

Metacognitive thinking is particularly useful in the learning of foreign languages as it helps students to reflect on their own learning process and identify strategies that

work best for them. In Academic Writing, students are encouraged to think about the structure and organization of their writing, as well as the language and vocabulary they use. They are also taught to evaluate their own work and identify areas for improvement.

Similarly, in Cultural History of Great Britain, students are encouraged to think critically about the language and culture of the UK, and to reflect on their own cultural background and how it might influence their understanding of British culture. By using metacognitive thinking, students are able to develop a deeper understanding of the language and culture they are studying, which in turn helps them to improve their communicative competence.

Overall, the use of metacognitive thinking in English teaching is a valuable tool for helping students to improve their language skills. By encouraging students to reflect on their own learning process and identify strategies that work best for them, teachers can help students to become more confident and effective communicators in English.

The framework includes five strands:

1. Analysing and interpreting information
2. Evaluating evidence and arguments
3. Generating ideas and possibilities
4. Reflecting on thinking and processes
5. Transferring and applying learningю

Each strand is broken down into specific aspects, such as identifying assumptions, evaluating sources, and considering alternative perspectives. The framework provides a clear structure for teaching and assessing critical thinking skills, allowing educators to focus on specific areas of development and track progress over time. In addition to the framework, there are many strategies and techniques that can be used to promote critical thinking in the classroom. These include asking open-ended questions, encouraging students to explain their reasoning, providing opportunities for collaboration and discussion, and using real-world examples and case studies. Overall, the development of critical thinking skills is essential for success in the 21st century. By using the ACER framework and other strategies, educators can help students develop these skills and prepare them for a rapidly changing world.

Grafstein (2017) further articulates the centrality of critical thinking to conceptions of information literacy, stating that the literature on information literacy most often emphasises 'the ability to 1) identify and articulate an information need for a particular purpose, 2) understand how to find information sources that are appropriate to the information needed, 3) distinguish appropriate from inappropriate sources for a particular purpose, and 4) critically assess the information gathered.'

This process involves actively seeking out new information, questioning assumptions and biases, and engaging in critical analysis and reflection. It requires individuals to be open-minded, curious, and willing to challenge their own beliefs and ideas. In addition to promoting knowledge construction in the classroom, educators can also encourage this process outside of formal learning environments. This can include encouraging students to read widely, engage in discussions with others who hold different perspectives, and seek out opportunities for experiential learning. Overall, knowledge construction is an essential component of lifelong learning and success in the 21st century. By developing critical thinking skills and promoting active engagement with information, individuals are better equipped to navigate an increasingly complex and rapidly changing world.

REFERENCES:

1. Dalton, J., & Smith, D. (1986). Extending children strategies for primary classrooms. Retrieved May 24, 2009, from http://www.teachers.ash.org.au/researchskills/dalton.htm.

2. Grafstein, A. (2017). Information literacy and critical thinking. In D. Sales & M. Pinto (Eds.), Pathways into information literacy and communities of practice (pp. 3–28).