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# STATISTICAL OUTCOME OF EXPERIMENTAL WORK ON DEVELOPING CRITICAL THINKING IN TEACHING ENGLISH TO STUDENTS IN UZBEKISTAN



## Abstract

*This article substantiates the relevance of the problem of developing students' critical thinking in modern higher education. The indicators and signs of the formation of students' critical thinking are considered. The main criteria and levels of critical thinking formation are determined. The results of the experimental work were also analyzed according to the relevant criteria. A comparative and mathematical-statistical analysis of the results was carried out in three higher education institutions of Uzbekistan.*



## Аннотация

### **СТАТИСТИЧЕСКИЕ РЕЗУЛЬТАТЫ ЭКСПЕРИМЕНТАЛЬНОЙ РАБОТЫ ПО РАЗВИТИЮ КРИТИЧЕСКОГО МЫШЛЕНИЯ В ОБУЧЕНИИ СТУДЕНТОВ АНГЛИЙСКОМУ ЯЗЫКУ В УЗБЕКИСТАНЕ**

*В данной статье обосновывается актуальность проблемы развития критического мышления студентов в современной высшей школе. Рассмотрены показатели и признаки сформированности критического мышления студентов. Определены основные критерии и уровни сформированности критического мышления. Результаты экспериментальной работы также проанализированы по соответствующим критериям. Сравнительный и математико-статистический анализ результатов проведен в трех высших учебных заведениях Узбекистана.*



## Ключевые слова

*критическое мышление, результат, эксперимент, этапы, критерии, анализ*



## Keywords

*critical thinking, outcome, experiment, stages, criteria, analysis*

<sup>1</sup> Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis and the people of Uzbekistan. – T., December 20, 2022

The President of the Republic of Uzbekistan Sh. Mirziyoyev, in his address to the Oliy Majlis and the people of Uzbekistan, called 2023 the 'Year of caring for a person and quality education' in our country, and taking into account globalization and modernization of education in recent years, he emphasized that the development of critical and creative thinking skills and improving the quality of education is the only right way for the development of New Uzbekistan. Moreover, he emphasized that it is extremely important to develop students' free and creative thinking, teamwork and communication skills: 'We must teach students to think, not to memorize'. The President also mentioned the need to create meaningful and understandable textbooks for them to develop analytical and creative thinking skills<sup>1</sup>.

Indeed, in order to ensure the effectiveness of the ideas and didactic materials presented in the framework of scientific research, it is important to organize the experiment through scientific-pedagogical and methodological points of view correctly. Our experimental work is aimed at achieving a new positive result based on the operating factors of our work. The purpose of our pedagogical experimental work is to clarify the features of evaluating students' critical thinking knowledge and skills in teaching English.

The experimental work was carried out in stages during the 2019–2022 academic year. The process of critical thinking in teaching English to students was defined as an object of research for conducting experimental work. In total, 288 students of the Namangan Institute of Engineering and Technology, the Andizhan Machine-Building Institute and the Ferghana Polytechnic Institute in Uzbekistan took part in the research as respondents.

The purpose of the experimental work is to determine the effectiveness of the use of the presented didactic materials in the process of developing students' critical thinking. The results were evaluated according to the relevant criteria. A comparative and mathematical-statistical analysis of the results was carried out.

The experiments were carried out in 3 stages, as mentioned above.

At the first defining stage, the psychological, pedagogical, methodological literature on the development of critical thinking skills in teaching English to students of higher educational institutions was studied and analyzed. The state of organization and conduct of the educational process for the development of students' critical thinking was also studied and its significance in the educational process was determined.

It is shown that the organization and conduct of the educational process for the development of students' critical thinking is a scientific, methodological and organizational problem. As part of the defining stage of the study, a questionnaire was developed and conducted to determine the activities of teachers in organizing and conducting the process of developing critical thinking of students of higher educational institutions. Students of higher educational institutions and teachers of English of these groups were involved in the survey.

At the second formative stage, the content, form and methods of conducting lessons organized for the development of critical thinking of students were determined, and the lessons were organized on the basis of prepared didactic materials. In the control groups, classes were conducted in the traditional way on the basis of existing programs. An improved work program was organized in the experimental groups.

In addition, the students in the experimental groups of selected higher educational institutions, tasks were presented that stimulated critical thinking, and the process of their implementation was monitored. Difficulties in completing tasks, problems that arose were fixed, and, if necessary, changes were made to the didactic material. Interviews were conducted to determine the scope of students' critical thinking skills, and their results were analyzed.

In order to develop critical thinking, students acquire certain skills and competencies associated with independent thinking in the process of mastering materials

related to a particular text or topic. Students of higher educational institutions use the acquired knowledge in different ways when performing practical tasks.

It is known that English classes are organized for the purpose of teaching, educating and developing students. Accordingly, the development of students' critical thinking in experimental work largely depends on the educational material and its various forms. In order to develop critical thinking in students, as a result of choosing and presenting educational tasks that are concise in terms of volume, encouraging them to coherent thinking, their multifaceted mental activity is determined.

At the third final control stage, the experimental results of the study were summarized and critically analyzed. The results of the study and the compatibility of the developed methods were tested in the scientific and methodological developments developed during the educational process.

When a student listens to a speech with an unfamiliar content: 1) fragmenting comprehension, 2) overall comprehension, 3) comprehension in details, and 4) critical comprehension occurs. A teacher should consider the above mechanisms and 4 types of comprehension when teaching listening comprehension<sup>2</sup>.

In the framework of our study, we adhere to the point of view of S.I. Zair-Bek [5], understanding critical thinking as evaluative, reflective, reasoned and logical thinking, which is based on personal experience and proven facts; emphasizing that knowledge and information is not the end, but the starting point.

Based on the analysis of modern psychological and pedagogical literature, we have identified some essential characteristics of student critical thinking:

- independence (ideas, value judgments and beliefs are formed by students independently, as a result of search and analysis; but at the same time, critical thinking allows the acceptance of ideas and beliefs of another person);
- argumentation (the rationality of one's own judgment is supported by logical, reasonable arguments);
- communication (in the process of discussion, exchange of opinions, etc., the individual position of the student is clarified and corrected; in communication, the ability to listen and hear the interlocutor, a sense of responsibility for the correctness of one's point of view, tolerance, etc.) is formed.

This leads to the conclusion that the value of critical thinking lies in preparing the student to solve the following problems:

- development of cognitive motives – an increase in interest in the process of learning, cognition, activation of mental activity, intensive assimilation of the material;
- formation of information culture – development of skills for effective independent work with information (search, selection, processing, preservation, interpretation, transfer) using new technologies;
- development of communicative competence – improving the ability to build effective communication adequately to the goals, taking responsibility for the correctness of one's point of view.

In general, the student's critical thinking is based on mental operations (comparison, generalization, abstraction, classification, systematization, concretization), which determine the ability to set a goal, see and solve a problem, put forward a hypothesis, argue one's point of view, analyze alternative points of view and express one's opinion about them.

<sup>2</sup> U. Khoshimov, I. Yakubov. Methodology of English language. – T.: 'Sharq'. 2003. Pp. 134–135.

Analysis of the level of formation of students' critical thinking in teaching English was determined on the basis of the following evaluation criteria: **low level, average level, high level.**

During the experiment the followings were identified among students with **low** critical thinking skills:

- thinking is not directed to a specific goal; waiting for others to express their opinion due to his lack of an active position; hesitancy or hesitation in expressing one's thoughts; trying to avoid problematic tasks.

When determining the **average** level of critical thinking of students, the followings were found:

- understanding the content of the problem, solving it according to the template; determining through brainstorming that the thinking skills necessary for critical thinking are formed; low level of purposefulness; lack of experience in problem solving.

A **high** level of critical thinking was defined as:

- after understanding the essence of the problem, expressing hypothetical opinions, looking at and check their solution together with teachers; expressing a personal opinion on an issue; showing that they are satisfied with such activities: it was determined on the basis of the formation of critical thinking situations based on the desire to use the acquired knowledge, skills and abilities during the lesson, leaving a certain template.

Modern psychological and pedagogical literature presents studies substantiating the significance, essence and ways of forming and developing critical thinking as an actual educational problem (D. Halpern [8], I.V. Mushtavinskaya [7], and others). As one of the possible ways to solve the problem, we proposed to consider the use of methods of brainstorming, clustering, cinquain, insert and mind maps in the educational process as a means of developing students' critical thinking.

When English lessons were observed in the experimental and control groups in the process of developing students' critical thinking, their skills and competencies were evaluated on the basis of the above-mentioned criteria.

In order to develop critical thinking in students, questionnaires were conducted based on the curriculum in the English language teaching process and analyzed by means of mathematical-statistics methods.

The analysis of the survey is presented in table 1.

**Table 1**  
The results of the experimental and control groups according to the survey at the end of the study of the methodology for developing students' critical thinking skills in teaching English

№	Criteria/Questions	Experimental group (146 students)			Control group (142 students)		
		High (3 points)	Average (2 points)	Low (1 point)	High (3 points)	Average (2 points)	Low (1 point)
1	Do you think it is important to learn foreign languages these days?	71	46	29	36	51	55
2	Critical thinking in education is not about criticizing everything. On the contrary, it is an analysis of the information that comes to us, a doubt about its basis and an independent assessment of the situation, drawing a logical conclusion and making a decision.	68	48	30	37	50	55

№	Criteria/Questions	Experimental group (146 students)			Control group (142 students)		
		High (3 points)	Average (2 points)	Low (1 point)	High (3 points)	Average (2 points)	Low (1 point)
3	Current textbooks and study guides focus on developing critical thinking.	69	47	30	38	52	52
4	Do you feel the need to develop critical thinking and self-education?	70	45	31	38	51	53
5	Do you rate your level of critical thinking as satisfactory?	68	49	29	36	49	57
6	Can you freely (critically) express your opinion, based on your personal knowledge and experience, regarding the material or activities taught in English classes?	67	49	30	39	53	50
7	Do you use methods and technologies such as Insert, Cluster, Cinquain, Case Study, Fishbone when working on problem texts that develop critical thinking with the help of a teacher in English classes?	71	45	30	35	50	57
8	Can you confidently and correctly (critically) express your thoughts to others?	66	44	36	37	52	53
9	Do you think that the key to your success lies in your level of critical thinking?	69	50	27	36	52	54
10	Do you read books on developing your critical thinking?	72	45	29	35	54	53
11	Do you use mobile language learning apps (Quizlet, Kahoot, Duolingo, Memrize, Padlet) to learn a foreign language?	68	47	31	38	50	54
12	Do you think language learning mobile apps can help you improve your critical thinking through writing, reading, listening and speaking?	70	49	27	39	48	55
<b>Midpoint:</b>		<b>69</b>	<b>47</b>	<b>30</b>	<b>37</b>	<b>51</b>	<b>54</b>

At the end of the experimental work, it can be seen that the statistical indicators of the students of the experimental group are higher than the statistical indicators of the control group. At the end of the experimental work on the methodology for developing students' critical thinking skills in teaching English, the statistical indicators were compared in the context of higher educational institutions (see Table 2):

**Table 2**

The final comparative table of the effectiveness of experimental work on the methodology for developing critical thinking skills of students

Research Entities		High	Average	Low	Total
Experimental group	Namangan Institute of Engineering and Technology	23	16	11	50
	Andizhan Machine-Building Institute	24	15	10	49
	Ferghana Polytechnic Institute	22	16	9	47
<b>Overall</b>		<b>69</b>	<b>47</b>	<b>30</b>	<b>146</b>
Research Entities		High	Average	Low	Total
Control group	Namangan Institute of Engineering and Technology	14	16	18	48
	Andizhan Machine-Building Institute	11	18	19	48
	Ferghana Polytechnic Institute	12	17	17	46
<b>Overall</b>		<b>37</b>	<b>51</b>	<b>54</b>	<b>142</b>

As can be seen from the table above, according to all criteria for improving students' knowledge of the methodology for developing critical thinking skills in teaching English, significant changes were observed in the experimental groups compared to the control groups.

Based on the assimilation indicators according to the criteria, the final calculation of the experimental work was carried out (see Table 3).

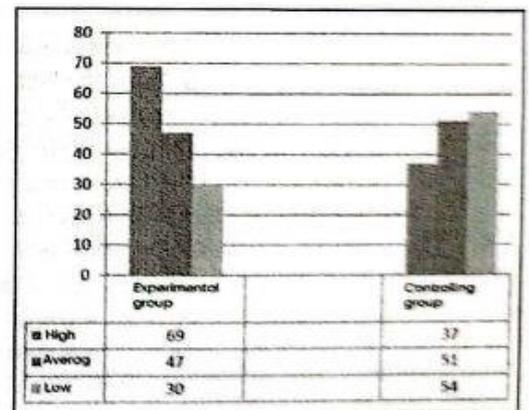
**Table 3**  
Dynamics of improvement (in numbers and percentages) according to the method of developing students' critical thinking skills in teaching English

Groups	Number of students	Results (in %)		
		High	Average	Low
In experimental group	146	69 47	47 32	30 21
In control group	142	37 26	51 36	54 38

Based on the analysis of the received results, it was found that the students of the experimental group involved in the research process have more effective knowledge, skills and competencies than the students of the control group. For an objective assessment of this situation, a statistical analysis was carried out. Only a deterministic conclusion confirms that the scientific, pedagogical, technological and methodological work of the experiment was carried out correctly and efficiently [4].

**Chart 1**  
Chart of experimental work on the methodology for developing students' critical thinking skills when teaching English

Student's and Pearson's criteria were chosen for statistical analysis during the defining stage period. This method is able to determine and objectively evaluate the indicators recorded in the two groups. According to the essence of the mathematical-statistical method, at the initial stage it was necessary to determine the statistical indicators recorded in the experimental and control groups as samples, and build variation series according to the estimated indicators. The following chart is a comparison of the mean values of the experimental results (See Chart 1).



As can be seen from the diagram, the performance of the experimental group is higher than the results of the control group. Based on the results presented, their mathematical and statistical analysis was carried out, and the mean values, standard deviations, sample variance, variation indices, student's sample criterion, degree of freedom according to the Student's criterion, Pearson's chi-squared test and significant deviations from the results obtained at the end of the experiment (see Table 4).

$\bar{X}$	$\bar{Y}$	$S_x^2$	$S_y^2$	$C_x$	$C_y$	$T_{x,y}$	$K$	$X^2_{n,m}$	$\Delta_x$	$\Delta_y$
2,26	1,88	0,6124	0,6256	2,85	3,52	4,22	286	16,63	0,12	0,13

**Table 4**  
Statistical indicators of experimental work on the methodology for developing students' critical thinking skills

From the results obtained, one can see an improvement in students' knowledge of the methodology for developing critical thinking skills when teaching English with a value of 1, and the level of knowledge with a value of 0. Based on this we can see that the level of skills in the experimental group are higher than in the control group.

All in all, the whole analysis shows that the indicators of the experimental group are significantly higher than those of the control group. It follows from the results of the experiment that a good result has been achieved in the application of

the mechanism created on the methodology for developing students' critical thinking skills in teaching English. And also, the results of the experimental work confirmed the reliability of the conclusion, which shows that the students' knowledge of the methodology for developing critical thinking skills in English-language education has increased qualitatively and quantitatively. Experimental work carried out in the course of the study – the correctness of the set goal of research and experimental work, the availability of a methodology that served to ensure a positive result of this goal determined the accuracy of the results achieved [3].

The values highlighted on our defining stage confirmed the effectiveness of students' knowledge on methodology of developing the critical thinking skills in teaching English. The use of didactic materials provided at the first defining stage through a comparative and mathematical-statistical analysis of the results obtained in the control and experimental groups during the testing period gave effective results. As a result of the study, the effectiveness of experimental work on the methodology for developing students' critical thinking skills in teaching English was scientifically and experimentally substantiated.



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