GCCR

Global Conference on Contemporary Research

INTERNATIONAL CONFERENCE ON LANGUAGES, LITERATURE AND CULTURAL STUDIES

CONFERENCE THEME:

Language, Culture and Innovation: Bridging Global Perspectives through Research.

LANGUAGE STUDIES | LITERATURE | CULTURAL STUDIES | INTERNATIONAL COLLABORATION

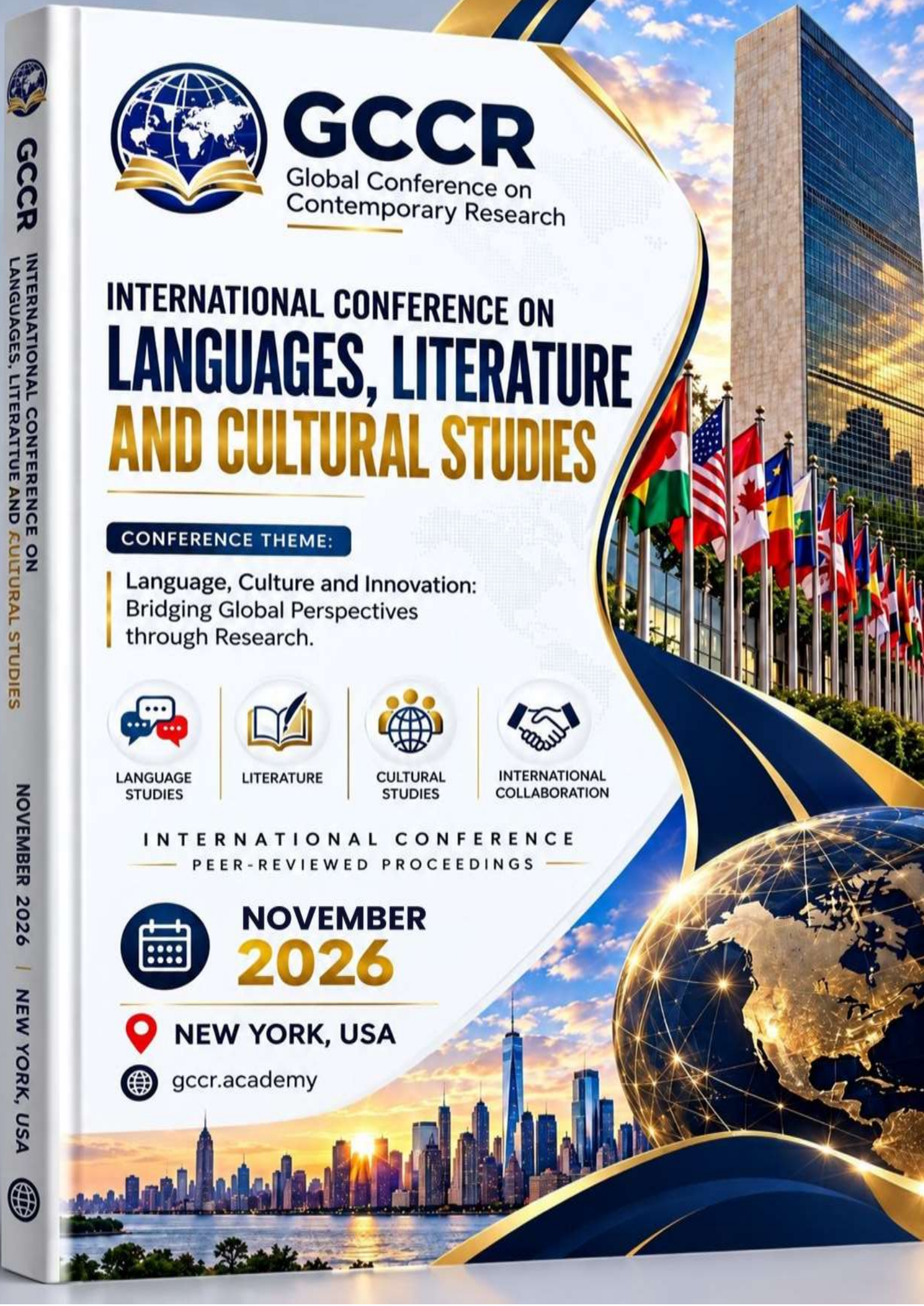
INTERNATIONAL CONFERENCE

PEER-REVIEWED PROCEEDINGS

NOVEMBER 2026

NEW YORK, USA

gccr.academy



GCCR INTERNATIONAL CONFERENCE ON LANGUAGES, LITERATTUE AND CULTURAL STUDIES NOVEMBER 2026 | NEW YORK, USA

THE IMPORTANCE OF CRITICAL THINKING TECHNOLOGIES IN ENGLISH LANGUAGE LEARNING

Doctoral Student,

Gulistan State University

Tuxmakova Sevara Gulomjon qizi

https://doi.org/10.5281/zenodo.24136640

Abstract

This thesis highlights the importance of Critical Thinking technologies in the process of learning English, their potential for developing students' communicative competence, and their role in enhancing the effectiveness of education. It also examines the pedagogical potential of interactive methods based on critical thinking in developing students' abilities to think independently in English, analyse problem-solving situations, justify their viewpoints, and engage in effective communication.

Keywords: critical thinking, Critical Thinking technologies, English language, communicative competence, speaking skills, interactive methods, independent thinking, problem-based learning.

Introduction

In the context of today's globalisation and international integration, the effective teaching of foreign languages, particularly English, is considered one of the important objectives of the education system. In the modern educational process, students are expected not only to acquire grammatical rules and expand their vocabulary but also to express their ideas independently, analyse various types of information, approach problems creatively, and draw well-founded conclusions during communication.

From this perspective, the use of Critical Thinking technologies in English language teaching is of particular importance. Critical thinking is an intellectual activity that enables learners not merely to accept existing information but also to analyse, compare, evaluate it, and draw independent conclusions.

Main Body

Critical thinking contributes to the comprehensive development of language competencies in the process of learning English. In particular, the application of these technologies produces effective results in developing listening, reading, writing, and speaking skills.

Firstly, Critical Thinking technologies contribute to the development of students' speaking competence. The use of methods such as Discussion, Debate, Problem-solving Questions, and Role-play encourages students to participate actively in communication in English. Through these activities, students learn not only to express their ideas but also to listen to others' opinions, respond appropriately, and defend their viewpoints with supporting arguments.

Secondly, critical thinking technologies help develop reading comprehension and listening skills. Creating questions based on texts and audio materials, identifying main and supporting information, recognising the author's position, and evaluating the reliability of information contribute to the development of students' analytical thinking.

Thirdly, these technologies also play an important role in developing students' writing skills. Through tasks such as Essay Writing, Reflection, and Argumentative Writing, learners acquire the ability to present their ideas coherently, provide supporting arguments, analyse opposing viewpoints, and draw logical conclusions.

The following Critical Thinking methods are particularly appropriate for use in English language lessons:

1. Brainstorming – helps students develop independent ideas and generate new suggestions on a particular topic.
2. Debate – develops students' ability to justify their viewpoints in English, provide arguments, and analyse opposing opinions.
3. Think–Pair–Share – creates opportunities for independent thinking, collaborative learning, and exchanging ideas.
4. Six Thinking Hats – helps students analyse a particular problem from different perspectives.

5. Case Study – develops students' competencies in discussing real-life situations in English, finding solutions to problems, and making decisions.

The effectiveness of these methods depends on adapting them to students' language proficiency levels, academic specialisations, and individual characteristics. In particular, discussing problem-based situations related to their professional fields in English enables students enrolled in non-philological educational programmes to develop not only their communicative competence but also their professional competencies.

Furthermore, the use of modern information and educational resources, electronic platforms, video materials, and interactive tasks further expands the potential of Critical Thinking technologies. This approach helps increase students' engagement in the learning process, strengthen their motivation for independent learning, and broaden their opportunities to use English in practical contexts.

Conclusion

In conclusion, the application of critical thinking technologies in English language teaching is one of the essential pedagogical conditions of modern education. These technologies develop students' ability to think independently, analyse information, find solutions to problem-based situations, and communicate fluently in English.

In particular, the purposeful application of discussion, case study, brainstorming, and collaborative learning methods plays a significant role in improving students' speaking competence. Therefore, the systematic integration of Critical Thinking technologies into English language lessons is an effective means of improving the quality of education and developing independent, analytical, and communicatively competent individuals.

References

1. Ennis, R. H. (1991). Critical Thinking: A Streamlined Conception. Teaching Philosophy, 14(1), 5–24.
2. Facione, P. A. (1990). Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. California Academic Press.

3. Paul, R., & Elder, L. (2014). Critical Thinking: Tools for Taking Charge of Your Learning and Your Life. Pearson.
4. Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching. Cambridge University Press.
5. Scrivener, J. (2011). Learning Teaching: The Essential Guide to English Language Teaching. Macmillan Education.