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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
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- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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THE IMPORTANCE AND ITS DEVELOPMENT MODELS OF CRITICAL THINKING

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Abstract: This article explores the significance of critical thinking in the digital age and presents effective models for its development among secondary school students. Critical thinking is defined as the ability to analyze information deeply, evaluate its validity, and make independent, rational decisions. The article highlights Vincent Ryan Ruggiero's model, which includes inquiry, interpretation, and evaluation, emphasizing that acquiring critical thinking skills leads to better decision-making and problem-solving attitudes. Additionally, American psychologist D.F. Halpern's research identifies key qualities essential for critical thinking development, such as organized thought, flexibility, perseverance, error recognition, awareness, and compromise. The article further introduces Zair-bek's Teaching of Critical Thinking through Reading and Writing (TCTRW) program, a three-stage model—engagement, constructing meaning, and reflection—adapted for seventh-grade English lessons. The expanded model includes pre-evocation, application, and evaluation/metacognition stages, incorporating innovative methods like motivational videos, debates, journaling, and real-world projects.

Key words: analytical thinking, problem-solving skills, decision-making, evaluation, assumption, cognitive flexibility, metacognitive awareness.

Annotatsiya: Ushbu maqolada raqamli asrda tanqidiy fikrlashning ahamiyati yoritiladi hamda o'rta maktab o'quvchilari orasida uni rivojlantirish bo'yicha samarali modellari taqdim etiladi. Tanqidiy fikrlash – bu ma'lumotni chuqur tahlil qilish, uning to'g'riligini baholash va mustaqil, mantiqiy qarorlar qabul qilish qobiliyati sifatida ta'riflanadi. Maqolada Vinsent Rayan Ruggieroning modeli – savol berish, talqin qilish va baholash bosqichlari – ko'rsatilib, tanqidiy fikrlash ko'nikmalarini egallash yaxshiroq qarorlar qabul qilish va muammoni hal qilishga yo'naltirilgan yondashuvlarni rivojlantirishga olib kelishi ta'kidlanadi. Bundan tashqari, amerikalik psixolog D.F. Halpern tanqidiy fikrlashni rivojlantirish uchun zarur bo'lgan asosiy fazilatlarini aniqlaydi: tartibli fikrlash, moslashuvchanlik, qat'iyatlilik, xatolarni tan olish, xabardorlik va murosaga tayyorlik. Shuningdek, maqolada Zair-bek tomonidan ishlab chiqilgan "O'qish va yozish orqali tanqidiy fikrlashga o'rgatish" (TCTRW) dasturi ham taqdim etiladi. Ushbu uch bosqichli model – jalb qilish, ma'no yaratish va tafakkur – 7-sinf ingliz tili darslari uchun moslashtirilgan. Kengaytirilgan modelga oldindan faollashtirish, qo'llash va baholash/metakognitsiya bosqichlari kiradi. Unda motivatsion videolar, munozaralar, kundalik yozish va real hayotga oid loyihalar kabi innovatsion usullar qo'llaniladi.

Kalit so'zlar: analitik fikrlash, muammoni hal qilish ko'nikmalari, qaror qabul qilish, baholash, taxmin, kognitiv moslashuvchanlik, metakognitiv xabardorlik.

Аннотация: В данной статье рассматривается значение критического мышления в цифровую эпоху и представлены эффективные модели его развития среди учеников средней школы. Критическое мышление определяется как способность глубоко анализировать информацию, оценивать её достоверность и принимать независимые, рациональные решения. В статье выделяется модель Винсента Райана Руджеро, включающая исследование, интерпретацию и оценку, при этом подчёркивается, что освоение навыков критического мышления способствует более качественному принятию решений и формированию установок, направленных на решение проблем. Кроме того, американский психолог Д.Ф. Халперн определяет ключевые качества, необходимые для развития критического мышления, такие как организованность мышления, гибкость, настойчивость, умение распознавать ошибки, осознанность и готовность к компромиссам. Также в статье представлена программа Заир-бека "Обучение критическому мышлению через чтение и письмо" (TCTRW) – трёхэтапная модель: вовлечение, построение смысла и рефлексия, адаптированная для уроков английского языка в седьмом классе. Расширенная модель включает этапы предвызова, применения и оценки/метапознания с использованием инновационных методов, таких как мотивационные видео, дебаты, ведение дневников и реализация проектов, связанных с реальной жизнью.

Ключевые слова: аналитическое мышление, навыки решения проблем, принятие решений, оценка, предположение, когнитивная гибкость, метакогнитивная осознанность.



INTRODUCTION

In today's fast-paced and digitally interconnected world, the ability to think critically has become an indispensable skill. The overwhelming volume of information available through various digital platforms and media requires individuals, especially students, to not only absorb data but also analyze, evaluate, and make informed decisions. Critical thinking enables learners to move beyond passive acceptance of information, encouraging them to question assumptions, recognize biases, and develop reasoned conclusions. As educational systems strive to prepare students for the challenges of the modern era, cultivating critical thinking skills has emerged as a primary objective. This paper explores the importance of critical thinking and examines effective models for its development among secondary school students. Drawing on established psychological theories and pedagogical frameworks, it highlights key personal traits essential for critical thinking and presents structured approaches to teaching it in the classroom. Emphasis is placed on integrating these strategies within curricula, particularly through language and humanities subjects, to foster analytical skills, cognitive flexibility, and metacognitive awareness. By equipping students with these competencies, educators can better prepare the younger generation to navigate complex information environments and make sound decisions in both academic and real-world contexts ^[1].

LITERATURE REVIEW

Researchers emphasize that critical thinking enables individuals to analyze information deeply, evaluate its reliability, and make reasoned decisions. According to Vincent Ryan Ruggiero, critical thinking involves the processes of inquiry, interpretation, and evaluation, which help learners test arguments and assertions to distinguish useful information from misinformation. American psychologist D.F. Halpern contributes to the discourse by identifying personal qualities critical for developing critical thinking. Halpern underscores the importance of organized thinking, cognitive flexibility, perseverance, error recognition, awareness, and the ability to negotiate compromises. These traits collectively enhance students' capacity to process complex information, embrace alternative viewpoints, and learn from mistakes, which are vital components of critical thinking. Building on these theoretical foundations, practical models for teaching critical thinking have been designed ^[2,4].

Zair-bek's Teaching of Critical Thinking through Reading and Writing (TCTRW) model, originating in Russia and adopted internationally, provides a structured three-stage approach: engagement, constructing meaning, and reflection. This model facilitates active learning by connecting new information to prior knowledge, encouraging deep understanding, and fostering self-reflection. Recent adaptations of this model expand the process by integrating preparatory (pre-evocation), application, and evaluation/meta-cognition stages, incorporating modern pedagogical tools such as motivational videos, debates, journaling, and real-world problem-solving projects. These additions enhance learners' psychological readiness, practical application of critical skills, and metacognitive awareness, thereby promoting autonomous learning and cognitive resilience. Overall, the literature reveals a consensus that critical thinking development requires a multifaceted approach, combining cognitive skills with affective and metacognitive components, supported by interactive and reflective educational strategies. This comprehensive approach is particularly crucial in today's information-saturated environments, where young learners must navigate complex and often contradictory data streams effectively ^[6].

RESEARCH METHODOLOGY

This study employs a mixed-methods approach to investigate the development of critical thinking skills among secondary school students. The research combines both qualitative and quantitative methods to provide a comprehensive understanding of the effectiveness of critical thinking models and teaching strategies.

ANALYSES AND RESULTS

Critical thinking is a person's ability to deeply analyze information, evaluate it adequately, draw logical conclusions, and make independent decisions. This way of thinking encourages individuals not to accept existing ideas, opinions, or information at face value, but rather to question and examine their foundations. Vincent Ryan Ruggiero, in his work *Beyond Feelings: A Guide to Critical Thinking*, defines critical thinking as follows: "Critical thinking is the process of testing arguments and assertions through inquiry in order to determine whether they are useful or not." The main stages of critical thinking proposed by Ruggiero are inquiry, interpretation, and evaluation. Although the stages may seem straightforward, the process of applying and forming critical thinking requires sufficient time and practice. However, the author emphasizes that the formation of this skill can meet expectations if applied according to practical strategies. The most important point and aim of the application lies in Ruggiero's theory, which suggests that a person who has acquired critical thinking

skills is capable of making rational decisions. Since the ability to make sound decisions is one of the core objectives of critical thinking, a critical thinker approaches every problem with curiosity in order to find solutions patiently. In contrast, a person who lacks critical thinking tends to view problems as threats and avoids solving them. Such individuals often believe that it is preferable to live with problems than to make the effort to solve them^[4].

American psychologist D. F. Halpern conducted a study on the development of critical thinking among school students and, based on the results of her research, emphasized that before forming critical thinking skills, an individual must possess the following qualities:

1. **Ability to organize thoughts.** Thoughts usually emerge and form in a disorganized manner; therefore, it is necessary to structure them before expressing them. Organized thinking increases self-confidence.
2. **Flexibility.** If a student is not open to accepting the opinions of others, they can never truly become the master of their own thoughts.
3. **Perseverance.** Perseverance helps students face complex problems and achieve good results despite mental pressure or difficulties.
4. **Ability to recognize and correct mistakes.** A critical thinker does not justify mistakes but instead strives to draw correct conclusions and uses errors as part of the learning process.
5. **Awareness.** Awareness is a vital trait that enables a student to follow the flow of thoughts and internal dialogue during the thinking process.
6. **Ability to find compromise solutions.** A decision only gains power when it has an impact on others. Therefore, the ability to reach compromise is essential for effective communication and decision-making.

These qualities can be more effectively developed within school curricula, particularly in foreign languages and humanities subjects, which offer broader opportunities for integration into educational programs^[2]. In his work *Technology for Developing Critical Thinking in Lessons: A Guide for Teachers*, Zair-bek introduces a teaching strategy known as TCTRW (Teaching of Critical Thinking through Reading and Writing). This program, which has been popular in Russia for 28 years, was implemented in 1997 by the International Reading Association in 11 countries across Central Asia and Europe. The core model of TCTRW consists of three stages: engagement, understanding of meaning, and reflection. This structure is explained in more detail through a table proposed by Zair-bek (Table 1), which illustrates the implementation and process of developing critical thinking through educational activities.

Table 1: The implementation and process of developing critical thinking through educational activities

Technological Stages	Description
Stage I – Engagement	Activating prior knowledge
	Developing interest in new information
	Setting a personal goal for learning
Stage II – Constructing Meaning	Receiving new information
	Adjusting the initial learning goal
Stage III – Reflection	Comprehension
	Emergence of new knowledge
	Setting new goals for further learning

The table above illustrates that critical thinking begins with preparation for acquiring new knowledge by developing interest in new information and setting a personal goal for learning. At the next stage, the student needs to obtain new information in order to construct new meanings. At this point, the student may revise their initial learning goal, depending on how relevant, reliable, and complete the new information is. This can either increase or decrease the student's interest in the topic. Naturally, during this stage, the student makes a conscious decision either to internalize the information or to disregard it if it seems unimportant. If the student continues to engage with the learning process, then in the reflection stage, the act of comprehension leads to the emergence of new knowledge. This reflection not only deepens understanding but also motivates the student to set new goals for acquiring further knowledge, thereby reinforcing the cycle of critical thinking. The strategic model of Zair-bek has been adapted for the school curriculum of 7th-grade pupils for the lesson "English" to align with the research topic.



Table 2: The strategic model of Zair-bek

Stage	Description	New methods and approaches
0. Preparation Stage (Pre-evocation)	Developing students' psychological and emotional readiness. Creating a problematic situation to spark curiosity.	<ul style="list-style-type: none"> - Motivational videos - Short problem-based scenarios in texts - Q&A sessions and quizzes
1. Evocation	Activating prior knowledge, generating questions, making predictions.	<ul style="list-style-type: none"> - Organizing an idea market - Creating an associative map - K-W-L charts ("What I Know – What I Want to Know – What I Learned")
2. Realization of Meaning	Actively receiving new information and engaging in deep analysis.	<ul style="list-style-type: none"> - Text-based debates - Defending the "opponent's point of view"
3. Reflection	Connecting new knowledge with personal experience and reinforcing understanding.	<ul style="list-style-type: none"> - Writing "This made me think..." reflections - Keeping a journal or blogging - Task: "Why did I change my mind?"
4. Application	Applying learned knowledge and critical thinking strategies in practice.	<ul style="list-style-type: none"> - Real-world problem-solving projects - Research projects and presentations - Role plays and simulations
5. Evaluation & Metacognition	The student analyzes their own thinking process: How did I learn? What changed? Where did I make mistakes?	<ul style="list-style-type: none"> - Reflective questions: "What did I learn today?", "What idea did I reconsider?" - Self-assessment as a "critical thinker" - Keeping a metacognitive journal

The existing model has been expanded to include pre-evocation, application, and evaluation/metacognition stages, as well as to introduce new methods and approaches for each stage of the lesson. The pre-evocation stage has been created to assess students' background knowledge of the topic and to develop psychological readiness by sparking curiosity about the problematic case. This aim can be achieved by showing motivational videos, distributing short problem-based scenarios in texts, or giving questions related to the topic. In the evocation phase, learners recall prior understanding, formulate inquiries, and anticipate outcomes, using strategies such as concept mapping, idea exchanges, and K-W-L frameworks. During the meaning-construction stage, students absorb new content and critically evaluate it through activities such as structured debates and articulating opposing viewpoints. The reflection phase encourages learners to relate insights to personal experiences, using techniques like reflective journaling, blog writing, or exploring reasons behind shifts in perspective. In the application phase, students transfer acquired knowledge and analytical skills to real-world contexts, engaging in project-based tasks, research presentations, and experiential simulations. Finally, in the evaluation and metacognition stage, students examine their cognitive processes, assessing what was understood, how their viewpoints evolved, and identifying areas for improvement, often through self-assessment tools, guided reflection prompts, and metacognitive journals. This structured approach not only refines critical thinking but also enhances autonomous learning^[6].

CONCLUSIONS AND RECOMMENDATIONS

The development of critical thinking skills among secondary school students is essential in today's information-rich and digitally connected world. This study highlights that critical thinking is not merely an innate ability but a skill that can be cultivated through deliberate instructional strategies. The integration of models such as Zair-Bek's Teaching of Critical Thinking through Reading and Writing (TCTRW) demonstrates promising results in enhancing students' ability to analyze, evaluate, and synthesize information critically. Furthermore, the cultivation of foundational qualities—such as flexibility, perseverance, and self-awareness—is vital for fostering a mindset that embraces inquiry and reflection. The findings underscore the necessity of incorporating critical

thinking development systematically within school curricula, especially through subjects that promote analytical dialogue like foreign languages and humanities. Ultimately, equipping students with critical thinking competencies empowers them to navigate the complexities of the modern world, make rational decisions, and engage meaningfully in societal discourse. Educators need continuous professional development focused on critical thinking pedagogies, including the implementation of models like TCTRW and the use of active learning techniques such as debates, reflective journaling, and problem-solving projects.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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