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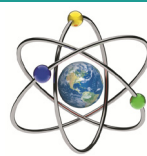
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PEDAGOGICAL AND METHODOLOGICAL POSSIBILITIES FOR DEVELOPING STUDENTS' CRITICAL THINKING COMPETENCE IN TEACHING ENGLISH BASED ON THE “PROJECT-BASED LEARNING” APPROACH

Berdiyeva Shakhnoza Kholmakhammatovna

Tashkent State University of Economics, English teacher

<https://orcid.org/0009-0006-6587-5862>

Abstract: This article examines the pedagogical and methodological opportunities for developing students' critical thinking competence through the implementation of Project-Based Learning (PBL) in English language teaching. Project-based activities encourage students to search for information independently, analyze problematic situations, compare different perspectives, make evidence-based decisions, and formulate conclusions in English. The PBL approach transforms learners from passive recipients of information into active participants who construct knowledge and apply it to practical situations. Particular attention is given to project tasks that promote analytical, communicative, research, and creative skills.

Key words: Project-Based Learning, critical thinking, English language, project activities, competence.

Annotatsiya: Ushbu maqolada ingliz tilini o'qitish jarayonida Project-Based Learning (PBL) yondashuvidan foydalanish orqali talabalarning tanqidiy fikrlash kompetensiyasini rivojlantirishning pedagogik-metodik imkoniyatlari yoritilgan. Loyiha asosida tashkil etilgan mashg'ulotlar talabalarning mustaqil izlanishi, muammoni tahlil qilishi, dalillarni taqqoslashi, asoslangan xulosa chiqarishi hamda o'z fikrini ingliz tilida aniq ifodalashiga xizmat qilishi asoslangan.

Kalit so'zlar: Project-Based Learning, tanqidiy fikrlash, ingliz tili, loyiha topshiriqlari, kompetensiya.

Аннотация: В статье рассматриваются педагогические и методические возможности развития компетенции критического мышления студентов посредством применения подхода Project-Based Learning при обучении английскому языку. Проектная деятельность создаёт условия для самостоятельного поиска информации, анализа проблемных ситуаций, сопоставления различных точек зрения, аргументированного принятия решений и формулирования выводов на английском языке. Использование PBL способствует переходу от пассивного усвоения учебного материала к активному конструированию знаний и их практическому применению.

Ключевые слова: Project-Based Learning, критическое мышление, английский язык, проектная деятельность, компетенция.

INTRODUCTION

Today, one of the important tasks in the higher education system is to organize the process of teaching foreign languages, in particular English, on the basis of modern pedagogical approaches. As a result of globalization, the rapid development of digital technologies and the expansion of international academic cooperation, the need to organize the English language not only as a means of mastering grammatical rules and vocabulary, but also as a competency-based environment that ensures the student's independent thinking, analysis of information, finding solutions to problem situations and substantiation of his point of view is increasing. From this point of view, the development of students' critical thinking competence in English classes is one of the urgent pedagogical and methodological issues.



Critical thinking is one of the important competencies that determine the professional and intellectual potential of a modern specialist, which is not limited to simply receiving information, but also includes the processes of analyzing it, assessing its reliability, comparing different points of view, drawing conclusions based on evidence and making independent decisions. The formation of these skills in the process of learning English also expands the communicative capabilities of students. Because in real communicative situations, the student needs to consistently express his opinion, understand the point of view of the interlocutor, respond to evidence, and justify his position^[1].

The main purpose of this article is to highlight the pedagogical and methodological possibilities of developing students' critical thinking competence in teaching English based on the Project-Based Learning approach. For this purpose, the role of project activities in the educational process, the principles of organizing effective tasks, and the possibilities of developing students' independent thinking and informed decision-making skills through PBL are analyzed.

LITERATURE REVIEW

The educational potential of the Project-Based Learning (PBL) approach has been widely studied by foreign researchers. Bell considers PBL as an educational model that serves to develop 21st century skills, directing students to research, collaboration, problem solving and the creation of practical products. According to the author, project activities transform the student from a passive recipient of knowledge to an active researcher^[1].

The "Project Framework" developed by Beckett and Slater substantiates the possibility of integrating language, content and thinking skills in project-based learning. Researchers have shown that project activities activate higher-level thinking processes along with the development of academic literacy^[3].

A study by Song, Razali and Jeyaraj in 2025 examined the impact of PBL on college students' critical thinking and reading comprehension in English. The results show that project activities develop critical thinking through problem solving, research and reflective evaluation.

Also, the literature review by Song et al. noted the effectiveness of PBL in developing critical thinking and language skills in EFL education. In the study of Xue, Kasuma, and Liu in 2026, it was found that the components of critical thinking such as analysis, evaluation, and inference were activated differently in project-based EFL tasks^[4].

RESEARCH METHODOLOGY

This study used a comprehensive methodological approach to identify the opportunities for developing students' critical thinking competence in the process of teaching English based on the Project-Based Learning (PBL) approach. The methodological basis of the study was competency-based, activity-oriented, communicative, and person-oriented approaches. During the PBL process, special attention was paid to students' activities of searching for information, sorting, analyzing, comparing alternative opinions, evaluating evidence, and drawing independent conclusions. Modern studies have also shown that PBL develops critical thinking in EFL education through problem situations, research, and reflective evaluation.

ANALYSIS AND RESULTS

Analysis of the potential of the Project-Based Learning (PBL) approach in teaching English shows that this method is not limited to the formation of language competence of the student, but also serves to activate his higher-level thinking processes. The main feature of PBL is to redirect the learning process from the assimilation of ready-made knowledge to the search for a problem, its analysis and development of a practical solution. A systematic review published in 2024 analyzed 27 studies aimed at the development of the English language, most of which noted that PBL had a positive effect on students' learning activity, academic results and critical thinking.

The development of critical thinking depends, first of all, on the correct choice of the project topic. While a simple reproductive task leads the student to repeat his existing knowledge, a problematic project encourages him to seek an independent solution. For example, "How can we make our university more environmentally friendly?" In a project assignment such as, the student must identify an environmental problem, collect information in English from various sources, compare them, identify the causes of the problem, and develop a practical proposal. In this case, language learning and critical thinking are inseparable. The student uses English as a means of expressing, justifying, and defending a particular idea^[1].

Another important result of the PBL process is the strengthening of information literacy. In the digital environment, the student is faced with a huge amount of information. Therefore, using Internet resources in English lessons is not enough; the student must assess the reliability of the source, identify conflicting opinions, and



sort the information according to the purpose of his project. It is this process that demonstrates the practical aspect of critical thinking.

In 2025, a study by X. Song, A. B. Razali, and J. J. Jeyaraj examined the impact of PBL on critical thinking and reading comprehension in college students learning English as a foreign language. The authors emphasize that although the effectiveness of PBL has been widely studied in existing studies, the question of how it forms critical thinking has not been sufficiently clarified. This approach is an important methodological basis for our study, indicating the need to associate each stage of the project process with a separate cognitive activity^[1].

Organizing project activities in the following sequence forms an effective methodological model:

problem identification → questioning → information search → information analysis → comparison of alternative solutions → product creation → presentation → reflection.

In the first stage, the student understands the problem and determines its boundaries. In the second stage, a research question is formulated. In the process of information search, the student learns to work independently. The analysis and comparison stages develop his ability to work with evidence. In the final presentation, the student defends his or her point of view in English, answers questions, and responds to the opinions of other groups^[4].

CONCLUSION AND RECOMMENDATIONS

The use of the Project-Based Learning (PBL) approach in teaching English creates an effective pedagogical and methodological opportunity for the consistent development of students not only in their communicative competence, but also in their critical thinking skills. Project activities transform students from a ready-made information-receiving subject into an active participant in education who independently searches for, analyzes, compares different points of view, and justifies their own conclusions.

An important advantage of PBL is that it creates the opportunity to use English in situations close to real life. During the project, students perform activities such as identifying a problem, formulating research questions, searching for sources in English, sorting and evaluating information, developing alternative solutions, and presenting the final result. Each of these processes serves to form important components of critical thinking.

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 - 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



AKTABGACHA VA AKTAB TA'LIMI

Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.