

BUXORO DAVLAT UNIVERSITETI
HUZURIDAGI ILMIY DARAJALAR BERUVCHI
PhD.03/2025.27.12.Ped.08.05 RAQAMLI ILMIY KENGASH

BUXORO DAVLAT UNIVERSITETI

TO‘XTAYEVA MUNIRA OMONOVNA

**INGLIZ TILINI O‘RGATISH JARAYONIDA MAKTAB
O‘QUVCHILARINING TANQIDIY FIKRLASHINI RIVOJLANTIRISH
TEXNOLOGIYASI**

13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi (ingliz tili)

**PEDAGOGIKA fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

**Pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi avtoreferati
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sciences**

To'xtayeva Munira Omonovna

Ingliz tilini o'rgatish jarayonida maktab o'quvchilarining tanqidiy fikrlashini
rivojlantirish texnologiyasi3

Tukhtayeva Munira Omonovna

Technology for developing school students' Critical thinking in the process of
teaching English.....25

Тухтаева Мунира Омоновна

Технология развития критического мышления у школьников в процессе
обучения английскому языку47

E'lon qilingan ishlar ro'yxati

Список опубликованных работ
List of published works.....54

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahonda ta'lim tizimini kompetensiyaviy yondashuv asosida takomillashtirish, o'quvchilarning mustaqil va tanqidiy fikrlashi, axborotni tahlil qilish, baholash, dalillash hamda asoslangan xulosa chiqarish ko'nikmalarini rivojlantirishga alohida e'tibor qaratilmoqda. Zamonaviy axborot makonida o'quvchidan turli manbalardagi ma'lumotlarni qiyoslash, ularning ishonchliligini aniqlash va o'z fikrini dalillar asosida ifodalash talab etiladi. Ingliz tilini o'rgatish jarayoni o'quvchilarning kommunikativ kompetensiyasi bilan bir qatorda tahliliy va reflektiv fikrlashini rivojlantirish imkoniyatiga ega. Biroq ingliz tili darslarida tanqidiy fikrlashga yo'naltirilgan kommunikativ, muammoli va tahliliy topshiriqlardan tizimli foydalanish hamda natijalarni baholash mexanizmlarini takomillashtirish zarurati mavjud.

Dunyoda olib borilayotgan pedagogik tadqiqotlarda o'quvchilarning yuqori darajadagi tafakkur ko'nikmalarini rivojlantirish, chet tillarni o'rgatishda kommunikativ, kognitiv va reflektiv yondashuvlarni integratsiyalash ustuvor yo'nalishlardan biri sifatida qaralmoqda. Muammoli ta'lim, debat, case-study, loyiha, hamkorlikda o'qitish va interaktiv topshiriqlar orqali axborotni tahlil qilish, dalillarni qiyoslash, muqobil yechimlarni ilgari surish hamda mustaqil xulosa chiqarish ko'nikmalarini rivojlantirishga doir ilmiy izlanishlar olib borilmoqda. Shu bilan birga, ingliz tilini o'rgatish jarayonida tanqidiy fikrlashning tarkibiy komponentlari, pedagogik shart-sharoitlari, mezon va ko'rsatkichlari hamda diagnostik vositalarini yagona metodik tizim asosida takomillashtirish ilmiy zarurat kasb etmoqda.

Mamlakatimizda umumiy o'rta ta'lim tizimini modernizatsiya qilish, xorijiy tillarni o'rgatish sifatini oshirish, o'quvchilarning mustaqil fikrlashi, intellektual salohiyati va kommunikativ kompetensiyalarini rivojlantirishga ustuvor ahamiyat berilmoqda. O'zbekiston Respublikasi Prezidenti tomonidan ilgari surilgan "jismonan sog'lom, ruhiy va intellektual rivojlangan, mustaqil fikrlaydigan, qat'iy hayotiy pozitsiyaga ega yoshlarni tarbiyalash"¹ vazifasi ta'lim tizimi oldiga muhim strategik maqsad sifatida qo'yilgan. Mazkur vazifani amalga oshirish ta'lim jarayonini reproduktiv bilim o'zlashtirishdan mustaqil izlanish, tahlil qilish, qiyoslash, baholash va asoslangan xulosa chiqarishga yo'naltirishni taqozo etadi. Shu nuqtayi nazardan, ingliz tilini o'rgatish jarayonida maktab o'quvchilarining tanqidiy fikrlashini rivojlantiruvchi metod, vosita va topshiriqlarni o'zaro uyg'unlashtirish, jarayonni bosqichma-bosqich tashkil etish hamda natijadorligini diagnostik mezonlar asosida baholashga xizmat qiluvchi pedagogik texnologiyani takomillashtirish muhim ilmiy-metodik vazifa hisoblanadi.

O'zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi PF-5712-son "O'zbekiston Respublikasi Xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi Farmoni², 2026-yil 16-fevraldagi PF-21-

¹ O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi "2022-2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida" PF-60-son Farmoni <https://lex.uz/docs/-5841063>

² O'zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi PF-5712-son "O'zbekiston Respublikasi Xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi Farmoni // Qonun hujjatlari ma'lumotlari milliy bazasi. – 29.04.2019-y. – 06/19/5712/3034-son; O'zbekiston Respublikasi Prezidentining 2026-

son “Mamlakat taraqqiyotining 2030-yilgacha mo’ljallangan ustuvor yo’nalishlari doirasida islohotlarni izchil davom ettirish va yangi bosqichga olib chiqishning qo’shimcha chora-tadbirlari to’g’risida”gi Farmoni, 2021-yil 19-maydagi PQ–5117-son “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to’g’risida”gi Qarori, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2017-yil 11-avgustdagi 610-son “Ta’lim muassasalarida chet tillarini o‘qitishning sifatini yanada takomillashtirish chora-tadbirlari to’g’risida”gi Qarori hamda mazkur sohaga oid boshqa me’yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda ushbu dissertatsiya tadqiqoti muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalarni rivojlantirishning ustuvor yo’nalishlariga muvofiqligi. Dissertatsiya respublika fan va texnologiyalar taraqqiyotining “Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma’naviy-ma’rifiy rivojlantirishda, innovatsion g‘oyalar tizimini shakllantirish va ularni amalga oshirish yo’llari” ustuvor yo’nalishiga muvofiq bajarilgan.

Muammoning o‘rganilganlik darajasi Respublikamiz olimlari tomonidan o‘quvchilarning mustaqil fikrlash hamda muayyan mohiyatga tanqidiy yondashuv ko‘nikmalarini rivojlantirish muammosi yuzasidan bir qator tadqiqotlar amalga oshirilgan. Jumladan, M.Alimova ona tili va o‘qish savodxonligi darslarida o‘quvchilarning tanqidiy fikrlash ko‘nikmalarini rivojlantirish metodikasini takomillashtirish; G.Akramova o‘quvchilarda tanqidiy tafakkurni rivojlantirish asosida ularni ijtimoiy munosabatlarga tayyorlash tizimini takomillashtirish; Sh.Ismoiljonov ingliz tili darslarida yuqori sinf o‘quvchilarining tanqidiy fikrlash malakalarini rivojlantirish metodikasi; G.Tajiboyeva tarbiya fanini o‘qitish jarayonida o‘quvchilarda tanqidiy fikrlashni shakllantirish texnologiyasi; B.Xaitov muammoli o‘qitish texnologiyalari vositasida talabalarning tanqidiy fikrlashini rivojlantirish metodikasi; S.Xurramova talabalarda tanqidiy fikrlash rivojlantirish metodikasini takomillashtirish; N.V.Petrosyanlar innovatsion pedagogik texnologiyalar orqali til yo’nalishidagi oliy o‘quv yurtlari talabalarining tanqidiy fikrlashini rivojlantirish metodikasi bo’yicha tadqiqotlarini amalga oshirgan. O‘quvchilarning tanqidiy fikrlashini shakllantirish, tanqidiy fikr va muloqot ko‘nikmalarini uyg’un holda rivojlantirish, ta’limda o‘quvchilarning faolligi va mustaqilligini tarbiyalash muammosi M.D.Omonova, N.O.Qodirova, Z.I.Nasimova, E.M.Xudoynazarov, M.S.Shamsiyeva tomonidan tadqiq etilgan³

yil 16-fevraldagi PF–21-son “Mamlakat taraqqiyotining 2030-yilgacha mo’ljallangan ustuvor yo’nalishlari doirasida islohotlarni izchil davom ettirish va yangi bosqichga olib chiqishning qo’shimcha chora-tadbirlari to’g’risida”gi Farmoni // Qonunchilik ma’lumotlari milliy bazasi. – 17.02.2026-y. – 06/26/21/0145-son.; O‘zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi PQ–5117-son “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to’g’risida”gi Qarori // Qonunchilik ma’lumotlari milliy bazasi.; O‘zbekiston Respublikasi Vazirlar Mahkamasining 2017-yil 11-avgustdagi 610-son “Ta’lim muassasalarida chet tillarini o‘qitishning sifatini yanada takomillashtirish chora-tadbirlari to’g’risida”gi Qarori // Qonunchilik ma’lumotlari milliy bazasi.

³ Ismoiljonov Sh.B. Ingliz tili darslarida yuqori sinf o‘quvchilarining tanqidiy fikrlash malakalarini rivojlantirish metodikasi (ijod maktablari misolida): pedagogika fanlari bo’yicha falsafa doktori (PhD) dis. avtoref. – Namangan, 2024. – 60 b.; Tajiboyeva G.M. Tarbiya fanini o‘qitish jarayonida o‘quvchilarda tanqidiy fikrlashni shakllantirish texnologiyasi (boshlang‘ich sinflar misolida): pedagogika fanlari bo’yicha falsafa doktori (PhD) dis. avtoref. – Namangan, 2023. – 52 b.; Xaitov B.Sh. Muammoli o‘qitish texnologiyalari vositasida talabalarning tanqidiy

Mustaqil davlatlar hamdo'stligi mamlakatlarida M.M.Bezrukix, V.V.Braginskiy, N.S.Leskov darsda muammoli topshiriqlar va xatolarga tanqidiy munosabat bildirishni bosh miya hamda kognitiv funksiyalar bilan bog'lab tahlil qiladi. T.V.Kudryavsev topshiriqlarni chuqur tahlil qilish va xatolarga tanqidiy yondashish metodikasi; M.I.Maxmutov muammoli ta'lim konsepsiyasiga asoslangan holda savol-javob va dalil keltirishni dars jarayoniga kiritish orqali o'quvchilarning tanqidiy fikrlashini rivojlantirish; V.G. Kalyagina tanqidiy fikrning ijtimoiy moslashuv, qarashlarga ochiqlik va qaror qabul qilish mas'uliyatini oshirishi ustida tadqiqotlar olib borishgan. Ta'limda o'rganishning ijobiy asoslarini tashkil etishda shaxsiy faoliyat ko'rsatish muammolarining psixologik va pedagogik jihatlarini L.S.Rubinshteyn, A.M.Matyushkinlar o'quvchilarda tanqidiy yondashuvni shakllantirish, muammoli ta'lim kontekstida tanqidiy fikrlashni rivojlantirish, ta'limni ijodiy tashkil etish, bolalar ijodkorligi, intuitsiya, diskursiv fikrlash, bolalar ijodkorligi masalalarini kompleks tadqiq etishgan.⁴

Xorijiy olimlardan J.Dyui, B.Blum, R.Ennis, P.Facione, D.F Halpern, L.Vygotskiy, D.B.Elkonin va boshqalar tomonidan tanqidiy fikrlashning nazariy asoslari, uning kognitiv va reflektiv xususiyatlari hamda ta'lim jarayonida o'quvchi shaxsini rivojlantirish mexanizmlari tahlilga tortilgan. J.Piaget o'quvchilarda fikr rivojlanishini bosqichlarga ajratib, har bir bosqichda tanqidiy yondashuv o'ziga xos ekanligini qayd etadi. R.J.Sternberg analitik va ijodiy komponentlarni uyg'unlashtirib, fanlararo integratsiya yo'li bilan tanqidiy ko'nikmalarni bosqichma-bosqich rivojlantirishga o'rgatish bo'yicha ilmiy izlanishlar olib borgan. Shuningdek, J.Harmer kabi metodistlar tomonidan ingliz tilini o'qitishda o'quvchilarning kommunikativ faoliyatini rivojlantirish, interaktiv yondashuvlar asosida darslarni tashkil etish masalalari yoritilgan⁵. Mavjud ilmiy tadqiqotlar tahlili ko'rsatadiki, ingliz tilini o'qitish jarayonida o'quvchilarda tanqidiy fikrlashni rivojlantirish masalasi nazariy va metodik jihatdan umumiy tarzda o'rganilgan bo'lsa-da, aynan 7-8-sinf o'quvchilarining yosh va kognitiv xususiyatlarini hisobga

fikrlashini rivojlantirish metodikasi (Pedagogik texnologiya fani misolida): pedagogika fanlari bo'yicha falsafa doktori (PhD) dis. avtoref. – Qo'qon, 2025. – 60 b.; Xurramova S.M. Talabalarda tanqidiy fikrlashni rivojlantirish metodikasini takomillashtirish (ona tilini o'qitish metodikasi fani misolida): pedagogika fanlari bo'yicha falsafa doktori (PhD) dis. avtoref. – Termiz, 2025. – 51 b.; Petrosyan N.V. Innovatsion pedagogik texnologiyalar orqali til yo'nalishidagi oliy o'quv yurtlari talabalarining tanqidiy fikrlashini rivojlantirish: pedagogika fanlari bo'yicha falsafa doktori (PhD) dis. avtoref. – Samarqand, 2023. – 59 b.

⁴ Безруких М.М. Возрастная физиология: физиология развития ребёнка. – М.: Академия, 2013; Брагинский В.В. Психология мышления и развитие познавательной деятельности учащихся. – М.: Педагогика, 1991; Лесков Н.С. Психология познавательной деятельности школьников. – М.: Просвещение, 1988; Кудрявцев Т.В. Проблемное обучение: истоки, сущность, перспективы. – М.: Знание, 1991; Махмутов М.И. Проблемное обучение. Основные вопросы теории. – М.: Педагогика, 1975; Калягина В.Г. Психология критического мышления личности. – СПб.: Речь, 2004; Рубинштейн С.Л. Основы общей психологии. – СПб.: Питер, 2002; Матюшкин А.М. Проблемные ситуации в мышлении и обучении. – М.: Педагогика, 1972.

⁵ Dewey J. How We Think. – Boston: D.C. Heath and Company, 1910; Bloom B.S. (Ed.). Taxonomy of Educational Objectives. Handbook I: Cognitive Domain. – New York: David McKay Company, 1956; Ennis R.H. Critical Thinking. – Upper Saddle River, NJ: Prentice Hall, 1996; Facione P.A. Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction (The Delphi Report). – Millbrae, CA: California Academic Press, 1990; Halpern D.F. Thought and Knowledge: An Introduction to Critical Thinking. – 5th ed. – New York: Psychology Press, 2014; Vygotsky L.S. Thought and Language. – Cambridge, MA: MIT Press, 1986; Elkonin D.B. Psychology of Play. – Moscow: Pedagogika, 1978; Piaget J. The Psychology of Intelligence. – London: Routledge, 1950; Sternberg R.J. Thinking Styles. – Cambridge: Cambridge University Press, 1997; Harmer J. The Practice of English Language Teaching. – 5th ed. – Harlow: Pearson Education Limited, 2015.

olgan holda, tanqidiy fikrlashni rivojlantirishga qaratilgan kompleks pedagogik texnologiyalarni ishlab chiqish va ularning samaradorligini asoslash masalasi monografik planda maxsus tadqiq etilgan.

Tadqiqotning dissertatsiya bajarilgan oliy ta'lim muassasasi ilmiy-tadqiqot ishlari rejaları bilan bog'liqligi. Mazkur dissertatsiya Buxoro davlat universiteti ilmiy-tadqiqot ishlari rejasining "Ta'lim tizimida innovatsion pedagogik texnologiyalarni joriy etish hamda o'quvchilarning kognitiv va kommunikativ kompetensiyalarini rivojlantirish" (2024–2026-yy.) mavzusi doirasida bajarilgan.

Tadqiqotning maqsadi ingliz tilini o'qitish jarayonida 7–8-sinf o'quvchilarining tanqidiy fikrlashini rivojlantirish texnologiyasini ishlab chiqishdan iborat.

Tadqiqotning vazifalari:

ingliz tilini o'qitish jarayonida 7–8-sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishning nazariy-metodologik asoslarini tizimli tahlil qilish, mavjud metodik muammolarni aniqlashtirish hamda integrativ pedagogik texnologiyani takomillashtirishning konseptual asoslarini belgilash;

7–8-sinf o'quvchilarining yosh va kognitiv rivojlanish xususiyatlarini inobatga olgan holda ingliz tili darslarida tanqidiy fikrlashni rivojlantirishga xizmat qiluvchi metodik mexanizmlarni aniqlashtirish, tizimlashtirish hamda ularni o'quv jarayoniga integratsiya qilish usullarini takomillashtirish;

7–8-sinf o'quvchilarining tanqidiy fikrlash darajasini aniqlash va baholash mezonlari, ko'rsatkichlari hamda diagnostik indikatorlarini ishlab chiqish va ular asosida kompleks diagnostik baholash mexanizmini shakllantirish;

ingliz tili darslarida tanqidiy fikrlashni rivojlantirishning pedagogik-didaktik shart-sharoitlarini aniqlashtirish, taklif etilgan pedagogik texnologiyaning samaradorligini tajriba-sinov ishlari asosida tekshirish, olingan natijalarni matematik-statistik tahlil qilish hamda ilmiy-amaliy tavsiyalar ishlab chiqish;

Tadqiqotning obyekti sifatida umumiy o'rta ta'lim maktablarida ingliz tilini o'qitish jarayonida 7–8-sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishga yo'naltirilgan o'quv-tarbiya jarayoni belgilangan. Tajriba-sinov ishlariga Buxoro viloyati, Toshkent va Farg'ona shaharlari umumiy o'rta ta'lim maktablaridagi 980 nafar 7–8-sinf o'quvchisi jalb etilgan.

Tadqiqotning predmetini ingliz tilini o'qitish jarayonida 7–8-sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishga yo'naltirilgan pedagogik texnologiyaning mazmuni, metodlari, shakllari, vositalari, didaktik shart-sharoitlari va metodik mexanizmlari tashkil etadi.

Tadqiqotning usullari. Tadqiqot jarayonida ta'lim-tarbiya jarayonini kuzatish, sohaviy adabiyotlarni o'rganish va tahlil qilish, og'zaki va yozma so'rovlar o'tkazish, tajriba-sinov, matematik-statistik tahlildan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

ingliz tili ta'limi jarayonida 7–8-sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishga qaratilgan integrativ pedagogik texnologiya modeli kommunikativ yondashuv va kognitiv ta'lim nazariyalarini o'zaro integratsiyalash, o'quvchilarning tahliliy fikrlashi, muammoli vaziyatlarni baholashi hamda asoslangan xulosa

chiqarishini bosqichma-bosqich rivojlantirishga yo'naltirilgan tarkibiy komponentlarning o'zaro aloqadorligini ta'minlash orqali ishlab chiqilgan;

ingliz tili darslarida 7–8-sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishga xizmat qiluvchi metodik mexanizmlar argumentativ tahlil, muammoli savollar (problem-based questioning), dalillarga asoslangan muhokama (evidence-based discussion) va reflektiv tahlil metodlarini kommunikativ topshiriqlar bilan integratsiyalash hamda ularni o'quvchilarning yosh va kognitiv xususiyatlariga muvofiq izchil va bosqichma-bosqich tatbiq etish negizida takomillashtirilgan;

7–8-sinf o'quvchilarining tanqidiy fikrlash darajasini aniqlash va baholash mezonlari, ko'rsatkichlari hamda diagnostik indikatorlari analitik fikrlash, argumentlash, muqobil fikrlarni qiyoslash va asoslangan xulosa chiqarish ko'nikmalarining namoyon bo'lish darajalarini kompleks diagnostik baholash mezonlariga muvofiqlashtirish natijasida aniqlashtirilgan;

ingliz tili darslarida 7–8-sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishning pedagogik-didaktik shart-sharoitlari autentik matnlar, muammoli vaziyatlar, interaktiv metodlar va kommunikativ topshiriqlardan tizimli foydalanish, o'quvchilarning mustaqil argumentlash va reflektiv faoliyatini faollashtirish hamda ta'lim jarayonida muntazam diagnostik baholashni tashkil etish zarurati nuqtai nazaridan ilmiy-metodik jihatdan asoslangan;

Tadqiqotning amaliy natijalari quyidagilardan iborat:

60230100 – Filologiya va tillarni o'qitish (ingliz tili) ta'lim yo'nalishi talabalari uchun mo'ljallangan “A Pedagogical Blueprint for Novice Educators in Teaching English as a Foreign Language (EFL)” nomli o'quv qo'llanma ishlab chiqilgan va nashr etilgan. Mazkur o'quv qo'llanmadan bo'lajak ingliz tili o'qituvchilarining metodik kompetensiyasini rivojlantirishga xizmat qiluvchi ilmiy-metodik manba sifatida oliy ta'lim amaliyotiga tatbiq etish imkoniyati yaratilgan;

ingliz tilini o'rgatish jarayonida 7–8-sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishga qaratilgan pedagogik texnologiya hamda uning metodik modeli o'quvchilarning axborotni tahlil qilish, muammoli vaziyatlarni baholash, dalillarni qiyoslash va asoslangan xulosa chiqarish ko'nikmalarini bosqichma-bosqich shakllantirishga yo'naltirilgan metodik vositalar bilan takomillashtirilib, umumiy o'rta ta'lim maktablari sharoitiga moslashtirish orqali amaliy qo'llanish doirasi kengaytirilgan;

ishlab chiqilgan metodik yondashuv asosida ingliz tilini o'rgatish jarayonida 7–8-sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishga mo'ljallangan kommunikativ topshiriqlar, interaktiv mashqlar va didaktik materiallar majmuyi ishlab chiqilgan hamda mazkur majmua o'quvchilarning argumentlash, dalillarga asoslangan fikr yuritish, reflektiv tahlil qilish, muqobil yechimlarni ilgari surish va kommunikativ faoliyat ko'nikmalarini kompleks shakllantirishga moslashtirilgan;

pedagogik tajriba-sinov ishlari natijalari asosida umumiy o'rta ta'lim maktablarida ingliz tilini o'rgatish jarayonida 7–8-sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishga doir ilmiy-metodik tavsiyalar ishlab chiqilgan hamda ulardan ingliz tili o'qituvchilari va metodistlarning pedagogik faoliyatida foydalanish yo'llari belgilab berilgan;

Tadqiqot natijalarining ishonchliligi tadqiqotda qo'llanilgan ilmiy-metodik yondashuvlar, metod va vositalarning tadqiqot maqsadi hamda vazifalariga muvofiqligi, muammoning zamonaviy pedagogik, psixologik va lingvodidaktik nazariyalar asosida tahlil qilinganligi, tajriba-sinov ishlariga jalb etilgan respondentlar sonining reprezentativligi bilan asoslanadi. Shuningdek, tajriba-sinov ishlarining ilmiy-metodik talablar asosida tashkil etilganligi, olingan empirik natijalarga matematik-statistik metodlar yordamida ishlov berilganligi, tadqiqot natijalari asosida ishlab chiqilgan xulosa, taklif va tavsiyalarining amaliyotga joriy etilganligi hamda olingan natijalarning vakolatli tashkilotlar tomonidan tasdiqlanganligi bilan belgilanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqot natijalarining ilmiy ahamiyati ingliz tilini o'rgatish jarayonida maktab o'quvchilarining tanqidiy fikrlashini rivojlantirishning nazariy-metodologik asoslari, pedagogik va lingvodidaktik xususiyatlari aniqlashtirilganligi, tanqidiy fikrlashni rivojlantirishning tarkibiy komponentlari, pedagogik shart-sharoitlari, mezonlari, ko'rsatkichlari va darajalari takomillashtirilganligi bilan izohlanadi. Shuningdek, tanqidiy fikrlashni rivojlantirishga yo'naltirilgan pedagogik texnologiya va metodik modelning mazmuniy-tashkiliy tuzilmasi hamda uni amalga oshirish mexanizmlarining ilmiy-metodik jihatdan asoslanganligi chet tillarni o'rgatish metodikasi bo'yicha keyingi ilmiy tadqiqotlarda nazariy-metodik manba sifatida foydalanish imkonini beradi.

Tadqiqot natijalarining amaliy ahamiyati ishlab chiqilgan pedagogik texnologiya, takomillashtirilgan metodik model, kommunikativ topshiriqlar, interaktiv mashqlar va didaktik materiallar majmuyidan umumiy o'rta ta'lim maktablarida ingliz tilini o'rgatish jarayonida foydalanish mumkinligi bilan izohlanadi. Ishlab chiqilgan metodik tavsiyalar o'quvchilarning axborotni tahlil qilish, dalillarni qiyoslash va baholash, o'z fikrini asoslash, muqobil yechimlarni ilgari surish hamda reflektiv xulosa chiqarish ko'nikmalarini rivojlantirishga, shuningdek, ingliz tili o'qituvchilari va metodistlarning pedagogik faoliyatini metodik jihatdan takomillashtirishga xizmat qiladi.

Tadqiqot natijalarining joriy qilinishi. Ingliz tilini o'rganish jarayonida maktab o'quvchilarining tanqidiy fikrlashini rivojlantirish texnologiyasi metodikasiga oid olingan ilmiy natijalar asosida:

ingliz tili ta'limi jarayonida 7–8-sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishga qaratilgan integrativ pedagogik texnologiya modelini kommunikativ yondashuv va kognitiv ta'lim nazariyalarini o'zaro integratsiyalash, o'quvchilarning tahliliy fikrlashi, muammoli vaziyatlarni baholashi hamda asoslangan xulosa chiqarishini bosqichma-bosqich rivojlantirishga yo'naltirilgan tarkibiy komponentlarning o'zaro aloqadorligini ta'minlash asosida takomillashtirishga oid ilmiy natijalardan 60230100 – Filologiya va tillarni o'qitish (ingliz tili) bakalavriat ta'lim yo'nalishi talabalari uchun tayyorlangan “A Pedagogical Blueprint for Novice Educators in Teaching English as a Foreign Language (EFL)” nomli o'quv qo'llanma mazmunini boyitishda foydalanilgan (Oliy ta'lim, fan va innovatsiyalar vazirligining 2026-yil 29-apreldagi 330-U-son guvohnomasi). Natijada bo'lajak ingliz tili o'qituvchilarining zamonaviy pedagogik texnologiyalar asosida

o'quvchilarning tanqidiy fikrlashini rivojlantirishga doir metodik kompetensiyalarini takomillashtirish imkoniyati kengaytirilgan;

ingliz tili darslarida 7–8-sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishga xizmat qiluvchi metodik mexanizmlarni argumentativ tahlil (premise–conclusion analysis), muammoli savollar (problem-based questioning), dalillarga asoslangan muhokama (evidence-based discussion) va reflektiv tahlil metodlarini kommunikativ topshiriqlar bilan integratsiyalash hamda ularni o'quvchilarning yosh va kognitiv xususiyatlariga muvofiq bosqichma-bosqich qo'llash asosida takomillashtirishga oid ilmiy natijalardan Samarqand davlat chet tillar institutida Oliy va o'rta maxsus ta'lim vazirligining 2022-yil 12-dekabrda 2/24-4/7-690-son xatiga asosan 2022–2024-yillarda amalga oshirilgan hamda Toshkent shahridagi AQSH elchixonasi, AQSH Davlat departamenti va American Councils bilan hamkorlikdagi “English Access Microscholarship Program” loyihasi doirasida foydalanilgan (Samarqand davlat chet tillar institutining 2026-yil 28-apreldagi 3993/02-son ma'lumotnomasi). Natijada loyiha ishtirokchilarining ingliz tilida mustaqil fikrlash, muqobil qarashlarni tahlil qilish, dalillash va asoslangan xulosa chiqarish ko'nikmalarini rivojlantirish samaradorligi oshirilgan;

7–8-sinf o'quvchilarining tanqidiy fikrlash darajasini aniqlash va baholash mezonlari, ko'rsatkichlari hamda diagnostik indikatorlarini analitik fikrlash, argumentlash, muqobil fikrlarni qiyoslash va asoslangan xulosa chiqarish ko'nikmalarining namoyon bo'lish darajalarini o'zaro muvofiqlashtirish asosida takomillashtirishga oid ilmiy natijalardan 2023–2025-yillarga mo'ljallangan PF-201912258-son ilmiy grant loyihasi doirasida foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining 2026-yil 20-maydagi 01/4-1036-son ma'lumotnomasi). Natijada o'quvchilarning tanqidiy fikrlash darajasini analitik fikrlash, argumentlash, muqobil fikrlarni qiyoslash va asoslangan xulosa chiqarish ko'rsatkichlari asosida aniqlash va baholashning ilmiy-metodik asoslari takomillashtirilgan;

ingliz tili darslarida 7–8-sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishning pedagogik-didaktik shart-sharoitlarini autentik matnlar, muammoli vaziyatlar, interaktiv metodlar va kommunikativ topshiriqlardan tizimli foydalanish, o'quvchilarning mustaqil argumentlash va reflektiv faoliyatini faollashtirish hamda muntazam diagnostik baholashni tashkil etish asosida takomillashtirishga oid ilmiy natijalar Buxoro viloyatining Peshku va Olot tumanlari, Toshkent shahrining Yakkasaroy va Mirzo Ulug'bek tumanlari hamda Farg'ona shahri umumiy o'rta ta'lim maktablarida 2024–2026-yillarda tajribasinovdan o'tkazilgan. (Respublika ta'lim markazining 2026-yil 15-maydagi 01/11-03/11-292-son ma'lumotnomasi). Natijada o'quvchilarning tanqidiy fikrlashini rivojlantirish, o'quv faolligini oshirish hamda ingliz tilini o'qitish sifatini yaxshilashga qaratilgan pedagogik-didaktik jarayonning natijadorligi ta'minlangan;

Tadqiqot natijalarining aprobatsiyasi. Mazkur tadqiqot natijalari 7 ta xalqaro va 4 ta respublika ilmiy-amaliy anjumanlarida muhokamadan o'tkazilgan.

Tadqiqot natijalarining e'lon qilinganligi. Dissertatsiya mavzusi bo'yicha 1 ta o'quv qo'llanma hamda 18 ta ilmiy ish chop etilgan. Ilmiy ishlarning 7 tasi respublika va xorijiy ilmiy jurnallarda e'lon qilingan maqolalar, 11 tasi ilmiy-amaliy

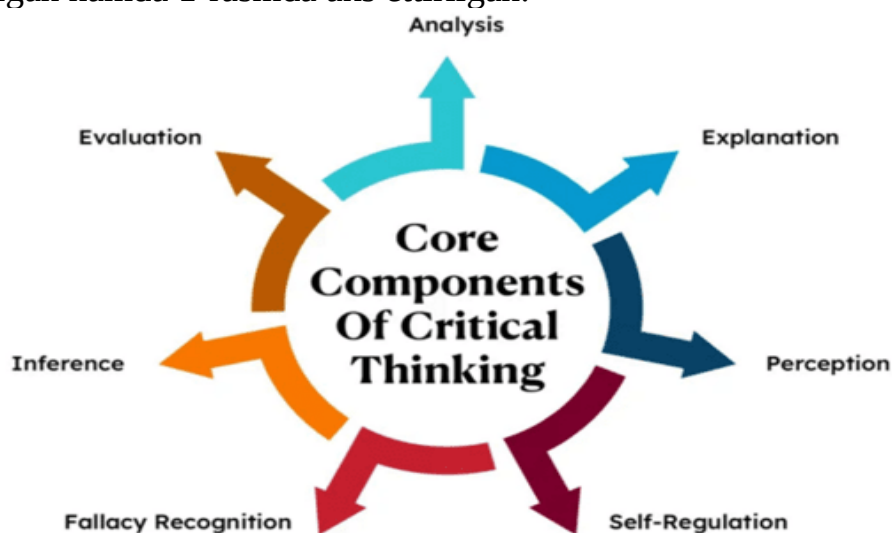
anjuman materiallari bo‘lib, shundan 7 tasi xalqaro va 4 tasi respublika ilmiy-amaliy anjumanlari materiallari to‘plamlarida nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi kirish, uch bob, umumiy xulosa, foydalanilgan adabiyotlar ro‘yxati va ilovalardan iborat. Dissertatsiyaning asosiy hajmi 130 betni tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Dissertatsiyaning **Kirish** qismida mavzuning dolzarbligi va zarurati asoslangan, tadqiqotning maqsadi, vazifalari, obyekti, predmeti tavsiflangan, respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga mosligi ko‘rsatilgan hamda ilmiy yangiligi, amaliy natijalari, ularning ishonchliligi, nazariy va amaliy ahamiyati, natijalarning amaliyotga joriy etilishi, nashr etilgan ishlar, shuningdek, dissertatsiyaning tuzilishi bo‘yicha ma‘lumotlar keltirilgan.

Dissertatsiyaning birinchi bobi **“Ingliz tili darslarida o‘quvchilarning tanqidiy fikrlashini rivojlantirishning nazariy-metodologik asoslari”** deb nomlangan bo‘lib, uch fasldan tarkib topgan. Uning ilk fasli *“Tanqidiy fikrlash tushunchasi va uning zamonaviy ta’limdagi o‘rni”* deb atalgan. Tanqidiy fikrlash tushunchasining mazmun-mohiyati falsafa, pedagogika va psixologiya nuqtai nazaridan tahlil qilingan. Fikrlashning reflektiv, diskursiv va kreativ shakllari o‘zaro qiyoslanib, ularning tanqidiy fikrlashni shakllantirishdagi o‘rni ilmiy jihatdan asoslab berilgan. Tanqidiy fikrlashning asosiy komponentlari – idrok etish, axborotni o‘rganish, tahlil qilish, baholash, xulosa chiqarish, mantiqiy xatolarni aniqlash va o‘z-o‘zini nazorat qilish kabi bosqichlardan iborat mualliflik modeli ishlab chiqilgan hamda 1-rasmda aks ettirilgan.



1-rasm. Tanqidiy fikrlash kompetensiyasining asosiy komponentlari

Shuningdek, John Dewey tomonidan ishlab chiqilgan reflektiv fikrlash konsepsiyasi hamda uning bosqichlari tahlil qilinib, ularning zamonaviy tanqidiy fikrlash nazariyasini shakllantirishdagi metodologik ahamiyati yoritilgan.



2 - rasm. Reflektiv fikrlash bosqichlari

Robert Ennis tomonidan ishlab chiqilgan tanqidiy fikrlash modeli tahlil qilinib, uning dispozitsiyalar va kognitiv ko'nikmalardan iborat tuzilmasi ochib berilgan. John Dewey hamda Robert Ennis nazariyalarining umumiy va farqli jihatlari qiyosiy tahlil qilindi.

1- jadval

Qiyosiy tahlil

	Jon Dyui	Robert Ennis
Nazariyaning asosiy tushunchasi	Reflektiv fikrlash (<i>Reflective Thinking</i>)	Tanqidiy fikrlash (<i>Critical Thinking</i>)
Asosiy ta'rifi	Fikr va e'tiqodlarni ularni qo'llab-quvvatlovchi dalillar hamda natijalar nuqtayi nazaridan faol, izchil va sinchkovlik bilan ko'rib chiqish jarayoni.	Nima qilish yoki nimaga ishonish kerakligi to'g'risida oqilona va reflektiv qaror qabul qilishga qaratilgan fikrlash.
Asosiy maqsadi	Muammoli vaziyatlarni hal qilish va reflektiv mushohada yuritishni rivojlantirish.	Asoslangan qarorlar qabul qilish va ishonchli xulosalarga kelish.
Markaziy g'oya	Ta'lim jarayonida muammo yechish orqali fikrlashni rivojlantirish.	Dalillarni tahlil qilish, baholash va argumentlash ko'nikmalarini shakllantirish.
Fikrlash jarayoni	Muammoni anglash → kuzatish → gipoteza ilgari surish → tekshirish → xulosa chiqarish.	Aniqlashtirish → dalillarni baholash → xulosa chiqarish → qaror qabul qilish → refleksiya.
Refleksiyaning o'rni	Nazariyaning markaziy elementi hisoblanadi.	Muhim tarkibiy qism sifatida qaraladi, ammo asosiy e'tibor baholash va qaror qabul qilishga qaratiladi.
Argumentlashga munosabat	Bilvosita muammoni hal qilish jarayonida namoyon bo'ladi.	Nazariyaning asosiy komponentlaridan biri hisoblanadi.

	Jon Dyui	Robert Ennis
Pedagogik yoʻnalishi	Tajribaga asoslangan taʼlim va muammoli oʻqitish.	Tanqidiy fikrlash koʻnikmalarini maqsadli rivojlantirish va baholash.
Taʼlimdagi ahamiyati	Oʻquvchilarni mustaqil va reflektiv fikrlashga oʻrgatadi.	Oʻquvchilarda analitik, argumentativ va baholovchi fikrlashni rivojlantiradi.
Zamonaviy taʼlimga taʼsiri	Tanqidiy fikrlash nazariyasining metodologik asosi sifatida qaraladi.	Zamonaviy tanqidiy fikrlash kompetensiyasi va baholash mezonlarining nazariy asosini yaratgan.

Dyui va Ennisning ilmiy qarashlari asosida tadqiqotimizda refleksiya, dalillarni tahlil qilish, baholash va argumentlash jarayonlari integratsiyalashtirildi. Ushbu nazariyalar 7–8-sinf ingliz tili taʼlimiga moslashtirilib, tanqidiy fikrlash muammoni *anglash → dalillarni tahlil qilish → argumentlash → refleksiya → transfer* bosqichlaridan iborat izchil jarayon sifatida takomillashtirildi.

Benjamin Blum hamda Lorin Anderson va David Krathwohl tomonidan takomillashtirilgan taksonomiyalar qiyosiy tahlil qilinib, ularning tanqidiy fikrlashni rivojlantirishdagi metodologik ahamiyati asoslangan.

Bobning “*Ingliz tilini oʻqitishda tanqidiy fikrlashni rivojlantirishning pedagogik va metodik asoslari*” deb nomlangan ikkinchi boʻlimida ingliz tili taʼlimida tanqidiy fikrlashni rivojlantirishning zamonaviy metodologik yondashuvlari tahlil qilingan. Konstruktivistik, kommunikativ, Task-Based Language Teaching, Inquiry-Based Learning, Problem-Based Learning, Blum taksonomiyasi, Sokratik savollar, metakognitiv, hamkorlikda oʻqitish va scaffolding yondashuvlarining didaktik imkoniyatlari tizimlashtirilib, ularning ingliz tili darslarida qoʻllanish mexanizmlari 2-jadvalda umumlashtirilgan.

2-jadval

Tanqidiy fikrlash metodologiyasi

Metodologik yoʻnalish	Mazmuni	Ingliz tilini oqitishdagi tatbiqi
Konstruktivistik yondashuv	Bilim tayyor holda berilmaydi, oʻquvchi uni oʻzi quradi.	Muammoli topshiriqlar, loyiha ishlari, autentik matnlar bilan ishlash.
Kommunikativ yondashuv (CLT)	Til muloqot orqali oʻrganiladi.	Debate, discussion, role-play, opinion sharing, information gap.
Task-Based Language Teaching (TBLT)	Til real vazifalarni bajarish jarayonida rivojlanadi.	Muammo yechish, qaror qabul qilish, case-study, loyiha.
Inquiry-Based Learning	Savol berish va tadqiq qilish orqali bilim hosil qilish.	Oʻquvchilar matnni oʻqib savollar ishlab chiqadi, dalillar topadi.
Problem-Based	Muammoni hal qilish	Real hayotiy vaziyatlarni

Metodologik yo'nalish	Mazmuni	Ingliz tilini oqitishdagi tatbiqi
Learning (PBL)	asosida o'qitish.	ingliz tilida tahlil qilish.
Bloom taksonomiyasi	Kognitiv bosqichlar asosida o'qitish.	Remember → Understand → Apply → Analyze → Evaluate → Create.
Socratic Questioning	Chuqur savollar orqali fikrlashni rivojlantirish.	Why? How? What evidence? Do you agree? kabi savollar.
Metakognitiv yondashuv	O'z fikrlashini nazorat qilish.	Self-assessment, learning journal, reflection diary.
Collaborative Learning	Hamkorlikda o'rganish.	Pair work, group work, peer assessment.
Scaffolding (Vigotskiy)	Bosqichma-bosqich yordam.	Model → Guided practice → Independent practice.

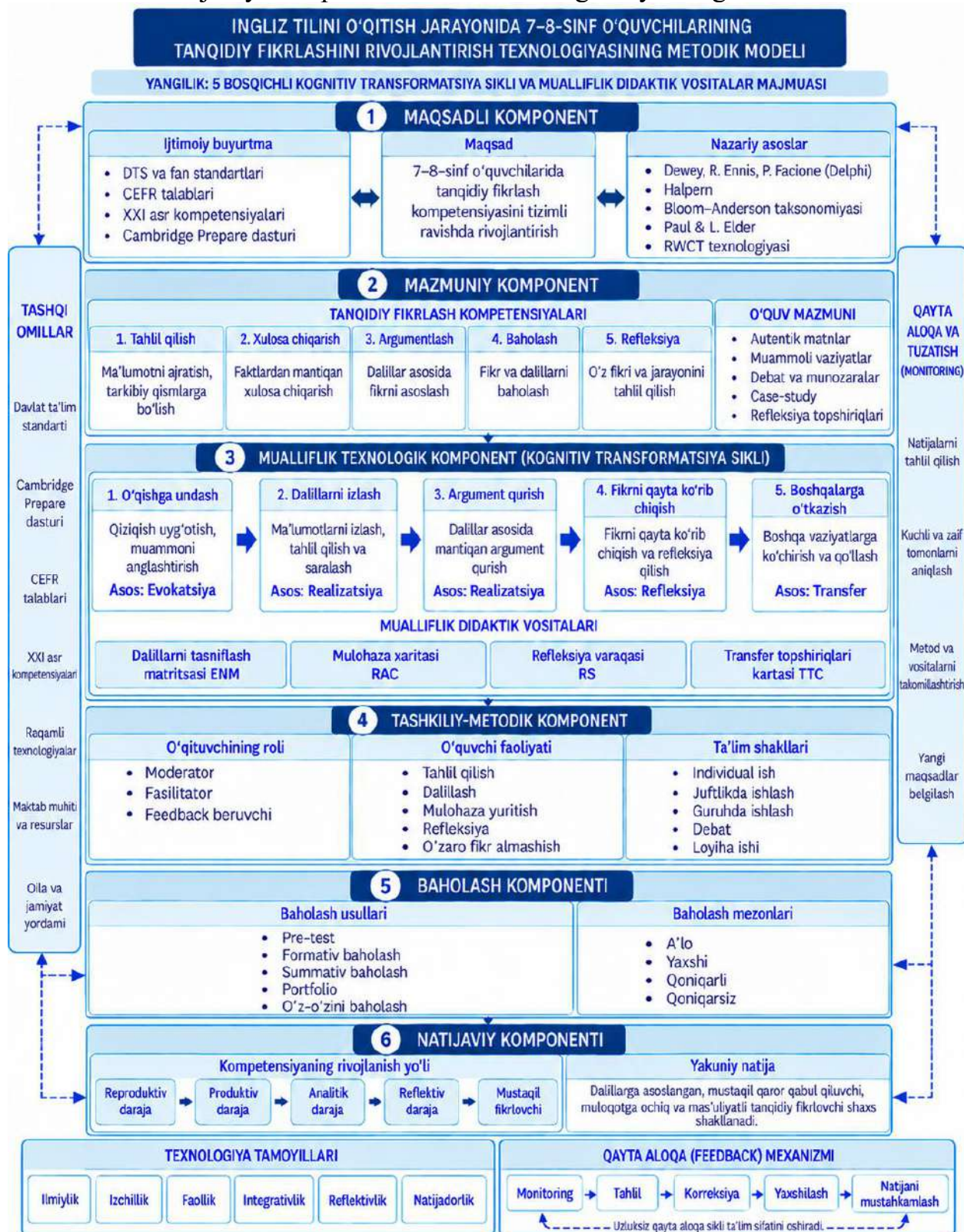
Dina Kun, Robert Svarts, Richard Pol, Linda Elder va Dayan Halpern nazariyalari tahlil qilinib, argumentativ fikrlash, Sokratik savollar, metakognitiv nazorat hamda muammoli o'qitish strategiyalarining o'quvchilarda tanqidiy fikrlashni shakllantirishdagi metodik imkoniyatlari asoslab berilgan. Bundan tashqari, 7–8-sinf o'quvchilarining yosh va kognitiv xususiyatlari Jean Piaget hamda Lev Vygotsky nazariyalari asosida yoritilib, mazkur yosh davri tanqidiy fikrlashni rivojlantirish uchun qulay bosqich ekanligi ilmiy jihatdan asoslangan.

Bobning *“Tanqidiy fikrlashni rivojlantirishda mustaqil ta'limning o'rni va ilg'or xorijiy tajribalar”* deb nomlangan uchinchi bo'limida mustaqil ta'limning o'quvchilarda tanqidiy fikrlash kompetensiyasini rivojlantirishdagi o'rni ochib berilgan hamda uning didaktik imkoniyatlari, o'quvchilarning axborotni izlash, tahlil qilish, baholash va reflektiv xulosalar chiqarish ko'nikmalarini rivojlantirish mexanizmlari yoritilgan. Rivojlangan davlatlar ta'lim tizimlarida tanqidiy fikrlashni shakllantirishga qaratilgan ilg'or tajribalar tahlil qilinib, ularni O'zbekiston umumiy o'rta ta'lim maktablarida ingliz tilini o'qitish amaliyotiga moslashtirish bo'yicha ilmiy-metodik xulosalar ishlab chiqilgan

Dissertatsiyaning **“7–8-sinf ingliz tilini darslarida o'quvchilarning tanqidiy fikrlashni rivojlantirish metodikasi”** deb nomlangan ikkinchi bobida tanqidiy fikrlashni rivojlantirishning metodik ta'minoti ishlab chiqildi. Bobda kognitiv va metakognitiv strategiyalar, RWCT (Reading and Writing for Critical Thinking) texnologiyasi hamda interfaol metodlarni ingliz tili darslariga integratsiya qilish mexanizmlari ishlab chiqilib, Prepare 7 va 8-sinf darsliklari asosida mualliflik metodik tizimi taklif etildi. Shuningdek, mavjud o'quv topshiriqlarini yuqori darajadagi fikrlash ko'nikmalariga yo'naltirishga xizmat qiluvchi transformatsiya modeli ishlab chiqildi.

Bobning *“O'quvchilarining tanqidiy fikrlashini kognitiv va metakognitiv strategiyalar asosida shakllantirish metodikasi”* deb nomlangan birinchi bo'limida John Dyii, Robert Ennis, Peter Facione, Anna Uhl Chamot va Rebecca Oxford

nazariyalari asosida tanqidiy fikrlashni rivojlantirishning mualliflik metodik modeli ishlab chiqildi. Modelning maqsadli, mazmuniy, metodik, tashkiliy, diagnostik-baholash va natijaviy komponentlari o'zaro integratsiyalashgan holda tavsiflandi.



3-rasm. Ingliz tilini o'rgatish jarayonida 7-8-sinf o'quvchilarida tanqidiy fikrlashni rivojlantirish texnologiyasining metodik modeli

Modelni amaliyotga tatbiq etishda Prepare Grade 8 darsligining Unit 12 "The Latest Technology" bo'limidagi "Did you know...?" matni asosida Credibility

Analysis metodi, Prepare Grade 7 darsligining Unit 5 "Moments in History" bo'limidagi "Women in History" matni asosida esa Evidence Evaluation (Dalillarni baholash) metodi ishlab chiqildi. Shuningdek, Unit 2 "This Is My Day" uchun Self-Correction Checklist (O'z-o'zini tuzatish nazorat ro'yxati), Unit 8 "Favourite Places" uchun Peer Feedback Checklist (Tengdoshlar fikr-mulohazasini baholash nazorat ro'yxati) ishlab chiqilib, o'quvchilarda refleksiya, o'z-o'zini va o'zaro baholash ko'nikmalarini rivojlantirish imkoniyatlari asoslandi. Bloom–Anderson taksonomiyasi asosida olib borilgan tahlillar natijasida 7-sinf Prepare darsligidagi 245 ta topshiriqning 171 tasi (69,8 %), 8-sinf darsligidagi 280 ta topshiriqning 185 tasi (66,1 %) quyi darajadagi kognitiv faoliyatga yo'naltirilgani aniqlandi. Muallif tomonidan ishlab chiqilgan transformatsiya modeli asosida HOTS topshiriqlari ulushini mos ravishda 30,2 foizdan 55,0 foizgacha hamda 33,9 foizdan 60,0 foizgacha oshirish imkoniyati ilmiy asoslandi.

Bobning "RWCT (*Reading and Writing for Critical Thinking*) strategiyasi orqali o'quvchilarida tanqidiy fikrlashni rivojlantirish texnologiyalari" deb nomlangan ikkinchi bo'limida RWCT texnologiyasining Evocation, Realization of Meaning va Reflection bosqichlari ingliz tili darslariga moslashtirildi. Muallif tomonidan ishlab chiqilgan metodik algoritm Prepare Grade 8 darsligining Unit 13 "Healthy Bodies" bo'limidagi "What is so great about running?" matni asosida tajriba-sinovdan o'tkazildi. Dars jarayonida Brainstorming, KWL, INSERT, Venn Diagram, Jigsaw, Concept Map va Double-Entry Journal strategiyalarini qo'llash orqali o'quvchilarning axborotni tahlil qilish, dalillarni baholash, muqobil nuqtayi nazarlarni solishtirish va reflektiv xulosalar chiqarish ko'nikmalari rivojlantirildi. RWCT metodlarining funksional imkoniyatlari Prepare darsliklarining mavzulariga moslashtirilib, ularni tanqidiy fikrlash kompetensiyasini shakllantirish vositasi sifatida qo'llashning metodik tavsiyalari ishlab chiqildi.

3-jadval

RWCT bosqichlari asosida darsni tashkil etishning metodik xaritasi

Bosqich	Maqsad (Bizning talqinimizda)	Amaliy faoliyat (Mashqlar misolida)
I.Faollashtirish (Evocation)	Oldingi bilimlarni uyg'otish va kognitiv motivatsiya yaratish.	Brainstorming: Mavzuga doir "menning bilganlarim" jadvalini to'ldirish va muammoli savolga javob izlash.
II.Anglash (Realization)	Yangi axborotni faol tahlil qilish va integratsiya qilish.	INSERT metodi: Matnni o'qish jarayonida "V", "+", "-", "?" belgilari bilan ishlash va axborotni filtrlash.
III.Refleksiya (Reflection)	Bilimlarni tizimlashtirish va shaxsiy munosabatni shakllantirish.	Cinquain (Sinkveyn) yoki Venn diagrammasi: O'rganilgan tushunchalarni umumlashtirish va baholash.

Bobning "7–8-sinf ingliz tili darslarining yangilangan Blum taksonomiyasi asosida tahlili" deb nomlangan uchinchi bo'limida ishlab chiqilgan metodik modelni umumiy o'rta ta'lim maktablari amaliyotiga tatbiq etish mexanizmlari

yoritildi. Ingliz tili darslari uchun muammoli vaziyatlar, Case Study, Debate, Think–Pair–Share, Jigsaw, reflektiv topshiriqlar hamda metakognitiv monitoring kartochkalari ishlab chiqildi. Xususan, Prepare Grade 8 darsligining Unit 12 "The Latest Technology" bo'limida "Are technologies making human life easier, or are they making people dependent on technology?" mavzusidagi case-study, Unit 19 "School Can Be Fun!" bo'limidagi "The Flipped Classroom – What's it all about?" matni hamda Prepare Grade 7 darsligining Unit 1 "Sports and Games" bo'limidagi "Try These Sports!" topshirig'i HOTS darajasiga transformatsiya qilinib, o'quvchilarni tahlil qilish, baholash, argumentlash va muqobil yechimlar ishlab chiqishga yo'naltiruvchi metodik tavsiyalar ishlab chiqildi. Natijada ishlab chiqilgan metodik tizim o'quvchilarning tanqidiy fikrlash, refleksiya, argumentatsiya va kommunikativ kompetensiyalarini kompleks rivojlantirishga xizmat qilishi ilmiy va metodik jihatdan asoslandi.

Dissertatsiyaning **“7-8-sinf ingliz tili darslarida tanqidiy fikrlashni rivojlantirish texnologiyalarining samaradorligi va tajriba-sinov ishlari”** deb nomlangan uchinchi bobida 7–8-sinf o'quvchilarining ingliz tili darslarida tanqidiy fikrlash ko'nikmalarini rivojlantirishga yo'naltirilgan pedagogik texnologiyaning samaradorligini aniqlash maqsadida tashkil etilgan tajriba-sinov ishlarining mazmuni, bosqichlari va natijalari yoritilgan. Tajriba-sinov jarayonida kuzatish, so'rovnomalar, suhbat, diagnostik test, qiyosiy tahlil hamda matematik-statistik tahlil metodlaridan foydalanildi. Tajribaning asosiy maqsadi ishlab chiqilgan pedagogik yondashuv, metod va texnologiyalarning samaradorligini empirik jihatdan tekshirish hamda tadqiqot ilmiy farazining haqqoniyligini aniqlashdan iborat bo'ldi.

Pedagogik tajriba-sinov ishlari 2024–2026-o'quv yillari davomida Toshkent shahri, Buxoro va Farg'ona viloyatlaridagi 25 ta umumiy o'rta ta'lim maktabida amalga oshirildi. Tadqiqotning umumiy kontingentini 4710 nafar 7–8-sinf o'quvchisi tashkil etdi. Natijalarning reprezentativligini ta'minlash maqsadida ulardan 980 nafar o'quvchi tanlab olinib, 491 nafari tajriba guruhiga, 489 nafari nazorat guruhiga ajratildi. Hududlar kesimida Buxoro viloyatidan 249, Farg'ona viloyatidan 334 va Toshkent shahridan 397 nafar o'quvchi tajriba-sinov ishlariga jalb qilindi.

4-jadval.

Tajriba-sinov ishlarining hududlar bo'yicha taqsimoti

Hudud	Maktablar soni	Tajriba guruhi	Nazorat guruhi	Jami
Buxoro viloyati	11	125	124	249
Farg'ona viloyati	6	167	167	334
Toshkent shahri	8	199	198	397
Jami	25	491	489	980

Tajriba-sinov ishlari **asoslovchi (aniqlovchi), shakllantiruvchi va nazorat** bosqichlarida amalga oshirildi. Asoslovchi bosqichda o'quvchilarning tanqidiy fikrlash ko'nikmalarining boshlang'ich holati o'rganilib, pedagogik omillar va mavjud metodik muammolar aniqlandi. Shakllantiruvchi bosqichda ishlab chiqilgan pedagogik texnologiya tajriba guruhlarida amaliyotga joriy etildi. Nazorat bosqichida esa olingan natijalar umumlashtirilib, matematik-statistik tahlil asosida metodikaning samaradorligi tekshirildi.

Asoslovchi bosqich natijalari o'quvchilarning tanqidiy fikrlashga oid ayrim

ko'nikmalari yetarli darajada shakllanmaganligini ko'rsatdi. Xususan, 31,4 foiz o'quvchi tanqidiy fikrlash haqida qisman ma'lumotga ega, 11,4 foizi esa mazkur tushuncha haqida ma'lumotga ega emasligini bildirgan. Shu bilan birga, respondentlarning 68,6 foizi tanqidiy fikrlash bilim olishga ijobiy ta'sir ko'rsatishini qayd etgan.

Diagnostic tahlillar o'quvchilarda, ayniqsa, dalillarni tahlil qilish, muqobil fikrlarni taqqoslash, asoslangan xulosa chiqarish va o'z nuqtayi nazarini ishonchli dalillar bilan himoya qilish ko'nikmalarini rivojlantirish zarurligini ko'rsatdi. Shuningdek, ingliz tili darslarida reproduktiv va an'anaviy o'qitish usullarining ustunligi o'quvchilarning mustaqil va tahliliy fikrlashini rivojlantirish imkoniyatlarini cheklashi aniqlandi.

Shakllantiruvchi tajriba bosqichida tajriba guruhlaridagi mashg'ulotlar muallif tomonidan ishlab chiqilgan o'quvchilarning tanqidiy fikrlashini rivojlantirish texnologiyasi asosida tashkil etildi. Unda muammoli ta'lim, debat va munozara, *case-study*, loyiha metodi, hamkorlikda o'qitish, interfaol topshiriqlar, taqdimotlar, audio-videomateriallar hamda elektron ta'lim resurslaridan kompleks foydalanildi. Ushbu vositalar ingliz tilining o'qish, tinglab tushunish, yozish va gapirish ko'nikmalari bilan integratsiyalashtirildi.

Tajriba boshlanishidagi diagnostika natijalari tajriba va nazorat guruhlarining boshlang'ich holati deyarli teng ekanligini ko'rsatdi.

5-jadval.

Tajriba boshlanishidagi o'zlashtirish ko'rsatkichlari.

Guruh	N	"5"	"4"	"3"	"2"	O'rtacha baho
Tajriba	491	17%	30%	36%	17%	3,47
Nazorat	489	17%	28%	37%	18%	3,44

Ushbu natijalar tajriba boshlanishida guruhlarining o'zlashtirish darajalari bir-biriga yaqin bo'lganligini ko'rsatadi. Bu holat keyingi o'zgarishlarni aynan tajriba guruhida qo'llangan pedagogik texnologiya ta'siri bilan qiyoslash uchun zarur empirik asos yaratdi.

Tajriba yakunida tajriba va nazorat guruhlari natijalari o'rtasida sezilarli tafovut kuzatildi. Tajriba guruhida "a'lo" natijalar 17 foizdan 25 foizga, "yaxshi" natijalar 30 foizdan 43 foizga oshgan, "qoniqarsiz" natijalar esa 17 foizdan 7 foizgacha kamaygan. Natijada tajriba guruhining o'rtacha o'zlashtirish ko'rsatkichi 3,47 dan 3,85 ga oshgan. Nazorat guruhida esa o'rtacha ko'rsatkich 3,44 dan 3,50 ga o'zgargan.

6-jadval.

Guruh va bosqich	"5"	"4"	"3"	"2"	O'rtacha baho
Tajriba – boshida	17%	30%	36%	17%	3,47
Tajriba – yakunida	25%	43%	25%	7%	3,85
Nazorat – boshida	17%	28%	37%	18%	3,44
Nazorat – yakunida	16%	29%	44%	11%	3,50

Tajriba boshi va yakunidagi umumlashtirilgan natijalar

Mazkur natijalardan ko'rinadiki, tajriba guruhidagi o'rtacha ko'rsatkich 0,38 ballga, nazorat guruhida esa 0,06 ballga oshgan. Tajriba guruhidagi ijobiy dinamika

“a’lo” va “yaxshi” natijalarning ko‘payishi hamda “qoniqarsiz” ko‘rsatkichning kamayishi bilan tavsiflanadi.

Hududlar kesimidagi yakuniy natijalar ham mualliflik metodikasining ijobiy samaradorligini ko‘rsatgan.

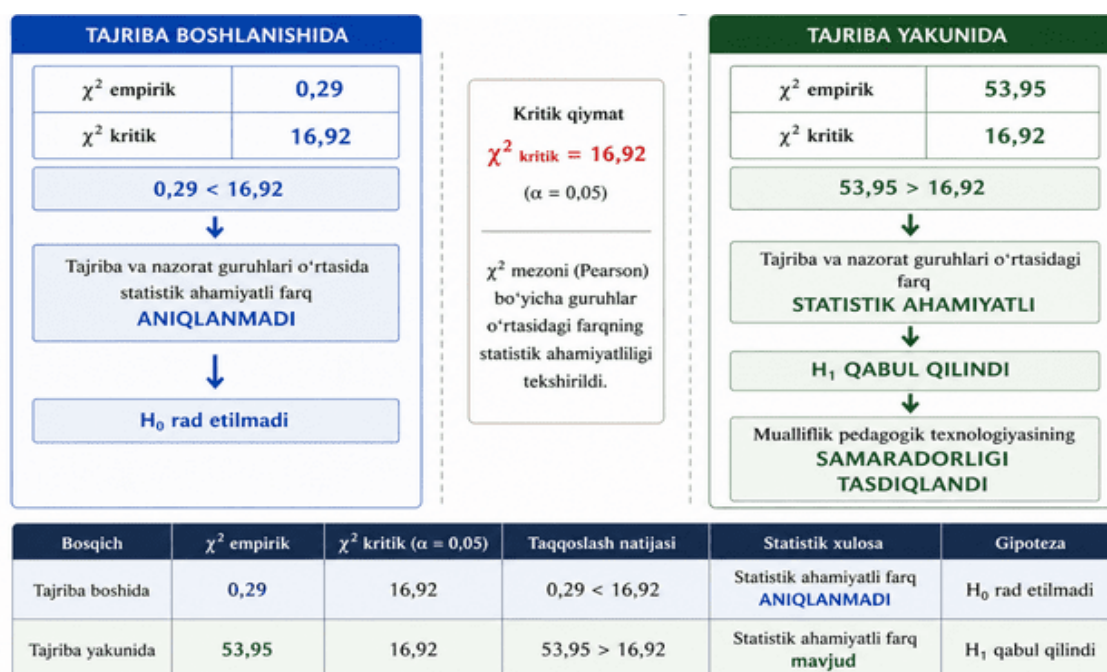
7-jadval.

Hududlar kesimida tajriba-sinov natijalari

Hudud	Tajriba guruhi o‘rtacha bahosi	Nazorat guruhi o‘rtacha bahosi	Samaradorlik
Buxoro	3,83	3,43	12%
Farg‘ona	3,80	3,53	11%
Toshkent	3,87	3,49	11%

Hududlar kesimidagi yakuniy natijalarga ko‘ra, Buxoro viloyatida tajriba va nazorat guruhlarining o‘rtacha ko‘rsatkichlari mos ravishda 3,83 va 3,43 ni tashkil etib, samaradorlik 12 foizni ko‘rsatdi. Farg‘ona viloyatida mazkur ko‘rsatkichlar 3,80 va 3,53 bo‘lib, samaradorlik 11 foizni, Toshkent shahrida esa 3,87 va 3,49 bo‘lib, samaradorlik 11 foizni tashkil etdi.

Tajriba-sinov natijalarining statistik ishonchliligini aniqlashda Pirsonning χ^2 (Xi-kvadrat) mezonidan foydalanildi. Tajriba boshlanishida $\chi^2_{emp}=0,29 < \chi^2_{krit}=16,92$ ($\alpha=0,05$) bo‘lib, tajriba va nazorat guruhlar o‘rtasida statistik ahamiyatli farq aniqlanmadi hamda H_0 gipoteza rad etilmadi. Tajriba yakunida esa $\chi^2_{emp}=53,95 > \chi^2_{krit}=16,92$ bo‘lib, guruhlar o‘rtasidagi farq statistik jihatdan ahamiyatli ekanligi aniqlandi va H_1 muqobil gipoteza qabul qilindi. Olingan natijalar ishlab chiqilgan pedagogik texnologiya samaradorligining statistik jihatdan ishonchliligini tasdiqladi.



4-rasm. Xi-kvadrat mezon bo‘yicha tajriba natijalarining o‘zgarishi

Shunday qilib, tajriba-sinov natijalari ingliz tili darslarida 7–8-sinf o‘quvchilarining tanqidiy fikrlashini rivojlantirishga yo‘naltirilgan mualliflik pedagogik texnologiyasining samaradorligini tasdiqladi. Tajriba guruhida o‘rtacha

o'zlashtirish ko'rsatkichi 3,47 dan 3,85 ga oshib, "a'lo" natijalar 17 foizdan 25 foizga, "yaxshi" natijalar 30 foizdan 43 foizga ko'tarildi, "qoniqarsiz" natijalar esa 17 foizdan 7 foizgacha kamaydi. Tajriba yakunida tajriba va nazorat guruhlarining o'rtacha ko'rsatkichlari nisbati asosida samaradorlik koeffitsiyenti 1,11 ni, ya'ni taxminan 11 foizni tashkil etdi. Pirsonning χ^2 mezonini bo'yicha olingan natijalar ($\chi^2_{emp}=53,95 > \chi^2_{krit}=16,92$; $\alpha=0,05$) aniqlangan farqlarning statistik jihatdan ahamiyatli ekanligini ko'rsatdi.

XULOSA

1. Tadqiqot natijalariga ko'ra ingliz tilini o'qitish jarayonida o'quvchilarning tanqidiy fikrlash kompetensiyasini rivojlantirish zamonaviy ta'limning ustuvor pedagogik vazifalaridan biri ekanligi aniqlandi. Nazariy manbalar tahlili asosida tanqidiy fikrlash reflektiv, analitik, baholovchi va metakognitiv faoliyatning integrallashgan tizimi sifatida tavsiflandi. Soha olimlarining ilmiy qarashlari qiyosiy tahlil qilinib, tanqidiy fikrlashning mazmuni, tarkibiy komponentlari hamda rivojlanish mexanizmlari tizimlashtirildi. Natijada tanqidiy fikrlashning ingliz tilini o'qitish jarayonidagi didaktik va metodologik ahamiyati ilmiy jihatdan asoslab berildi.

2. Tadqiqot davomida tanqidiy fikrlashning interpretatsiya, tahlil, baholash, inferensiya, tushuntirish va refleksiya kabi asosiy komponentlari aniqlashtirildi hamda ularning maktab o'quvchilari tomonidan chet tilini o'zlashtirish jarayonidagi o'rnini ochib berildi. Olingan natijalar mazkur komponentlar o'quvchilarning ingliz tilida mantiqiy fikr yuritishi, dalillarga asoslangan xulosa chiqarishi va muqobil nuqtayi nazarlarni baholashi uchun muhim omil ekanligini ko'rsatdi. Shuningdek, tanqidiy fikrlashning shakllanishi o'quvchilarning yosh xususiyatlari, bilish faoliyati va ta'lim muhiti bilan uzviy bog'liqligi nazariy jihatdan asoslandi.

3. Cambridge University Press tomonidan nashr etilgan "Prepare Grade 7" va "Prepare Grade 8" darsliklari Bloomning takomillashtirilgan taksonomiyasi asosida tahlil qilinib, topshiriqlarning kognitiv yo'nalishi aniqlashtirildi. Tahlil natijalariga ko'ra, 7-sinf darsligida Understanding va Applying darajalari ustunlik qilishi, 8-sinf darsligida esa, Creating darajasiga mansub topshiriqlar ulushi sezilarli ortishi aniqlandi. Shuningdek, har ikkala darslikda ham HOTS topshiriqlari ulushi LOTS topshiriqlariga nisbatan pastligi qayd etildi. Bu holat darsliklar topshiriqlarida tanqidiy fikrlashni rivojlantirish imkoniyatlari mavjud bo'lsa-da, ularni metodik jihatdan takomillashtirish zaruratini ko'rsatdi.

4. Darsliklar mazmunini tahlil qilish asosida reproduktiv xarakterdagi topshiriqlarni HOTS darajasiga transformatsiya qilish metodikasi ishlab chiqildi. Xususan, "Prepare Grade 7" darsligining "Sports and Games" hamda "Prepare Grade 8" darsligining "School Can Be Fun!" bo'limlaridagi topshiriqlar tahlil, baholash va argumentlashga yo'naltirilgan shaklda qayta loyihalashtirildi. Natijada o'quvchilarning mustaqil fikr bildirish, dalillarni qiyoslash, muammolarga yechim taklif etish hamda asoslangan xulosalar chiqarish imkoniyatlari kengaydi. Ushbu yondashuv darsliklarning tanqidiy fikrlashni rivojlantirish salohiyatini oshirishga xizmat qildi.

5. Tadqiqot davomida Bloom taksonomiyasi, Chamot va Oxfordning kognitiv-metakognitiv strategiyalari hamda RWCT texnologiyasi integratsiyasi asosida 7-8-sinf o'quvchilarida tanqidiy fikrlashni rivojlantirishning mualliflik kognitiv-metakognitiv metodik modeli ishlab chiqildi. Mazkur model motivatsion-maqсадli, kognitiv, metakognitiv, kommunikativ va natijaviy komponentlardan tashkil topib, o'quvchilarning tanqidiy fikrlash kompetensiyasini izchil va bosqichma-bosqich rivojlantirishga qaratildi. Modelning nazariy va metodik asoslari zamonaviy pedagogik konsepsiyalar bilan uyg'unlashtirildi.

6. RWCT texnologiyasining Evocation, Realization of Meaning, Reflection, Transfer va Creation bosqichlari ingliz tili darslari mazmuniga moslashtirildi. Unit 11 "Eating Out", Unit 12 "The Latest Technology", Unit 16 "Amazing Animals" hamda Unit 19 "School Can Be Fun!" mavzularida Venn Diagram, Jigsaw Reading, Concept Mapping, Debate, Case Study va Double Entry Journal metodlari qo'llanildi. Ushbu metodlar o'quvchilarning fakt va fikrni ajratish, dalillarni baholash, sabab-oqibat bog'lanishlarini aniqlash hamda argumentlangan xulosalar chiqarish ko'nikmalarini rivojlantirishga xizmat qildi.

7. Pedagogik tajriba-sinov ishlarining asoslovchi bosqichida o'tkazilgan diagnostik testlar, so'rovnomalar, kuzatish va suhbat natijalari 7-8-sinf o'quvchilarida tanqidiy fikrlashning tahlil qilish, dalillarni baholash, muqobil fikrlarni qiyoslash, asoslangan xulosa chiqarish va o'z nuqtayi nazarini dalillar bilan himoya qilish kabi komponentlari yetarli darajada shakllanmaganligini ko'rsatdi. Shuningdek, ingliz tili darslarida reproduktiv va an'anaviy o'qitish usullarining ustunligi, tanqidiy fikrlashni rivojlantiruvchi interfaol metodlar, muammoli topshiriqlar hamda zamonaviy ta'lim vositalaridan foydalanish darajasining yetarli emasligi aniqlandi. Bu esa ingliz tili ta'limida tanqidiy fikrlashni rivojlantirishga yo'naltirilgan metodik tizimni takomillashtirish zaruratini ilmiy-pedagogik jihatdan asoslash imkonini berdi.

8. Tajriba-sinov ishlari 2024–2026-o'quv yillari davomida Toshkent shahri, Buxoro va Farg'ona viloyatlaridagi 25 ta umumiy o'rta ta'lim maktabida asoslovchi, shakllantiruvchi va nazorat bosqichlarida tashkil etildi. Tadqiqotning umumiy kontingentini 4710 nafar 7-8-sinf o'quvchisi tashkil etib, tajriba-sinov uchun 980 nafar o'quvchi tanlab olindi va ulardan 491 nafari tajriba, 489 nafari nazorat guruhlariga taqsimlandi. Dastlabki diagnostika natijalarida tajriba va nazorat guruhlarining boshlang'ich tayyorgarlik hamda tanqidiy fikrlash ko'rsatkichlari o'rtasida statistik jihatdan sezilarli farq kuzatilmaganligi keyingi natijalarni qiyosiy baholashning obyektivligi va reprezentativligini ta'minladi.

9. Tajriba-sinov yakunida tajriba guruhida o'zlashtirishning o'rtacha ko'rsatkichi 3,47 dan 3,85 ga oshib, "a'lo" baho olgan o'quvchilar ulushi 17 foizdan 25 foizga, "yaxshi" baho olganlar ulushi esa 30 foizdan 43 foizga ko'tarildi. Shu bilan birga, "qoniqarsiz" natijalar 17 foizdan 7 foizgacha kamaydi. Nazorat guruhida esa o'rtacha ko'rsatkich 3,44 dan 3,50 ga o'zgardi. Tajriba va nazorat guruhlarining yakuniy o'rtacha ko'rsatkichlari nisbati asosida samaradorlik koeffitsiyenti 1,11 ni, ya'ni taxminan 11 foizni tashkil etdi. Bu natijalar ishlab chiqilgan pedagogik texnologiyaning amaliy samaradorligini ko'rsatdi.

10. Tajriba-sinov natijalariga matematik-statistik ishlov berish ishlab chiqilgan pedagogik texnologiyaning samaradorligini statistik jihatdan tasdiqladi. Xi-kvadrat

mezoni bo'yicha tajriba boshlanishida $\chi^2=0,29<16,92$ bo'lib, guruhlar o'rtasida statistik ahamiyatli farq mavjud emasligi aniqlangan bo'lsa, tajriba yakunida $\chi^2=53,95>16,92$ natija qayd etildi. $\alpha=0,05$ ahamiyatlilik darajasida tajriba va nazorat guruhlari natijalari o'rtasidagi farqning statistik ishonchliligi tasdiqlanib, H_1 muqobil gipoteza qabul qilindi. Bu ingliz tili darslarida 7–8-sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishga yo'naltirilgan mualliflik pedagogik texnologiyasi va metodik yondashuvlarning amaliy samaradorligini ilmiy-empirik jihatdan asoslash imkonini berdi.

TAVSIYALAR

1. Ingliz tilini o'qitish jarayonida 7-8-sinf o'quvchilarining tanqidiy fikrlash ko'nikmalarini rivojlantirishga qaratilgan pedagogik texnologiyalarni umumta'lim maktablari amaliyotiga tizimli ravishda joriy etish hamda ularni zamonaviy kompetensiyaviy yondashuv asosida takomillashtirishga xizmat qiluvchi metodik dasturlarni ishlab chiqish zarur. Ayniqsa, RWCT texnologiyasi, debat metodlari, reflektiv tahlil va muammoli vaziyatlarga asoslangan topshiriqlarni ingliz tili darslari mazmuniga integratsiya qilish o'quvchilarning analitik va mustaqil fikrlash kompetensiyalarini rivojlantirishga xizmat qiladi.

2. Umumiy o'rta ta'lim maktablarida ingliz tili darslarini tashkil etishda o'quvchilarning argumentativ va reflektiv tafakkurini rivojlantirishga yo'naltirilgan interaktiv metodlardan foydalanish samaradorligini oshirish maqsadida “*case-study*”, “*think-pair-share*”, “*evidence-based discussion*”, “*problem-based questioning*” kabi metodlarni amaliyotga keng tatbiq etish hamda raqamli platformalar orqali o'quvchilarning tanqidiy fikrlash darajasini diagnostika hamda monitoring qilish tizimini takomillashtirish maqsadga muvofiq.

3. Ingliz tili o'qituvchilarining kasbiy-metodik kompetensiyalarini rivojlantirish maqsadida tanqidiy fikrlashni shakllantirishga qaratilgan maxsus treninglar, seminarlar va metodik workshoplar tashkil etish hamda pedagoglar uchun “*Debate Club*”, “*Critical Reading Activities*”, “*Reflective Learning Tasks*”, “*English Discussion Projects*” kabi innovatsion metodik loyihalar bankini yaratish zarur. Mazkur loyihalar o'qituvchilarning zamonaviy pedagogik texnologiyalarni samarali qo'llash kompetensiyasini oshirishga xizmat qiladi.

4. Ingliz tilini o'qitish jarayonida o'quvchilarning tanqidiy fikrlash kompetensiyalarini rivojlantirishga xizmat qiluvchi autentik matnlar, muammoli kommunikativ vaziyatlar, reflektiv yozuv topshiriqlari hamda hamkorlikdagi o'qitish texnologiyalaridan kompleks foydalanishga asoslangan didaktik materiallar majmuasini yaratish hamda ularni umumta'lim maktablari darsliklari va elektron ta'lim platformalariga integratsiya qilish tavsiya etiladi. Bu esa, o'quvchilarning analysis, evaluation, inference va argumentation kabi yuqori darajadagi kognitiv ko'nikmalarini tizimli rivojlantirish imkonini beradi.

5. O'quvchilarning nafaqat yakuniy natijasi, balki mantiqiy fikrlash va dalillash jarayonini ham baholash tavsiya etiladi. Shu maqsadda portfolio, reflektiv yozuvlar, debat, case-study hamda argumentativ yozma ishlarni baholash mezonlariga kiritish maqsadga muvofiq. Ayniqsa, o'quvchining “qanday javob bergani” emas, balki

“nega aynan shunday fikr bildirgani”ni baholash tanqidiy fikrlashni rivojlantirishning muhim omili hisoblanadi. Mazkur yondashuv o‘quvchilarning tanqidiy fikrlash dinamikasini monitoring qilish va baholashning rivojlantiruvchi funksiyasini kuchaytirishga xizmat qiladi.

**SCIENTIFIC COUNCIL AWARDING SCIENTIFIC DEGREES PhD.
03/2025.27.12.Ped.08.05 AT BUKHARA STATE UNIVERSITY**

BUKHARA STATE UNIVERSITY

TUKHTAEVA MUNIRA OMONOVNA

**TECHNOLOGY FOR DEVELOPING SCHOOL STUDENTS' CRITICAL
THINKING IN THE PROCESS OF TEACHING ENGLISH**

13.00.02 – Theory and methodology of education and upbringing (English)

**DISSERTATION ABSTRACT
for a Doctor of Philosophy Scientific Degree (PhD) in PEDAGOGY**

Bukhara – 2026

The theme of the dissertation for a Doctor of Philosophy (PhD) was registered by the Higher Attestation Commission of the Republic of Uzbekistan under registration number B2026.1.PhD/Ped12241

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The dissertation abstract in three languages (Uzbek, Russian, English (resume)) has been placed on the website of the Scientific Council (www.buxdu.uz) and "Ziyonet" Information educational portal (www.ziyonet.uz).

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The dissertation may be reviewed at the Information Resource Center of Bukhara State University (registered under No. 1031). (Address: 11 M. Iqbol Street, Bukhara city, 200118. Tel.: (0 365) 221-25-87).

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INTRODUCTION (annotation of the Doctor of Philosophy (PhD) dissertation)

Relevance and necessity of the dissertation topic. Worldwide, particular attention is being paid to improving education systems on the basis of a competency-based approach and to developing learners' skills in independent and critical thinking, information analysis and evaluation, argumentation, and drawing well-founded conclusions. In the contemporary information environment, learners are expected to compare information obtained from various sources, determine its reliability, and express their views on the basis of sound evidence. The process of teaching English provides significant opportunities for developing learners' analytical and reflective thinking alongside their communicative competence. However, there remains a need to ensure the systematic use of communicative, problem-based, and analytical tasks aimed at fostering critical thinking in English language classes, as well as to improve mechanisms for assessing the outcomes of this process.

In pedagogical research conducted internationally, the development of learners' higher-order thinking skills and the integration of communicative, cognitive, and reflective approaches into foreign language teaching are regarded as priority areas. Considerable research is being undertaken into the development of learners' abilities to analyse information, compare evidence, propose alternative solutions, and draw independent conclusions through problem-based learning, debates, case studies, project-based learning, cooperative learning, and interactive tasks. At the same time, there is a growing scholarly need to improve, within a unified methodological framework, the structural components of critical thinking, the pedagogical conditions conducive to its development, its criteria and indicators, and the diagnostic tools used to assess it in the process of teaching English.

In Uzbekistan, priority is given to modernising the general secondary education system, improving the quality of foreign language teaching, and developing learners' independent thinking, intellectual potential, and communicative competencies. The task put forward by the President of the Republic of Uzbekistan to educate “physically healthy, spiritually and intellectually developed young people who are capable of independent thinking and possess a firm position in life”¹ has been established as an important strategic objective of the national education system. The implementation of this objective requires a transition from the reproductive acquisition of knowledge towards an educational process oriented towards independent inquiry, analysis, comparison, evaluation, and the formulation of evidence-based conclusions. From this perspective, improving a pedagogical technology that integrates methods, tools, and tasks aimed at developing school learners' critical thinking in the process of teaching English, ensures the systematic and stage-by-stage organisation of this process, and enables its effectiveness to be assessed on the basis of diagnostic criteria constitutes an important scholarly and methodological task.

This dissertation research, to a certain extent, contributes to the implementation of the objectives stipulated in Decree No. PF-5712 of the President of the Republic

¹O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi “2022-2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida” PF-60-son Farmoni <https://lex.uz/docs/-5841063>

of Uzbekistan dated 29 April 2019, “On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030”²; Decree No. PF–21 dated 16 February 2026, “On Additional Measures to Consistently Continue Reforms within the Framework of the Priority Areas of the Country’s Development until 2030 and Bring Them to a New Stage”; Resolution No. PQ–5117 dated 19 May 2021, “On Measures to Bring the Promotion of Foreign Language Learning in the Republic of Uzbekistan to a Qualitatively New Level”; Resolution No. 610 of the Cabinet of Ministers of the Republic of Uzbekistan dated 11 August 2017, “On Measures for Further Improvement of the Quality of Foreign Language Teaching in Educational Institutions”, as well as other regulatory and legal acts pertaining to this field.

Compliance of the research with the priority directions of science and technology development in the republic. The dissertation research was conducted in accordance with the priority area of science and technology development in the Republic entitled “Development of an information society and a democratic state in social, legal, economic, cultural, spiritual and educational spheres, formation of a system of innovative ideas and ways of their implementation.”

Problem development status. A number of studies have been conducted by scholars of the Republic of Uzbekistan on the development of learners’ independent thinking skills and their ability to adopt a critical approach to particular phenomena and issues. In particular, M. Alimova investigated the improvement of methods for developing learners’ critical thinking skills in native language and reading literacy classes; G. Akramova examined the improvement of the system for preparing learners for social relations through the development of critical thinking; Sh. Ismoiljonov studied methods for developing critical thinking skills among senior school learners in English language classes; G. Tajiboyeva investigated the technology for fostering critical thinking among learners in the process of teaching the subject *Tarbiya* (Education and Upbringing); B. Xaitov explored methods for developing students’ critical thinking through problem-based learning technologies; S. Xurramova investigated the improvement of methods for developing critical thinking among university students; and N.V. Petrosyan conducted research on methods for developing critical thinking among students of language-oriented higher education institutions through innovative pedagogical technologies. The issues of fostering learners’ critical thinking, developing critical thinking and communication skills in an integrated manner, and promoting learners’ active participation and independence in education have also been investigated by M.D. Omonova, N.O. Qodirova, Z.I. Nasimova, E.M. Xudoynazarov, and M.S. Shamsiyeva.³

² O‘zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi PF–5712-son “O‘zbekiston Respublikasi Xalq ta’limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi Farmoni // Qonun hujjatlari ma’lumotlari milliy bazasi. – 29.04.2019-y. – 06/19/5712/3034-son; O‘zbekiston Respublikasi Prezidentining 2026-yil 16-fevraldagi PF–21-son “Mamlakat taraqqiyotining 2030-yilgacha mo‘ljallangan ustuvor yo‘nalishlari doirasida islohotlarni izchil davom ettirish va yangi bosqichga olib chiqishning qo‘shimcha chora-tadbirlari to‘g‘risida”gi Farmoni // Qonunchilik ma’lumotlari milliy bazasi. – 17.02.2026-y. – 06/26/21/0145-son.; O‘zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi PQ–5117-son “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi Qarori // Qonunchilik ma’lumotlari milliy bazasi.; O‘zbekiston Respublikasi Vazirlar Mahkamasining 2017-yil 11-avgustdagi 610-son “Ta’lim muassasalarida chet tillarini o‘qitishning sifatini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi Qarori // Qonunchilik ma’lumotlari milliy bazasi.

³ Ismoiljonov Sh.B. Ingliz tili darslarida yuqori sinf o‘quvchilarining tanqidiy fikrlash malakalarini rivojlantirish

In the countries of the Commonwealth of Independent States, M.M. Bezrukikh, V.V. Braginsky, and N.S. Leskov analysed problem-based tasks and learners' critical attitudes towards errors in the classroom in relation to brain activity and cognitive functions. T.V. Kudryavtsev investigated methods for the in-depth analysis of tasks and the development of a critical approach towards errors; M.I. Makhmutov explored the development of learners' critical thinking through the incorporation of question-and-answer activities and evidence-based argumentation into the educational process on the basis of the concept of problem-based learning; and V.G. Kalyagina examined the role of critical thinking in enhancing social adaptation, openness to different viewpoints, and responsibility in decision-making. The psychological and pedagogical aspects of individual activity in establishing positive foundations for learning were investigated by S.L. Rubinstein and A.M. Matyushkin, who comprehensively addressed the development of learners' critical approaches, the development of critical thinking within the context of problem-based learning, the creative organisation of education, children's creativity, intuition, and discursive thinking.⁴

Among international scholars, J. Dewey, B. Bloom, R. Ennis, P. Facione, D.F. Halpern, L. Vygotsky, D.B. Elkonin, and others analysed the theoretical foundations of critical thinking, its cognitive and reflective characteristics, as well as the mechanisms for learners' personal development within the educational process. J. Piaget distinguished stages in the development of learners' thinking and noted that a critical approach manifests itself in specific ways at each developmental stage. R.J. Sternberg conducted research on the gradual development of critical thinking skills through interdisciplinary integration by combining analytical and creative components. Furthermore, methodologists such as J. Harmer have addressed the development of learners' communicative activity in English language teaching and the organisation of lessons on the basis of interactive approaches.⁵

metodikasi (ijod maktablari misolida): pedagogika fanlari bo'yicha falsafa doktori (PhD) dis. avtoref. – Namangan, 2024. – 60 b.; Tajiboyeva G.M. Tarbiya fanini o'qitish jarayonida o'quvchilarda tanqidiy fikrlashni shakllantirish texnologiyasi (boshlang'ich sinflar misolida): pedagogika fanlari bo'yicha falsafa doktori (PhD) dis. avtoref. – Namangan, 2023. – 52 b.; Xaitov B.Sh. Muammoli o'qitish texnologiyalari vositasida talabalarning tanqidiy fikrlashini rivojlantirish metodikasi (Pedagogik texnologiya fani misolida): pedagogika fanlari bo'yicha falsafa doktori (PhD) dis. avtoref. – Qo'qon, 2025. – 60 b.; Xurramova S.M. Talabalarda tanqidiy fikrlashni rivojlantirish metodikasini takomillashtirish (ona tilini o'qitish metodikasi fani misolida): pedagogika fanlari bo'yicha falsafa doktori (PhD) dis. avtoref. – Termiz, 2025. – 51 b.; Petrosyan N.V. Innovatsion pedagogik texnologiyalar orqali til yo'nalishidagi oliy o'quv yurtlari talabalarining tanqidiy fikrlashini rivojlantirish: pedagogika fanlari bo'yicha falsafa doktori (PhD) dis. avtoref. – Samarqand, 2023. – 59 b.

⁴ Безруких М.М. Возрастная физиология: физиология развития ребёнка. – М.: Академия, 2013; Брагинский В.В. Психология мышления и развитие познавательной деятельности учащихся. – М.: Педагогика, 1991; Лесков Н.С. Психология познавательной деятельности школьников. – М.: Просвещение, 1988; Кудрявцев Т.В. Проблемное обучение: истоки, сущность, перспективы. – М.: Знание, 1991; Махмудов М.И. Проблемное обучение. Основные вопросы теории. – М.: Педагогика, 1975; Калягина В.Г. Психология критического мышления личности. – СПб.: Речь, 2004; Рубинштейн С.Л. Основы общей психологии. – СПб.: Питер, 2002; Матюшкин А.М. Проблемные ситуации в мышлении и обучении. – М.: Педагогика, 1972.

⁵Dewey J. How We Think. – Boston: D.C. Heath and Company, 1910; Bloom B.S. (Ed.). Taxonomy of Educational Objectives. Handbook I: Cognitive Domain. – New York: David McKay Company, 1956; Ennis R.H. Critical Thinking. – Upper Saddle River, NJ: Prentice Hall, 1996; Facione P.A. Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction (The Delphi Report). – Millbrae, CA: California Academic Press, 1990; Halpern D.F. Thought and Knowledge: An Introduction to Critical Thinking. – 5th ed. – New York: Psychology Press, 2014; Vygotsky L.S. Thought and Language. – Cambridge, MA: MIT Press, 1986; Elkonin D.B. Psychology of Play. – Moscow: Pedagogika, 1978; Piaget J. The Psychology of Intelligence. – London: Routledge, 1950; Sternberg R.J. Thinking Styles. – Cambridge: Cambridge University Press, 1997; Harmer J. The Practice of English Language Teaching. – 5th ed. – Harlow: Pearson Education Limited, 2015.

An analysis of the existing scholarly literature demonstrates that, although the development of learners' critical thinking in the process of teaching English has been studied in general theoretical and methodological terms, the development of comprehensive pedagogical technologies specifically aimed at fostering critical thinking among Grades 7–8 learners, with due consideration of their age-related and cognitive characteristics, as well as the substantiation of the effectiveness of such technologies, has not been specifically investigated as an independent monographic study.

Relevance of the dissertation research with the plans of scientific research work of the higher educational institution where the dissertation has been carried out. This dissertation research was carried out within the framework of the research plan of Bukhara State University under the research theme “Implementation of innovative pedagogical technologies in the education system and development of learners' cognitive and communicative competencies” (2024–2026).

The aim of the research is to develop a technology for fostering critical thinking among Grades 7–8 learners in the process of teaching English.

The objectives of the research are as follows:

- to systematically analyse the theoretical and methodological foundations for developing critical thinking among Grades 7–8 learners in the process of teaching English, to identify existing methodological issues, and to determine the conceptual foundations for improving an integrative pedagogical technology;

- to identify and systematise the methodological mechanisms that facilitate the development of critical thinking in English language classes, taking into account the age-related and cognitive developmental characteristics of Grades 7–8 learners, and to improve the methods of integrating these mechanisms into the educational process;

- to develop criteria, indicators, and diagnostic measures for determining and assessing the level of critical thinking among Grades 7–8 learners and, on this basis, to establish a comprehensive diagnostic assessment mechanism;

- to identify the pedagogical and didactic conditions for developing critical thinking in English language classes, to evaluate the effectiveness of the proposed pedagogical technology through experimental work, to conduct a mathematical and statistical analysis of the obtained results, and to develop scholarly and practical recommendations.

The object of the research is the educational process aimed at developing critical thinking among Grades 7–8 learners in the process of teaching English at general secondary schools. A total of 980 Grades 7–8 learners from general secondary schools in the Bukhara Region and the cities of Tashkent and Fergana participated in the experimental work.

The subject of the research comprises the content, methods, forms, tools, didactic conditions, and methodological mechanisms of the pedagogical technology aimed at developing critical thinking among Grades 7–8 learners in the process of teaching English.

Methods of the research employed in the study included observation of the teaching and learning process, review and analysis of relevant literature, oral and written surveys, experimental work, and mathematical and statistical analysis.

The scientific novelty of the research is as follows:

an integrative pedagogical technology model aimed at developing critical thinking among Grades 7–8 learners in the process of English language education has been developed through the integration of the communicative approach and cognitive learning theories and by ensuring the interrelationship among structural components directed towards the gradual development of learners' analytical thinking, their ability to evaluate problem situations, and their capacity to draw well-founded conclusions;

the methodological mechanisms facilitating the development of critical thinking among Grades 7–8 learners in English language classes have been improved through the integration of argumentative analysis, problem-based questioning, evidence-based discussion, and reflective analysis with communicative tasks, as well as through their consistent and stage-by-stage implementation in accordance with learners' age-related and cognitive characteristics;

the criteria, indicators, and diagnostic measures for determining and assessing the level of critical thinking among Grades 7–8 learners have been refined by aligning the levels of manifestation of analytical thinking, argumentation, comparison of alternative viewpoints, and the ability to draw well-founded conclusions with the criteria for comprehensive diagnostic assessment;

the pedagogical and didactic conditions for developing critical thinking among Grades 7–8 learners in English language classes have been scientifically and methodologically substantiated in terms of the need for the systematic use of authentic texts, problem situations, interactive methods, and communicative tasks; the enhancement of learners' independent argumentation and reflective activity; and the organisation of regular diagnostic assessment throughout the educational process.

The practical results of the research are as follows:

a teaching manual entitled “*A Pedagogical Blueprint for Novice Educators in Teaching English as a Foreign Language (EFL)*”, intended for students of the 60230100 – Philology and Language Teaching (English) undergraduate programme, has been developed and published. The manual has created opportunities for its implementation in higher education practice as a scholarly and methodological resource aimed at developing the methodological competence of prospective English language teachers;

the pedagogical technology and its methodological model aimed at developing critical thinking among Grades 7–8 learners in the process of teaching English have been improved through methodological tools designed to facilitate the gradual development of learners' skills in analysing information, evaluating problem situations, comparing evidence, and drawing well-founded conclusions; their scope of practical application has been expanded through adaptation to the context of general secondary schools;

on the basis of the developed methodological approach, a set of communicative tasks, interactive exercises, and didactic materials designed to develop critical thinking among Grades 7–8 learners in the process of teaching English has been developed. This set has been adapted to facilitate the integrated development of learners' skills in argumentation, evidence-based reasoning, reflective analysis, proposing alternative solutions, and communicative activity;

based on the results of the pedagogical experimental work, scholarly and

methodological recommendations for developing critical thinking among Grades 7–8 learners in the process of teaching English at general secondary schools have been developed, and ways of applying these recommendations in the pedagogical practice of English language teachers and methodologists have been identified.

The reliability of the research results is substantiated by the correspondence of the scholarly and methodological approaches, methods, and tools employed in the study to its aim and objectives; the analysis of the research problem on the basis of contemporary pedagogical, psychological, and linguodidactic theories; and the representativeness of the number of respondents involved in the experimental work. Furthermore, the reliability is ensured by the organisation of the experimental work in accordance with scholarly and methodological requirements; the processing of the obtained empirical data using mathematical and statistical methods; the practical implementation of the conclusions, proposals, and recommendations developed on the basis of the research findings; and the validation of the obtained results by competent organisations.

Scientific and practical significance of the research results. The scientific significance of the research results is determined by the clarification of the theoretical and methodological foundations, pedagogical and linguodidactic characteristics of developing school learners' critical thinking in the process of teaching English, as well as by the improvement of the structural components, pedagogical conditions, criteria, indicators, and levels of critical thinking development. Furthermore, the scholarly and methodological substantiation of the content and organisational structure of the pedagogical technology and methodological model aimed at developing critical thinking, together with the mechanisms for their implementation, provides an opportunity for the research findings to serve as a theoretical and methodological resource for further scholarly research in the field of foreign language teaching methodology.

The practical significance of the research results lies in the possibility of applying the developed pedagogical technology, the improved methodological model, and the set of communicative tasks, interactive exercises, and didactic materials in the process of teaching English at general secondary schools. The developed methodological recommendations contribute to enhancing learners' skills in analysing information, comparing and evaluating evidence, substantiating their own viewpoints, proposing alternative solutions, and drawing reflective conclusions. They also contribute to the methodological improvement of the pedagogical practices of English language teachers and methodologists.

Implementation of the research results. Based on the scientific results obtained within the framework of the methodology for developing school learners' critical thinking in the process of learning English:

the scientific findings related to improving an integrative pedagogical technology model aimed at developing critical thinking among Grades 7–8 learners in the process of English language education through the integration of the communicative approach and cognitive learning theories, as well as by ensuring the interrelationship among structural components designed to facilitate the gradual development of learners' analytical thinking, their ability to evaluate problem situations, and their capacity to draw well-founded conclusions, were used to enrich the content of the teaching manual entitled *“A Pedagogical Blueprint for Novice*

Educators in Teaching English as a Foreign Language (EFL)”, developed for students of the 60230100 – Philology and Language Teaching (English) bachelor’s degree programme (Certificate No. 330-U of the Ministry of Higher Education, Science and Innovation dated 29 April 2026). As a result, opportunities for enhancing prospective English language teachers’ methodological competencies in developing learners’ critical thinking through modern pedagogical technologies have been expanded;

the scientific findings related to improving methodological mechanisms for developing critical thinking among Grades 7–8 learners in English language classes through the integration of argumentative analysis (*premise–conclusion analysis*), problem-based questioning, evidence-based discussion, and reflective analysis with communicative tasks, as well as through their gradual implementation in accordance with learners’ age-related and cognitive characteristics, were utilised within the framework of the “English Access Microscholarship Program”, implemented at the Samarkand State Institute of Foreign Languages from 2022 to 2024 pursuant to Letter No. 2/24-4/7-690 of the Ministry of Higher and Secondary Specialized Education dated 12 December 2022, in cooperation with the U.S. Embassy in Tashkent, the U.S. Department of State, and American Councils (Certificate No. 3993/02 of the Samarkand State Institute of Foreign Languages dated 28 April 2026). As a result, the effectiveness of developing project participants’ skills in independent thinking in English, analysing alternative viewpoints, argumentation, and drawing well-founded conclusions was enhanced;

the scientific findings related to improving the criteria, indicators, and diagnostic measures for determining and assessing the level of critical thinking among Grades 7–8 learners by aligning the levels of manifestation of analytical thinking, argumentation, comparison of alternative viewpoints, and drawing well-founded conclusions were utilised within the framework of Scientific Grant Project No. PF-201912258, implemented during 2023–2025 (Certificate No. 01/4-1036 of the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi dated 20 May 2026). As a result, the scholarly and methodological foundations for determining and assessing learners’ levels of critical thinking on the basis of indicators of analytical thinking, argumentation, comparison of alternative viewpoints, and drawing well-founded conclusions were improved;

the scientific findings related to improving the pedagogical and didactic conditions for developing critical thinking among Grades 7–8 learners in English language classes through the systematic use of authentic texts, problem situations, interactive methods, and communicative tasks, the enhancement of learners’ independent argumentation and reflective activity, and the organisation of regular diagnostic assessment were experimentally tested in general secondary schools in the Peshku and Olot districts of the Bukhara Region, the Yakkasaroy and Mirzo Ulugbek districts of Tashkent City, and the city of Fergana during 2024–2026 (Certificate No. 01/11-03/11-292 of the Republican Education Center dated 15 May 2026). As a result, the effectiveness of the pedagogical and didactic process aimed at developing learners’ critical thinking, increasing their learning engagement, and improving the quality of English language teaching was ensured.

Approbation of the research results. The results of the research were presented and discussed at 7 international and 4 national scientific and practical

conferences.

Publication of the research results. Within the framework of the dissertation topic, 1 teaching manual and 18 scientific works have been published. Of these scientific works, 7 are articles published in national and international scientific journals, while 11 are papers published in the proceedings of scientific and practical conferences, including 7 international and 4 national scientific and practical conferences.

Structure and Volume of the Dissertation. The dissertation consists of an introduction, three chapters, a general conclusion, a list of references, and appendices. The main body of the dissertation comprises 130 pages.

MAIN CONTENT OF THE DISSERTATION

The **Introduction** substantiates the relevance and necessity of the research, reviews the degree to which the problem has been studied, and outlines the objectives, tasks, object, and subject of the study. It also demonstrates the correspondence of the research to the priority areas of science and technology development in the Republic of Uzbekistan. Furthermore, the scientific novelty, practical outcomes, and theoretical and practical significance of the research are presented. Information is provided regarding the implementation of the research findings, the list of published scientific works, and the structure and volume of the dissertation.

The first chapter of the dissertation, entitled “**Theoretical and Methodological Foundations for Developing Learners’ Critical Thinking in English Language Classes,**” consists of three sections. The first section is entitled “The Concept of Critical Thinking and Its Role in Modern Education.” The essence and content of the concept of critical thinking are analysed from philosophical, pedagogical, and psychological perspectives. Reflective, discursive, and creative forms of thinking are comparatively examined, and their role in the development of critical thinking is scientifically substantiated. An author-developed model comprising the principal components of critical thinking – perception, information acquisition, analysis, evaluation, drawing conclusions, identification of logical errors, and self-monitoring – has been developed and is presented in **Figure 1**.

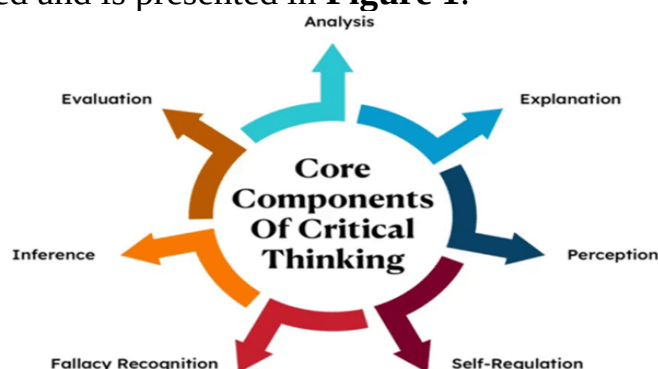
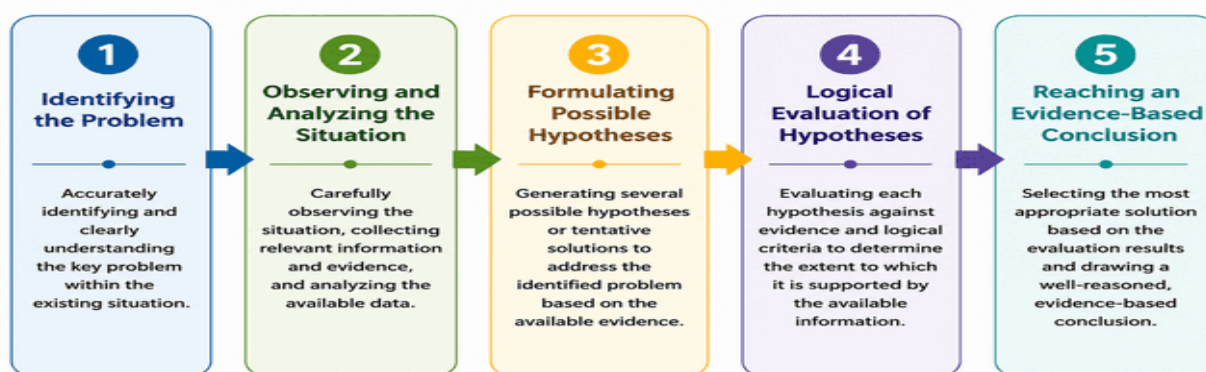


Figure 1. Core Components of Critical Thinking Competence

Furthermore, John Dewey’s theory of reflective thinking and its developmental stages were examined, highlighting their methodological contribution to the evolution of contemporary critical thinking theory.

Figure 2.



Robert Ennis's model of critical thinking was examined, and its conceptual framework, comprising dispositions and cognitive skills, was comprehensively analyzed. In addition, a comparative analysis was conducted to identify the similarities and differences between the theories of John Dewey and Robert Ennis.

Table 1

Comparative Analysis of John Dewey's and Robert Ennis's Theories of Thinking

Comparative Criterion	John Dewey	Robert Ennis
Core Concept	Reflective Thinking	Critical Thinking
Definition	The process of actively, persistently, and carefully examining beliefs or knowledge in the light of the evidence that supports them and the conclusions to which they lead.	Reasonable and reflective thinking focused on deciding what to believe or what action to take.
Primary Objective	To develop reflective inquiry and solve problematic situations.	To make well-founded decisions and draw justified conclusions.
Central Idea	Developing thinking through problem-solving in the educational process.	Developing the ability to analyze evidence, evaluate arguments, and make reasoned judgments.
Thinking Process	Identifying the problem → Observation → Formulating hypotheses → Testing → Drawing conclusions	Clarification → Evaluation of evidence → Drawing conclusions → Decision-making → Reflection
Role of Reflection	Reflection is the central element of the theory.	Reflection is regarded as an important component; however, greater emphasis is placed on evaluation and decision-making.
Approach to Argumentation	Argumentation emerges indirectly during the problem-solving process.	Argumentation is considered one of the core components of the theory.
Pedagogical Orientation	Experiential learning and problem-based education.	Purposeful development and assessment of critical thinking skills.
Educational Significance	Encourages learners to become independent and reflective thinkers.	Develops learners' analytical, argumentative, and evaluative thinking skills.
Contribution to Contemporary Education	Considered the methodological foundation of modern critical thinking theory.	Established the theoretical foundation for contemporary critical thinking competence and its assessment criteria.

Based on the scientific views of Dewey and Ennis, our study integrated the

processes of reflection, evidence analysis, evaluation, and argumentation. These theories were adapted to English language teaching for Grades 7–8, and critical thinking was enhanced as a systematic process consisting of the following stages: problem identification → evidence analysis → argumentation → reflection → transfer.

The taxonomies developed by Benjamin Bloom and later revised by Lorin Anderson and David Krathwohl were comparatively examined, highlighting their methodological contribution to the development of critical thinking.

The second section of the chapter, entitled “Pedagogical and Methodological Foundations for Developing Critical Thinking in English Language Teaching,” examines contemporary methodological approaches to fostering critical thinking in English language education. The didactic potential of the constructivist approach, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Inquiry-Based Learning (IBL), Problem-Based Learning (PBL), Bloom’s Taxonomy, Socratic Questioning, metacognitive strategies, collaborative learning, and scaffolding was systematically analyzed. Furthermore, the mechanisms for integrating these approaches into English language instruction were synthesized and presented in Table 2.

Table 2

Critical Thinking Methodology

Methodological Approach	Description	Application in English Language Teaching
Constructivist Approach	Knowledge is not transmitted in a ready-made form; learners actively construct their own understanding.	Problem-solving tasks, project-based learning, and the use of authentic texts.
Communicative Language Teaching (CLT)	Language is acquired through meaningful communication.	Debates, discussions, role-plays, opinion sharing, and information-gap activities.
Task-Based Language Teaching (TBLT)	Language develops through the completion of authentic and meaningful tasks.	Problem-solving, decision-making, case studies, and project-based activities.
Inquiry-Based Learning (IBL)	Knowledge is constructed through questioning, investigation, and inquiry.	Students formulate questions after reading texts, gather evidence, and justify their conclusions.
Problem-Based Learning (PBL)	Learning is organized around solving authentic and meaningful problems.	Analyzing real-life situations and proposing solutions in English.
Bloom’s Taxonomy	Instruction is structured according to hierarchical cognitive processes.	Remember → Understand → Apply → Analyze → Evaluate → Create
Socratic Questioning	Critical thinking is fostered through systematic and probing questions.	Questions such as Why?, How?, What evidence supports this?, and Do you agree?
Metacognitive Approach	Learners monitor, regulate, and evaluate their own thinking and learning processes.	Self-assessment, learning journals, reflective diaries, and self-monitoring activities.
Collaborative Learning	Learning occurs through interaction and cooperation with others.	Pair work, group work, collaborative projects, and peer assessment.
Scaffolding (Vygotsky)	Learning is supported through gradual instructional assistance until learners achieve independence.	Modeling → Guided Practice → Independent Practice

The theories of Deanna Kuhn, Robert Swartz, Richard Paul, Linda Elder, and Diane Halpern were examined, and the methodological potential of argumentative thinking, Socratic questioning, metacognitive regulation, and problem-based learning strategies for fostering students' critical thinking was scientifically substantiated. Furthermore, the age-related and cognitive characteristics of Grades 7–8 students were analyzed based on the theories of Jean Piaget and Lev Vygotsky, demonstrating that this developmental stage provides favorable conditions for the effective development of critical thinking.

The third section of the chapter, entitled “The Role of Independent Learning in Developing Critical Thinking and Advanced International Practices,” elucidates the role of independent learning in developing learners' critical thinking competence and examines its didactic potential, as well as the mechanisms for developing learners' skills in searching for, analysing, and evaluating information and drawing reflective conclusions. Advanced practices aimed at fostering critical thinking in the education systems of developed countries are analysed, and scholarly and methodological conclusions are formulated regarding their adaptation to the practice of teaching English in general secondary schools in Uzbekistan.

A critical analysis of best practices for fostering critical thinking in the education systems of developed countries was conducted, and scientific and methodological conclusions were drawn concerning their adaptation to the context of English language teaching in general secondary schools of Uzbekistan.

The second chapter of the dissertation, entitled “**Methodology for Developing Critical Thinking in the Process of Teaching English to Grades 7–8 Students,**” presents the methodological framework for fostering critical thinking. The chapter develops mechanisms for integrating cognitive and metacognitive strategies, the Reading and Writing for Critical Thinking (RWCT) framework, and interactive teaching methods into English language instruction. Based on the *Prepare Grade 7* and *Grade 8* coursebooks, the author proposes an original methodological system for developing students' critical thinking competence. In addition, a transformation model was developed to redesign existing learning tasks so that they promote higher-order thinking skills.

The first section of the chapter, entitled “*A Methodological Model for Developing Critical Thinking among Grades 7–8 Students Based on Cognitive and Metacognitive Strategies,*” presents the author's methodological model for fostering critical thinking, developed on the basis of the theoretical frameworks proposed by John Dewey, Robert Ennis, Peter Facione, Anna Uhl Chamot, and Rebecca Oxford. The model comprises six interrelated components: goal-oriented, content, methodological, organizational, diagnostic-assessment, and outcome components, which are integrated into a coherent methodological framework.

To facilitate the implementation of the model in classroom practice, the *Credibility Analysis* method was developed based on the “Did You Know...?” reading text in Unit 12, *The Latest Technology*, of the *Prepare Grade 8* coursebook, while the *Evidence Evaluation* method was designed using the “Women in History” reading text in Unit 5, *Moments in History*, of the *Prepare Grade 7* coursebook. In addition, a *Self-Correction Checklist* for Unit 2, *This Is My Day*, and a *Peer Feedback Checklist* for Unit 8, *Favourite Places*, were developed to promote students' reflective thinking, self-assessment, and peer-assessment skills.

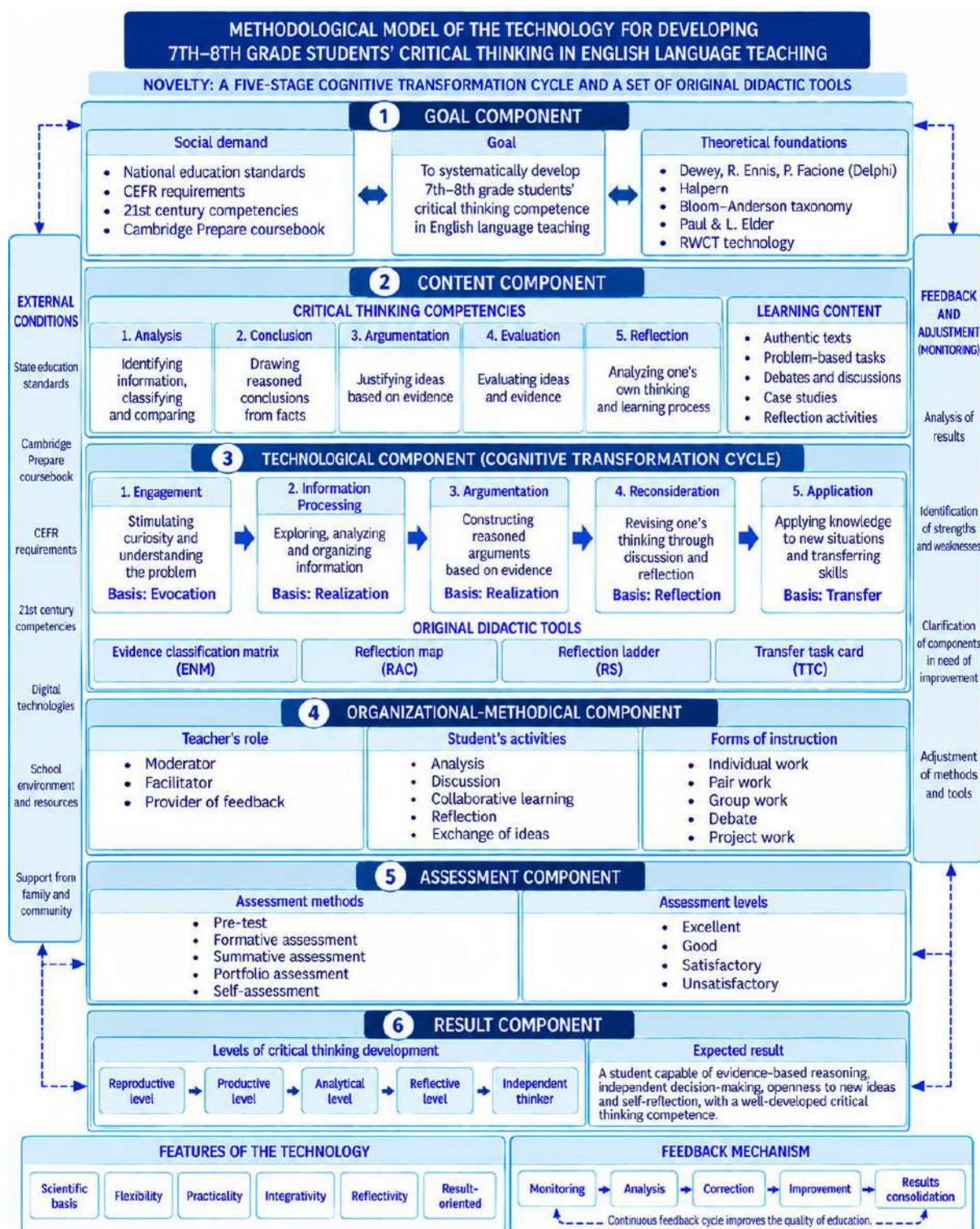


Figure 3. A Methodological Model for Developing Critical Thinking among Grades 7–8 Students in English Language Teaching

The analysis conducted in accordance with the revised Bloom–Anderson Taxonomy revealed that 171 out of 245 tasks (69.8%) in the *Prepare Grade 7* coursebook and 185 out of 280 tasks (66.1%) in the *Prepare Grade 8* coursebook were designed to develop lower-order cognitive skills. Based on the transformation model developed by the author, it was scientifically demonstrated that the proportion of higher-order thinking skills (HOTS) tasks could be increased from 30.2% to

55.0% in the Grade 7 coursebook and from 33.9% to 60.0% in the Grade 8 coursebook.

The second section of the chapter, entitled “Technologies for Developing Critical Thinking among Grades 7–8 Students through the Reading and Writing for Critical Thinking (RWCT) Framework,” presents the adaptation of the three stages of the RWCT framework—Evocation, Realization of Meaning, and Reflection—to English language teaching. The methodological algorithm developed by the author was piloted using the reading text “What Is So Great About Running?” from Unit 13, Healthy Bodies, of the Prepare Grade 8 coursebook. During the instructional process, the application of strategies such as Brainstorming, KWL, INSERT, Venn Diagram, Jigsaw, Concept Mapping, and Double-Entry Journal contributed to the development of students’ abilities to analyze information, evaluate evidence, compare alternative perspectives, and draw reflective conclusions. Furthermore, the functional potential of the RWCT strategies was adapted to the thematic content of the Prepare coursebooks, and methodological recommendations were developed for their effective use as a means of fostering students’ critical thinking competence.

Table 3. Methodological Framework for Organizing English Language Lessons Based on the RWCT Framework

RWCT Stage	Objective (Author's Interpretation)	Classroom Activity (Examples)
I. Evocation	To activate students' prior knowledge and stimulate cognitive motivation.	Brainstorming: Completing a “ <i>What I Know</i> ” chart related to the topic and exploring answers to a problem-based question.
II. Realization of Meaning	To promote active analysis, interpretation, and integration of new information.	INSERT Strategy: Reading the text using the symbols ✓, +, –, ? to identify known information, new ideas, contradictory information, and questions, thereby filtering and organizing information.
III. Reflection	To consolidate newly acquired knowledge and develop students' personal perspectives.	Cinquain or Venn Diagram: Summarizing, comparing, evaluating, and synthesizing the concepts learned during the lesson.

The third section of the chapter, entitled “Methodology for Implementing Technologies for Developing Critical Thinking in Grades 7–8 English Language Classrooms,” describes the mechanisms for implementing the proposed methodological model in the practice of general secondary education. A set of instructional materials, including problem-based tasks, case studies, debates, Think–Pair–Share, Jigsaw activities, reflective tasks, and metacognitive monitoring checklists, was developed for use in English language teaching.

In particular, a case study entitled “*Are Technologies Making Human Life Easier, or Are They Making People Dependent on Technology?*” was designed based on Unit 12, *The Latest Technology*, of the Prepare Grade 8 coursebook. In addition, the reading text “*The Flipped Classroom – What’s It All About?*” from Unit 19, *School Can Be Fun!*, of the Prepare Grade 8 coursebook and the task “*Try These Sports!*” from Unit 1, *Sports and Games*, of the Prepare Grade 7 coursebook

were transformed into higher-order thinking skills (HOTS) activities. On this basis, methodological recommendations were developed to engage students in analysis, evaluation, argumentation, and the generation of alternative solutions.

The findings demonstrate that the proposed methodological system provides an effective framework for the integrated development of students’ critical thinking, reflective thinking, argumentation, and communicative competence, thereby confirming its pedagogical and methodological effectiveness.

The third chapter of the dissertation, entitled “*Effectiveness of Technologies for Developing Critical Thinking in Grades 7–8 English Lessons and Experimental Work,*” presents the content, stages, and results of the experimental work conducted to determine the effectiveness of the pedagogical technology designed to develop critical thinking skills among Grade 7–8 students in English lessons. The experimental process employed such research methods as observation, questionnaires, interviews, diagnostic testing, comparative analysis, and mathematical-statistical analysis. The primary purpose of the experiment was to empirically evaluate the effectiveness of the developed pedagogical approaches, methods, and technologies and to verify the validity of the research hypothesis.

The pedagogical experiment was conducted during the 2024–2026 academic years in 25 general secondary schools located in Tashkent City, Bukhara Region, and Fergana Region. The total research population comprised 4,710 Grade 7–8 students. To ensure the representativeness of the results, 980 students were selected, of whom 491 were assigned to the experimental group and 489 to the control group. In terms of regional distribution, 249 students from Bukhara Region, 334 from Fergana Region, and 397 from Tashkent City participated in the experimental work.

Table 4. Distribution of Participants in the Experimental Work by Region

Region	Number of Schools	Experimental Group	Control Group	Total
ukhara Region	11	125	124	249
ergana Region	6	167	167	334
Tashkent City	8	199	198	397
Total	25	491	489	980

The experimental work was implemented in three stages: *diagnostic (baseline), formative, and control stages*. At the diagnostic stage, the initial level of students’ critical thinking skills was examined, and the relevant pedagogical factors and existing methodological challenges were identified. At the formative stage, the developed pedagogical technology was implemented in the experimental groups. At the control stage, the obtained results were summarized and the effectiveness of the proposed methodology was evaluated using mathematical and statistical methods.

The findings obtained at the diagnostic stage indicated that certain critical thinking skills among the students were insufficiently developed. In particular, **31.4% of the students had only a partial understanding of critical thinking**, while 11.4% reported having no knowledge of the concept. At the same time, **68.6% of the respondents stated that critical thinking had a positive impact on learning**.

The diagnostic analysis demonstrated a particular need to develop students’ abilities to analyze evidence, compare alternative viewpoints, draw well-founded

conclusions, and defend their positions using reliable evidence. Furthermore, it was established that the predominance of reproductive and traditional teaching methods in English lessons limited opportunities for developing students' independent and analytical thinking.

During the formative stage of the experiment, instruction in the experimental groups was organized on the basis of the *author-developed technology for developing students' critical thinking*. It incorporated problem-based learning, debates and discussions, *case-study*, project-based learning, collaborative learning, interactive tasks, presentations, audio-visual materials, and electronic educational resources. These methods and resources were integrated with the four English language skills: reading, listening, writing, and speaking.

The diagnostic results obtained at the beginning of the experiment demonstrated that the experimental and control groups had nearly equivalent baseline levels of academic achievement.

Table 5. Academic Achievement Indicators at the Beginning of the Experiment

Group	N	Grade "5"	Grade "4"	Grade "3"	Grade "2"	Mean Score
Experimental	491	17%	30%	36%	17%	3.47
Control	489	17%	28%	37%	18%	3.44

These findings demonstrate that the achievement levels of the experimental and control groups were comparable at the outset of the experiment. This provided the necessary empirical basis for attributing subsequent differences to the pedagogical technology implemented in the experimental group.

By the end of the experiment, a substantial difference was observed between the results of the experimental and control groups. In the experimental group, the proportion of students receiving an "excellent" grade increased from 17% to 25%, while the proportion receiving a "good" grade increased from 30% to 43%. The proportion of "unsatisfactory" results decreased from 17% to 7%. Consequently, the mean achievement score in the experimental group increased from **3.47 to 3.85**, whereas in the control group it increased from **3.44 to 3.50**.

Table 6. Summary of Results at the Beginning and End of the Experiment

Group and Stage	Grade "5"	Grade "4"	Grade "3"	Grade "2"	Mean Score
Experimental – Pre-test	17%	30%	36%	17%	3.47
Experimental – Post-test	25%	43%	25%	7%	3.85
Control – Pre-test	17%	28%	37%	18%	3.44
Control – Post-test	16%	29%	44%	11%	3.50

The results indicate that the mean score in the experimental group increased by 0.38 points, whereas the corresponding increase in the control group was 0.06 points. The positive dynamics observed in the experimental group were reflected in the increased proportions of "excellent" and "good" grades and the decrease in "unsatisfactory" results.

The final results across the three regions likewise demonstrated the positive effectiveness of the author-developed methodology.

Table 7. Experimental Results by Region

Region	Experimental Group Mean Score	Control Group Mean Score	Effectiveness
Bukhara	3.83	3.43	12%
Fergana	3.80	3.53	11%
Tashkent	3.87	3.49	11%

According to the final results by region, the mean scores of the experimental and control groups in Bukhara Region were 3.83 and 3.43, respectively, corresponding to an effectiveness rate of 12%. In Fergana Region, the respective mean scores were 3.80 and 3.53, with an effectiveness rate of 11%, while in Tashkent City, the corresponding scores were 3.87 and 3.49, with an effectiveness rate of 11%.

The statistical significance of the experimental results was assessed using *Pearson's chi-square* (χ^2) test. At the beginning of the experiment, the empirical χ^2 value was 0.29, which was lower than the critical value of 16.92. This indicated that there was no statistically significant difference between the experimental and control groups at baseline. At the end of the experiment, however, the empirical χ^2 value reached 53.95, substantially exceeding the critical value.

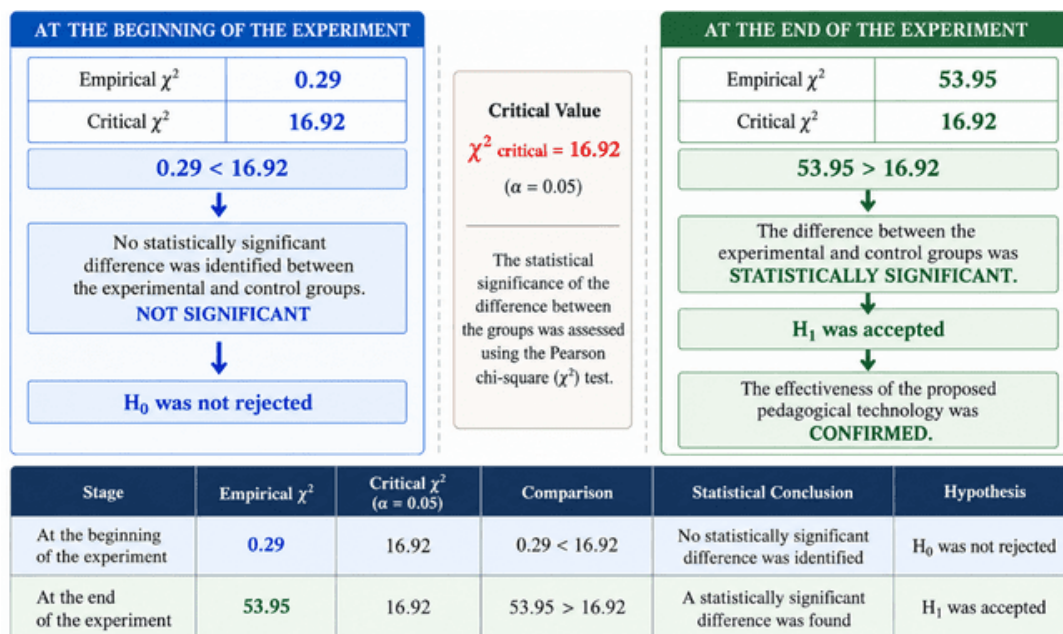


Figure 3. Changes in the Experimental Results According to the Chi-Square (χ^2) Test

Thus, the finding that $\chi^2 = 0.29 < 16.92$ at the beginning of the experiment indicates that the initial difference between the experimental and control groups was not statistically significant. In contrast, the post-experimental result of $\chi^2 = 53.95 > 16.92$ demonstrates that the difference observed between the groups at the end of the experiment was statistically significant. At the $\alpha = 0.05$ significance level, the results were evaluated at the 95% confidence level, and the *alternative hypothesis* (H_1) was accepted.

In conclusion, the experimental findings confirmed the effectiveness of the author-developed pedagogical technology aimed at developing the critical thinking skills of Grade 7–8 students in English lessons. In the experimental group, the mean achievement score increased from 3.47 to 3.85, the proportion of “excellent” grades increased from 17% to 25%, and the proportion of “good” grades rose from 30% to 43%, while the proportion of “unsatisfactory” grades decreased from 17% to 7%. Based on the ratio of the final mean scores of the experimental and control groups, the effectiveness coefficient was 1.11, corresponding to approximately 11%. The results of Pearson’s chi-square test ($\chi^2_{\text{emp}} = 53.95 > \chi^2_{\text{crit}} = 16.92$; $\alpha = 0.05$) indicated that the observed difference was statistically significant.

CONCLUSION

1. The findings of this study confirmed that the development of students’ critical thinking competence in the process of English language teaching is one of the priority pedagogical objectives of modern education. Based on the analysis of theoretical sources, critical thinking was characterized as an integrated system of reflective, analytical, evaluative, and metacognitive activities. The scientific views of J. Dewey, R. Ennis, P. Facione, R. Paul, L. Elder, D. Halpern, and other scholars were comparatively analyzed, and the essence, structural components, and developmental mechanisms of critical thinking were systematized. As a result, the didactic and methodological significance of critical thinking in English language teaching was scientifically substantiated.

2. The study clarified the major components of critical thinking, including interpretation, analysis, evaluation, inference, explanation, and reflection, and revealed their role in the process of foreign language acquisition. The findings demonstrated that these components are essential for enabling students to think logically in English, draw evidence-based conclusions, and evaluate alternative viewpoints. Furthermore, the formation of critical thinking was theoretically justified as being closely related to students’ age characteristics, cognitive development, and educational environment.

3. The textbooks *Prepare Grade 7* and *Prepare Grade 8*, published by Cambridge University Press, were analyzed using Bloom’s Revised Taxonomy in order to determine the cognitive orientation of learning tasks. The results indicated that the Understanding and Applying levels predominated in the Grade 7 textbook, whereas the proportion of tasks belonging to the Creating level increased considerably in the Grade 8 textbook. At the same time, the proportion of HOTS (Higher-Order Thinking Skills) tasks remained lower than that of LOTS (Lower-Order Thinking Skills) tasks in both textbooks. This finding suggests that although the textbooks possess potential for fostering critical thinking, further methodological improvement is required.

4. Based on the analysis of textbook content, a methodology was developed for transforming reproductive tasks into HOTS-oriented activities. In particular, tasks from the “*Sports and Games*” section of *Prepare Grade 7* and the “*School Can Be*

Fun!” section of *Prepare Grade 8* were redesigned to emphasize analysis, evaluation, and argumentation. As a result, students were provided with greater opportunities to express independent opinions, compare evidence, propose solutions to problems, and formulate well-reasoned conclusions. This approach contributed to enhancing the critical thinking potential of the textbooks.

5. Throughout the study, an original cognitive–metacognitive methodological model for developing critical thinking among Grades 7–8 students was designed through the integration of Bloom’s Taxonomy, Chamot and Oxford’s cognitive–metacognitive strategies, and RWCT technology. The model consists of motivational-goal-oriented, cognitive, metacognitive, communicative, and outcome-oriented components and was aimed at fostering students’ critical thinking competence in a systematic and progressive manner. The theoretical and methodological foundations of the model were aligned with contemporary educational concepts.

6. The stages of RWCT technology Evocation, Realization of Meaning, Reflection, Transfer, and Creation were adapted to the content of English language lessons. Venn Diagram, Jigsaw Reading, Concept Mapping, Debate, Case Study, and Double Entry Journal methods were implemented in Unit 11 “*Eating Out*,” Unit 12 “*The Latest Technology*,” Unit 16 “*Amazing Animals*,” and Unit 19 “*School Can Be Fun!*” These methods contributed to the development of students’ ability to distinguish facts from opinions, evaluate evidence, identify cause-and-effect relationships, and formulate evidence-based conclusions.

7. The results of the diagnostic tests, questionnaires, observations, and interviews conducted at the baseline stage of the pedagogical experiment showed that such components of critical thinking among Grade 7–8 students as analysis, evaluation of evidence, comparison of alternative viewpoints, drawing evidence-based conclusions, and defending one’s own viewpoint with supporting evidence were not sufficiently developed. It was also identified that reproductive and traditional teaching methods predominated in English lessons, while the use of interactive methods, problem-based tasks, and modern educational tools aimed at developing critical thinking was insufficient. These findings provided a scientific and pedagogical basis for the necessity of improving the methodological system aimed at developing critical thinking in English language education.

8. The experimental work was conducted during the 2024–2026 academic years in 25 general secondary schools in Tashkent city, Bukhara Region, and Fergana Region, and consisted of baseline, formative, and control stages. The total research population comprised 4,710 Grade 7–8 students, of whom 980 students were selected for the experiment. Among them, 491 students were assigned to the experimental groups and 489 students to the control groups. The results of the initial diagnostics showed no statistically significant difference between the experimental and control groups in terms of their initial level of preparation and critical thinking indicators. This ensured the objectivity and representativeness of the subsequent comparative evaluation of the results.

9. At the end of the experiment, the mean achievement score in the experimental group increased from 3.47 to 3.85. The proportion of students receiving an “excellent” grade increased from 17% to 25%, while the proportion receiving a “good” grade increased from 30% to 43%. At the same time, the proportion of “unsatisfactory” results decreased from 17% to 7%. In the control group, the mean score increased from 3.44 to 3.50. Based on the ratio of the final mean scores of the experimental and control groups, the effectiveness coefficient was 1.11, corresponding to approximately 11%. These results demonstrated the practical effectiveness of the developed pedagogical technology.

10. The mathematical and statistical analysis of the experimental results statistically confirmed the effectiveness of the developed pedagogical technology. According to the chi-square (χ^2) test, at the beginning of the experiment, the result was $\chi^2 = 0.29 < 16.92$, indicating that there was no statistically significant difference between the groups. At the end of the experiment, however, the value reached $\chi^2 = 53.95 > 16.92$. At the $\alpha = 0.05$ significance level, the difference between the results of the experimental and control groups was confirmed to be statistically significant, and the alternative hypothesis (H_1) was accepted. These findings provided scientific and empirical evidence of the practical effectiveness of the author-developed pedagogical technology and methodological approaches aimed at developing critical thinking among Grade 7–8 students in English language lessons.

RECOMMENDATIONS

1. It is necessary to systematically introduce pedagogical technologies aimed at developing the critical thinking skills of Grade 7–8 students into general secondary education and to design methodological programs based on a competency-oriented approach. In particular, integrating RWCT technology, debate methods, reflective analysis, and problem-based tasks into English language instruction will promote the development of students’ analytical and independent thinking competencies.

2. To enhance the effectiveness of English language teaching, interactive methods such as case studies, think-pair-share, evidence-based discussions, and problem-based questioning should be widely implemented. Furthermore, digital platforms should be utilized to improve the diagnosis and monitoring of students’ critical thinking development.

3. To strengthen English language teachers’ professional and methodological competencies, special training courses, seminars, and methodological workshops on critical thinking instruction should be organized. In addition, innovative methodological project banks such as “Debate Club,” “Critical Reading Activities,” “Reflective Learning Tasks,” and “English Discussion Projects” should be developed to support teachers in effectively applying modern pedagogical technologies.

4. It is recommended to develop a comprehensive set of didactic materials based on authentic texts, problem-based communicative situations, reflective

writing tasks, and collaborative learning technologies designed to foster students' critical thinking competencies. These materials should be integrated into school textbooks and electronic learning platforms to ensure the systematic development of higher-order cognitive skills such as analysis, evaluation, inference, and argumentation.

5. It is recommended to assess not only students' final outcomes but also their processes of logical reasoning and argumentation. For this purpose, portfolios, reflective writing, debates, case studies, and argumentative written assignments should be incorporated into the assessment criteria. In particular, assessing not only "how a student responds" but also "why the student expresses a particular viewpoint" is an important factor in developing critical thinking. This approach contributes to monitoring the dynamics of students' critical thinking development and strengthening the developmental function of assessment.

**НАУЧНЫЙ СОВЕТ PhD.03/2025.27.12.PED.08.05 ПО ПРИСУЖДЕНИЮ
УЧЕНЫХ СТЕПЕНЕЙ ПРИ БУХАРСКОМ ГОСУДАРСТВЕННОМ
УНИВЕРСИТЕТЕ**

БУХАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

ТУХТАЕВА МУНИРА ОМОНОВНА

**ТЕХНОЛОГИЯ РАЗВИТИЯ КРИТИЧЕСКОГО
МЫШЛЕНИЯ У ШКОЛЬНИКОВ В ПРОЦЕССЕ ОБУЧЕНИЯ
ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА**

13.00.02- Теория и методика обучения и воспитания (английский язык)

**Автореферат диссертации доктора философии
ПО ПЕДАГОГИЧЕСКИМ НАУКАМ (PhD)**

Бухара – 2026

Тема диссертации доктора философии (PhD) зарегистрирована в Высшей аттестационной комиссии Республики Узбекистан за номером B2026.1.PhD/Ped12241.

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Защита диссертации состоится 17 октября 2026 года в 09:00 часов на заседании Научного совета PhD.03/2025.27.12.Ped.08.05 при Бухарском государственном университете. (Адрес: 200118, г. Бухара, ул. М. Икбола, дом 11. Тел.: (0 365) 221-29-14; факс: (0 365) 221-57-27; e-mail: buxdu_rektor@buxdu.uz).

С диссертацией можно ознакомиться в Информационно-ресурсном центре Бухарского государственного университета (зарегистрирована под № 1031). (Адрес: 200118, г. Бухара, ул. М. Икбола, дом 11. Тел.: (0 365) 221-25-87).

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Цель исследования заключается в разработке технологии развития критического мышления учащихся 7–8-х классов в процессе обучения английскому языку.

Задачи исследования:

системно проанализировать теоретико-методологические основы развития критического мышления учащихся 7–8-х классов в процессе обучения английскому языку, уточнить существующие методические проблемы и определить концептуальные основы совершенствования интегративной педагогической технологии;

с учётом возрастных и когнитивных особенностей развития учащихся 7–8-х классов уточнить и систематизировать методические механизмы, способствующие развитию критического мышления на уроках английского языка, а также усовершенствовать способы их интеграции в образовательный процесс;

разработать критерии, показатели и диагностические индикаторы определения и оценки уровня критического мышления учащихся 7–8-х классов и на их основе сформировать комплексный механизм диагностического оценивания;

уточнить педагогико-дидактические условия развития критического мышления на уроках английского языка, проверить эффективность предложенной педагогической технологии посредством опытно-экспериментальной работы, осуществить математико-статистический анализ полученных результатов и разработать научно-практические рекомендации.

Объектом исследования определён учебно-воспитательный процесс, направленный на развитие критического мышления учащихся 7–8-х классов в процессе обучения английскому языку в общеобразовательных школах. В опытно-экспериментальной работе приняли участие 980 учащихся 7–8-х классов общеобразовательных школ Бухарской области, городов Ташкента и Ферганы.

Предмет исследования составляют содержание, методы, формы, средства, дидактические условия и методические механизмы педагогической технологии, направленной на развитие критического мышления учащихся 7–8-х классов в процессе обучения английскому языку.

Методы исследования. В процессе исследования использованы наблюдение за учебно-воспитательным процессом, изучение и анализ специальной литературы, проведение устных и письменных опросов, опытно-экспериментальная работа и математико-статистический анализ.

Научная новизна исследования заключается в следующем:

разработана модель интегративной педагогической технологии, направленной на развитие критического мышления учащихся 7–8-х классов в процессе обучения английскому языку, на основе интеграции коммуникативного подхода и теорий когнитивного обучения, а также обеспечения взаимосвязи структурных компонентов, ориентированных на поэтапное развитие аналитического мышления учащихся, способности

оценивать проблемные ситуации и формулировать обоснованные выводы;

усовершенствованы методические механизмы развития критического мышления учащихся 7–8-х классов на уроках английского языка на основе интеграции аргументативного анализа, проблемных вопросов (*problem-based questioning*), обсуждения на основе доказательств (*evidence-based discussion*) и рефлексивного анализа с коммуникативными заданиями, а также их последовательного и поэтапного применения в соответствии с возрастными и когнитивными особенностями учащихся;

уточнены критерии, показатели и диагностические индикаторы определения и оценки уровня критического мышления учащихся 7–8-х классов посредством соотнесения уровней проявления навыков аналитического мышления, аргументации, сопоставления альтернативных точек зрения и формулирования обоснованных выводов с критериями комплексного диагностического оценивания;

научно-методически обоснованы педагогико-дидактические условия развития критического мышления учащихся 7–8-х классов на уроках английского языка с позиции необходимости систематического использования аутентичных текстов, проблемных ситуаций, интерактивных методов и коммуникативных заданий, активизации самостоятельной аргументационной и рефлексивной деятельности учащихся, а также организации регулярного диагностического оценивания в образовательном процессе.

Практические результаты исследования заключаются в следующем:

разработано и опубликовано учебное пособие «*A Pedagogical Blueprint for Novice Educators in Teaching English as a Foreign Language (EFL)*», предназначенное для студентов направления образования 60230100 – Филология и преподавание языков (английский язык). Создана возможность внедрения данного учебного пособия в практику высшего образования в качестве научно-методического источника, способствующего развитию методической компетентности будущих учителей английского языка;

педагогическая технология и её методическая модель, направленные на развитие критического мышления учащихся 7–8-х классов в процессе обучения английскому языку, усовершенствованы методическими средствами, ориентированными на поэтапное формирование у учащихся навыков анализа информации, оценки проблемных ситуаций, сопоставления аргументов и формулирования обоснованных выводов; расширена сфера их практического применения посредством адаптации к условиям общеобразовательных школ;

на основе разработанного методического подхода создан комплекс коммуникативных заданий, интерактивных упражнений и дидактических материалов, предназначенных для развития критического мышления учащихся 7–8-х классов в процессе обучения английскому языку. Данный комплекс адаптирован к интегрированному формированию у учащихся навыков аргументации, доказательного рассуждения, рефлексивного анализа, выдвижения альтернативных решений и коммуникативной деятельности;

на основе результатов педагогической опытно-экспериментальной работы разработаны научно-методические рекомендации по развитию

критического мышления учащихся 7–8-х классов в процессе обучения английскому языку в общеобразовательных школах и определены пути их использования в педагогической деятельности учителей английского языка и методистов.

Достоверность результатов исследования обосновывается соответствием использованных в исследовании научно-методических подходов, методов и средств цели и задач исследования, анализом проблемы на основе современных педагогических, психологических и лингводидактических теорий, а также репрезентативностью количества респондентов, привлечённых к опытно-экспериментальной работе. Достоверность также определяется организацией опытно-экспериментальной работы в соответствии с научно-методическими требованиями, обработкой полученных эмпирических результатов с использованием математико-статистических методов, внедрением в практику разработанных на основе результатов исследования выводов, предложений и рекомендаций, а также подтверждением полученных результатов уполномоченными организациями.

Научная и практическая значимость результатов исследования. Научная значимость результатов исследования определяется уточнением теоретико-методологических основ, педагогических и лингводидактических особенностей развития критического мышления школьников в процессе обучения английскому языку, а также совершенствованием структурных компонентов, педагогических условий, критериев, показателей и уровней развития критического мышления. Кроме того, научно-методическое обоснование содержательно-организационной структуры педагогической технологии и методической модели, направленных на развитие критического мышления, а также механизмов их реализации создаёт возможность использования полученных результатов в качестве теоретико-методического источника в последующих научных исследованиях в области методики обучения иностранным языкам.

Практическая значимость результатов исследования определяется возможностью использования разработанной педагогической технологии, усовершенствованной методической модели, комплекса коммуникативных заданий, интерактивных упражнений и дидактических материалов в процессе обучения английскому языку в общеобразовательных школах. Разработанные методические рекомендации способствуют развитию у учащихся навыков анализа информации, сопоставления и оценки аргументов, обоснования собственной позиции, выдвижения альтернативных решений и формулирования рефлексивных выводов, а также методическому совершенствованию педагогической деятельности учителей английского языка и методистов.

Внедрение результатов исследования. На основе научных результатов, полученных в рамках исследования технологии развития критического мышления школьников в процессе обучения английскому языку:

научные результаты по совершенствованию модели интегративной педагогической технологии развития критического мышления учащихся 7–8-х классов в процессе обучения английскому языку посредством интеграции

коммуникативного подхода и теорий когнитивного обучения, обеспечения взаимосвязи структурных компонентов, направленных на поэтапное развитие аналитического мышления учащихся, способности оценивать проблемные ситуации и формулировать обоснованные выводы, использованы при обогащении содержания учебного пособия «*A Pedagogical Blueprint for Novice Educators in Teaching English as a Foreign Language (EFL)*», подготовленного для студентов бакалавриата направления 60230100 – Филология и преподавание языков (английский язык) (свидетельство Министерства высшего образования, науки и инноваций № 330-U от 29 апреля 2026 года). В результате расширены возможности совершенствования методических компетенций будущих учителей английского языка в области развития критического мышления учащихся на основе современных педагогических технологий;

научные результаты по совершенствованию методических механизмов развития критического мышления учащихся 7–8-х классов на уроках английского языка посредством интеграции аргументативного анализа (*premise–conclusion analysis*), проблемных вопросов (*problem-based questioning*), обсуждения на основе доказательств (*evidence-based discussion*) и рефлексивного анализа с коммуникативными заданиями, а также их поэтапного применения в соответствии с возрастными и когнитивными особенностями учащихся использованы в рамках проекта «English Access Microscholarship Program», реализованного в Самаркандском государственном институте иностранных языков в 2022–2024 годах на основании письма Министерства высшего и среднего специального образования № 2/24-4/7-690 от 12 декабря 2022 года в сотрудничестве с Посольством США в Ташкенте, Государственным департаментом США и American Councils (справка Самаркандского государственного института иностранных языков № 3993/02 от 28 апреля 2026 года). В результате повышена эффективность развития у участников проекта навыков самостоятельного мышления на английском языке, анализа альтернативных точек зрения, аргументации и формулирования обоснованных выводов;

научные результаты по совершенствованию критериев, показателей и диагностических индикаторов определения и оценки уровня критического мышления учащихся 7–8-х классов на основе взаимного соотнесения уровней проявления навыков аналитического мышления, аргументации, сопоставления альтернативных точек зрения и формулирования обоснованных выводов использованы в рамках научного грантового проекта № PF-201912258, рассчитанного на 2023–2025 годы (справка Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои № 01/4-1036 от 20 мая 2026 года). В результате усовершенствованы научно-методические основы определения и оценки уровня критического мышления учащихся на основе показателей аналитического мышления, аргументации, сопоставления альтернативных точек зрения и формулирования обоснованных выводов;

научные результаты по совершенствованию педагогико-дидактических условий развития критического мышления учащихся 7–8-х классов на уроках

английского языка на основе систематического использования аутентичных текстов, проблемных ситуаций, интерактивных методов и коммуникативных заданий, активизации самостоятельной аргументационной и рефлексивной деятельности учащихся, а также организации регулярного диагностического оценивания прошли опытно-экспериментальную апробацию в 2024–2026 годах в общеобразовательных школах Пешкунского и Алатского районов Бухарской области, Яккасарайского и Мирзо-Улугбекского районов города Ташкента, а также города Ферганы (справка Республиканского центра образования № 01/11-03/11-292 от 15 мая 2026 года). В результате обеспечена результативность педагогико-дидактического процесса, направленного на развитие критического мышления учащихся, повышение их учебной активности и улучшение качества обучения английскому языку.

Апробация результатов исследования. Результаты данного исследования обсуждены на 7 международных и 4 республиканских научно-практических конференциях.

Опубликованность результатов исследования. По теме диссертации опубликованы 1 учебное пособие и 18 научных работ. Из них 7 научных статей опубликованы в республиканских и зарубежных научных журналах, 11 работ — в материалах научно-практических конференций, в том числе 7 — в сборниках материалов международных и 4 — республиканских научно-практических конференций.

построения аргументов и самостоятельного формулирования выводов учащимися была апробирована в течение 2024–2026 годов в общеобразовательных школах Пешкунского и Алатского районов Бухарской области, Яккасарайского и Мирзо-Улугбекского районов города Ташкента, а также города Ферганы. В результате были усовершенствованы научно-методические механизмы оценки компетенций учащихся в области аналитического мышления, аргументации, доказательства, сопоставления альтернативных точек зрения и формулирования рефлексивных выводов, повысились интерактивность уроков английского языка и качество образования.

Апробация результатов исследования. Основное содержание диссертации обсуждалось на 6 международных и 4 республиканских научно-практических конференциях.

Публикация результатов исследования. По теме диссертации опубликовано в общей сложности 17 научных работ, в том числе 1 учебное пособие и 8 статей в научных изданиях, рекомендованных Высшей аттестационной комиссией для публикации основных научных результатов докторских диссертаций, из которых 4 опубликованы в республиканских и 4 — в зарубежных журналах.

Структура и объём диссертации. Диссертация состоит из введения, трёх глав, заключения, списка использованной литературы и приложений. Общий объём диссертации составляет 130 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ
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