
EVALUATING STUDENTS CRITICAL THINKING SKILLS

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Abstract

We know that critical thinking is understood as the expression of a person's good and bad opinion of something and an event. Also the ability to think does not develop on its own, it must be developed and evaluated correctly. Moreover, evaluation can also increase a student's ability to think critically. So, in the learning process, the question may arise as to how to evaluate and assess students' critical thinking on various video materials, and this article provides information on how to evaluate students' critical views on any event or video material.

Keywords: evaluation, feedback, critical thinking, assessment, skills.

Аннотация

Мы знаем, что под критическим мышлением понимается выражение хорошего и плохого мнения человека о чем-либо и событии. Также способность мыслить не развивается сама по себе, ее нужно правильно развивать и оценивать. Кроме того, оценка может также повысить способность учащегося мыслить критически. Итак, в процессе обучения может возникнуть вопрос, как оценивать и оценивать критическое мышление учащихся по различным видеоматериалам, и в данной статье представлена информация о том, как оценивать критическое отношение учащихся к какому-либо событию или видеоматериалу.

Ключевые слова: оценка, обратная связь, критическое мышление, оценка, навыки.

Annotatsiya

Bizga ma'lumki, tanqidiy fikrlash deganda shaxsning biror narsa va hodisa haqida yaxshi va yomon fikrini ifodalash tushuniladi. Shuningdek, fikrlash qobiliyati o'z-o'zidan rivojlanmaydi, uni to'g'ri rivojlantirish va baholash kerak. Bundan tashqari, baholash talabning tanqidiy fikrlash qobiliyatini ham oshirishi mumkin. Demak, o'quv jarayonida o'quvchilarning turli videomateriallar bo'yicha tanqidiy fikrlashini qanday baholash va baholash kerak degan savol tug'ilishi mumkin va bu maqolada talabalarning har qanday voqea yoki videomaterialga nisbatan tanqidiy qarashlarini qanday baholash mumkinligi haqida ma'lumot berilgan.

Kalit so'zlar: baholash, fikr-mulohaza, tanqidiy fikrlash, baholash, ko'nikmalar.

Introduction

Speaking assessment has not always been easy, and students' ability to think critically is also directly related to speaking lessons. Many teachers will become familiar with the concept of assessment with an assessment scale according to different criteria. In order to select the criteria that will evaluate the students and to have a strategy for their evaluation, the teacher has to be thought. Speaking is often assessed based on student's pronunciation, grammatical and lexical knowledge, and ability to use words in the right place. So critical thinking is also assessed with the same strategies in the assessment and again the feedback given to the student by the teacher. In this article, it will be possible to determine which skill level each student of the four levels will demonstrate for each criterion. Teachers can also motivate students and be more detailed in their assessment along with feedback. It is also possible to determine how well the student is doing.

Evaluating Students Critical Thinking Skills

The development of critical thinking is the same as the improvement of students speaking skill. Moreover, in critical thinking only thinking develops along with speaking. Students are often given authentic video materials in speaking classes. The teacher hears their opinions on the matter. and when it comes to assessment, there can be a number of difficulties in assessing them because the teacher has to assess their opinions as well as their speaking.

There are several type of evaluation taken from the University of Guelph's Universal Instructional Design project, A Faculty.

First, Recognizing students' ability express understanding of essential topic in multiple ways. In this case, it is mainly not to see the mistakes of the student, but to keep them from them considerably, for giving too much objections will cause the student to lose the interest to the topic in the next time, or to be afraid to express his opinion.

Second, providing sufficient time between assignments for students to receive feedback. Taking into account, the time and effort required students to complete assignments. Usually when students are given a video, it takes a long time for them to watch and discuss it, and considering this, teachers should also consider the time, and this should not affect their scores.

Moreover, asking students to evaluate themselves on the learning process and outcomes is also be effective way. In this regard, students not only evaluate themselves, but also play an important role in developing their ability to think critically again.

If critical thinking is practiced in speaking classes of teaching English, speaking is the ability to express oneself in these life situations, or the ability or ability to communicate actions or situations in clear words to talk or to express a sequence of thoughts. This approach produces tests that cover a variety of situations to achieve validity, and then

there is no certainty that speech has elements of language sufficiently sampled. Evaluation is done using a rating scale Communicative tests involve performance:

- Interaction-based- “face-to-face verbal interaction not only involves changing the expression and content ... but also one combination of receptive and production skills” (Morrow, 1979, p. 149).
- Unpredictability- Language use in real-time interaction is unpredictable. (Glenn Fulcher, p.490)

It is also advisable to assess their speaking ability according to a number of test methods such as IELTS and other proficiency exams.

Conclusion

In short, what to evaluate and how to analyze students 'work and how to develop their critical thinking as well as their effects their habits and getting the right feedback will help keep students be active. In which case the teacher should use appropriate assessment methods. A properly chosen strategy can also significantly increase a teacher's potential and students 'interest in any course. Negative feedback in any assessment method causes the student to lose interest in reading. Therefore, the teacher's opinion is of great importance in the evaluation.

Reference

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