EFFECTIVE TECHNOLOGY OF DEVELOPING LEARNERS' CRITICAL THINKING SKILLS

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ANNOTATSIYA

Ushbu maqolada E.de Bononing "Fikrlovchi olti qalpoqcha" nazariyasi asosida yaratilgan, o'quvchilarning tanqidiy fikrlashini rivojlantirishga qaratilgan texnologiya va uning ingliz tili ta'limida qo'llanilish masalalari yoritib berilgan.

Kalit so'zlar: tanqidiy fikrlash, nazariya, yondashuv, tillarni o'qitish metodikasi, "Fikrlovchi olti qalpoqcha", munozara.

ANNOTATION

The technology created on the basis of E. de Bono's "Six Thinking Caps" theory, aimed at developing students' critical thinking, and its application in English language education are highlighted in this article.

Key words: critical thinking, theory, approach, language teaching methodology, "Six Thinking Caps", discussion.

Special attention has been given to foreign language education since the Presidential degree #1875 "On measures for further improvement of foreign language learning"[1] was adopted in our country. According to the presidential decree and the resolution of the Cabinet of Ministers English language teaching has begun from the first forms of the secondary schools and kindergartens. The importance of learning foreign languages has been arising. Different laws and regulations were adopted in our Republic in order to enhance the education and to prepare qualified personnel. The tendency for providing everyone in the world with a good command of English for international cooperation has become very important in many countries, including Uzbekistan, where thousands of people are learning English for developing professionally. Finding the right way to teach English classes for students can be difficult. How do we keep them interested? How can we help them to remember information? How can we encourage them to want to continue learning?

Therefore we need to find more efficient ways in order to teach foreign languages effectively. "Six thinking hats" being one of the effective methods which can be applied to English language teaching is discussed in this article.

Six Thinking Hats is a method developed by Edward de Bono which describes a tool for group discussion and individual thinking involving six colored hats. De Bono believed that the key to a successful use of the Six Thinking Hats methodology was the deliberate focusing of the discussion on a particular approach as needed during the meeting or collaboration session[2]. For

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[1] http://upm.uz/en-gb/baza/4
[2] de Bono, Edward (1985). *Six Thinking Hats: An Essential Approach to Business Management*. Little, Brown, & Company.

instance, a meeting may be called to review a particular problem and to develop a solution for the problem. The Six Thinking Hats method could then be used in a sequence to first explore the problem, and then develop a set of solutions, and to finally choose a solution through critical examination of the solution set.

Coloured hats are used as metaphors for each direction. Switching to a direction is symbolized by the act of putting on a coloured hat, either literally or metaphorically. These metaphors allow for a more complete and elaborate segregation of the thinking directions. The six thinking hats indicate problems and solutions about an idea the thinker may come up with. We may easily apply this theory into practice, that's use it in teaching English. The theory is that our thought processes (of both young and old) can be predicted in 6 steps and that classes be prepared in accordance with the structure of this 6-part thought processes. That means learners discuss one problematic question approaching it from different angles. Teacher himself/herself can make six hats from colourful papers and give them to six or more learners who are responsible to make speeches. Learners will make their speeches according to these principles:

- White: In this phase we think about the facts of what we are learning. We think about what facts we have and what facts we need to understand a given topic.
- Black: In this stage we use out judgment. We use our critical judgment. We think about problems, dangers, if we are wasting time with a topic, etc.
- Yellow: Here, we use our judgment again. However, now we are positive. We think about the advantages, benefits, hopeful side to what we are learning.
- Red: This stage is characterized by an emotional response to what we are learning. What do I feel about this issue?
- Green: This is the creative phase. What is my response to this?
- Blue: This is a development of the creative phase but here we consider the 'overall' picture. What are the consequences of what I am learning? What should I learn next?[3]

Learners can be given colored pages corresponding to the different hats and or even cut-outs of the hats in their different colors. Over a series of classes they can be taught the associations with each hat. They are also taught how to express them in English. Here are some useful terms and expressions:

Objective terms (White hat):
- We know that…
- Let's see what we have already learned…

Creative terms (Green hat):
- I believe that…
- I think that…

Positive (Yellow hat):
- I/We can…
- I/We should…

Negative (Black hat):
- I don't think that…

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[3] de Bono, Edward (1985). *Six Thinking Hats: An Essential Approach to Business Management*. Little, Brown, & Company.

- I wouldn't do…

Intuitive (Red hat):

- I feel…

Process (or Progress)

- I would continue by…
- We should proceed by…

The problem which is discussed through this method should be interesting and challenging. The choice of the problems depends on the teacher's creativity and critical thinking skills. So I would suggest the following sample questions to use in the English classroom:

1. What would happen is the world was square?
2. What would happen if your country won the world cup?
3. What would happen if we were all grown up tomorrow?

There may be used different variations of this method. For instance, a meeting may be called to review a particular problem and to develop a solution for the problem. The "Six thinking hats" method could then be used in a sequence to first explore the problem, and then develop a set of solutions, and to finally choose a solution through critical examination of the solution set[4]. The meeting may start with everyone assuming the **Blue** hat to discuss how the meeting will be conducted and to develop the goals and objectives. The discussion may then move to **Red** hat thinking in order to collect opinions and reactions to the problem. This phase may also be used to develop constraints for the actual solution such as who will be affected by the problem and/or solutions. Next the discussion may move to the (**Yellow** then) **Green** hat in order to generate ideas and possible solutions. Next the discussion may move between **White** hat thinking as part of developing information and **Black** hat thinking to develop criticisms of the solution set[5].

Everyone is focused on a particular approach at any one time, the group tends to be more collaborative than if one person is reacting emotionally (Red hat) while another person is trying to be objective (White hat) and still another person is being critical of the points which emerge from the discussion (Black hat). The hats aid individuals in addressing problems from a variety of angles, and focus individuals on deficiencies in the way that they approach problem solving. If you are working with a group of students, give them a different color hat each and ask each of them for their response based on the color of their hat. If you are working with an individual child you can rotate the hats and ask for responses to the question based on each one of the hats in turn.

The "Six thinking hats" may be taught to learners by focusing on a specific thinking skill. Learners associate the colored hats with key words and questions that will direct or redirect their thinking resulting in a richer learning experience. By implementing the "Six thinking hats" to every lesson, teachers can help students explore their own potential by taking an active role in their learning and enhance their creative thinking.

Materials: 1. White, red, yellow, black, green, blue poster board.

2. White, red, yellow, black, green, blue shower curtains

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[4] Kamal S. Birdi, No idea? Evaluating the effectiveness of creativity training, Journal of European Industrial Training, Vol. 29 No. 2, 2005, Emerald Group Publishing Limited

[5] http://www.learnerslink.com/scholar's_conference.htm

3. Magnets for the back of the hats (optional)

Preparation:

1. Before teaching the hats, all the hats need to be constructed.

2. Write the words below on the hats:

- White hat-Facts
- Yellow hat- Good
- Red hat-Feelings
- Green hat-Create
- Black hat-Caution
- Blue hat- Understanding

3.Cut six shower curtains into large hats. These will be used for the learners to stand on while learning about each hat.

Procedures:

Day One: 1. Pick a topic in which the entire class is interested. (Sports, food, shopping, etc.)

2. Introduce a new hat to the learners each day.

3. Begin by holding up the white hat. Ask the students, what word is on the white hat? Tell the students you are going to ask them all white hat questions. For example: Who throws the football during a football game? What is it called when you score a point in football? Every time the learners answer the questions correctly, tell them tostand on the hat with you.

4. Next, tell the students that they need to ask the questions now. Tell them they can only ask white hat questions. Have them ask to one another. Once they ask a white hat question they can come up on the hat.

Day Two: Review the white hat. Ask the students white hat questions and have them ask white hat questions. Introduce the red hat. Hold up the hat and ask the students what word is on the red hat? Tell the students all of these questions are red hat questions. Begin asking questions. For example: How do you feel after gym class? Continue asking questions. If the students seem to understand, let them begin asking questions. Every time a child answers a question correctly, they can stand on that hat.

Day Three: 1. Review the white and red hats. Next, ask the students to tell you if you are asking them white or red hat questions and have them ask you questions.

2. Hold up the black hat. Ask the students what the black hat means. Then begin asking black hat questions. For example, why should you be cautious in gym class? What should you be careful about when running with your shoes untied? After asking the students questions, if they understand move onto letting them ask the questions. Every time a child asks or answers a question, they may come and stand on that hat.

3. When dismissing the students, ask them white, red, and black hat questions to see if they can say which color hat question that is.

Day Four: 1. Review the white, red, and black hats. Ask the students to tell you if you are asking white, red, or black hat questions.

2. Hold up the yellow hat and ask the students what the yellow hat means. Begin by asking all yellow hat questions. For example: What do you like about gym? Why do you like playing kick ball? etc. Keep asking questions until students appear to understand.

3. When finishing the review of all of the previous hats, ask questions to see if they know what color hat question you are asking; however, this time tell them that they have to answer the question and tell the color of the hat.

Day Five: 1. Review the white, red, black, and yellow hats. Have the students ask questions and tell what hat question they asked.

2. Hold up the green hat and ask the students what the green hat means. This hat is more difficult to understand, but they will comprehend the process of creativity. Ask only green hat questions. For example, how could you create your own ball for a game of kick ball? What if I was running around during gym class and my friend pushed me, what should I do?

3. Have the students begin asking green hat questions from their classmates.

4. Finish by asking the students hat questions. Tell the students you are going to ask them questions, and they have to first answer it and then tell what color hat question it is. Ask white, red, black, yellow, and green hat questions.

Day Six: 1. Review all of the previous hats. Ask the students a few questions and have them answer. Ask a few students to ask questions and have fellow classmates answer.

2. Move to the last hat, the blue hat. This is the most complicated hat, so just go slowly. Hold up the blue hat as you stand on a chair/table. Ask the students what I may see that is different now? You are trying to get the students to look at things from another perspective, nicknamed out of the box. Tell them to pretend they are a bird in the sky looking down. Get them to look at things deeply and differently.

3. Ask the students what the blue hat means. Begin blue hat questions. For example, explain to me how to play volleyball? Ask them to sequence the events in their prior gym class. Continue asking them questions, and then let them proceed with the questioning.

Day Seven: 1. Review six hats by asking the students all different colored hat questions.Have the students answer and tell which color hat it is.

2. Pick a student and tell him/her to ask a particular color hat question. For example, Ask a green hat question? This will also check for complete understanding[6].

This method may also be applied to reading lessons too.

In conclusion, having identified the six modes of thinking effective lesson plans can be created. The hats encompass and structure the thinking process toward a distinct goal. However, it is often necessary to adapt them to suit the purpose of the learners.

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3. http://upm.uz/en-gb/baza/4
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