Abstract. In the modern world, the requirements for specialists, and especially for graduates of pedagogical specialties, are changing. Higher education institution, along with professional training, is a place of intensive self-development and socialization of the student. To study successfully at the university it’s required from a student a rather high level of intellectual development, erudition, memory, and the ability to think logically. To think critically means to know the rules of logic and follow these rules. Critical thinking should not be reduced to negative judgments and criticism; on the contrary, it requires reasonable reasoning and consideration of a variety of approaches. To think critically, i.e. the tendency to doubt is formed by a person with the expansion of the boundaries of his knowledge of the world. «Critical» in this situation is equivalent to «analytic», aimed at cognition and analysis. The criticality of thinking allows a person to analyze the amount of information, select the necessary facts, logically rethink them, and make conclusions. Critical thinking is an invaluable skill that students need for a successful professional and personal life. Teachers should be thoughtful and purposeful in creating learning objectives that contribute to the development of critical thinking skills to a lower and higher level, as well as in using technologies to implement activities that support these learning goals

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The main requirement of employers is the effective participation of the graduate in the implementation of their labor functions and job duties. In addition to professional competencies, such effective participation is often ensured by the development of universal competencies, such as initiative, responsibility,
communicative qualities, critical thinking. In this regard, critical thinking becomes relevant for the development of teaching and learning.

According to the disciplined Ennis X., the mental critical activity of thinking evaluation is the arguments, information, suggestions, and judgments that can guide the development of beliefs and decision-making.

It can be thought of as «thinking about thinking», that is, the ability to reason on principled issues and reflect on practical experience [1].

In this article, we would like to review our experience of developing students' critical thinking skills in the classroom.

Scientists distinguish the following skills of critical thinkers: distinguish between facts and opinions; ask questions; make detailed observations; reveal assumptions and define their terms; and make a logical statement based on convincing logical proofs [2].

Critical thinking involves a willingness to imagine or make decisions, to introduce new or changed ways of thinking or acting. The best way for this is to encourage students to prove themselves based on their own experience. In this regard, the most effective will be the use of the strategy of solving pedagogical situations, which allows you to develop such skills of a critical thinker as analysis, conclusion, evaluation, interpretation, explanation.

During the task, students had to identify the main problem inherent in the situation, analyze the causes of its occurrence, explain them, draw a conclusion and offer a solution. Of course, not all students successfully coped with these tasks. About 70% of students identified the main problem in the proposed situation. The remaining 30% of students offered formulations of the problem that were descriptive in nature. This group of students also included students with a high level of education. Good theoretical training does not provide analysis skills, flexibility of thinking.

In order to develop the skills of analyzing their own knowledge, students in the classroom effectively use the dialogue in the circle, which contributed to the actualization of students' knowledge.

Analysis of pictures with the preparation of open questions for another group
effectively worked on the development of such critical thinking skills as analysis, interpretation, evaluation, explanation. Students of both groups were able to highlight the essence of the proposed image, give it the most accurate name.

The most significant, in our opinion, was that the students were able to explain the circumstances that arose, thanks to which they made several successful attempts to compile open questions to the picture for another group.

The strategy of highlighting keywords in the text contributes to the development of skills of analysis, explanation, interpretation, conclusion. This is evidenced by the works of students, where keywords are highlighted, which served as a resource for drawing up a scheme for the text.

With approximately the same effect, the strategy of compiling a conceptual map on the terms to the topic «Education in the structure of a holistic pedagogical process» worked. When studying the proposed terms (method, technique, methodology, pedagogy, pedagogical impact, etc.), students studied them, analyzed, highlighted the relationship between them, the depth and width of the terms, made conclusions, which helped them when compiling cards.

Traditionally, in the classroom, the teacher speaks most of the time, uses questions to identify basic knowledge and test understanding in students, demonstrating most often the finished material, students rarely explore anything.

Therefore, not all students are able to immediately join the work in the group, as they are accustomed to traditionally receiving information, and not to obtain it. Students showed low communication skills in the group, inability to ask questions to each other to exchange knowledge. The students’ answers to the questions were incomplete, they could not argue their answers, prove. But, gradually, everyone realized their importance for the team. In our opinion, it is very important to create an atmosphere of trust and respect for each other in the group.

There are many techniques, the use of which can contribute to the development of critical thinking in students. It is necessary to encourage students to analyze information, to apply for already existing knowledge with the help of starters for the lesson, making associatograms, diagrams to the text, analyzing images, solving pedagogical situations.
Our observations have shown that it is very important to show the significance of everyone's answer in order to involve him in active thinking activity, the reflection of students at the end of the lesson. Reflection makes students turn to the topic, reflect on the achievements in mastering the material, correlate the base of already existing knowledge with the knowledge gained, the knowledge gained, assess your own position on the expansion of the knowledge gained.

It is important that students not only critically evaluate their own work and the work of others, but also that the assessment is objective and reasoned. To do this, it is necessary to develop assessment criteria together with students. In the process of evaluating the work of others, students analyze, compare, summarize, argue their assessment, reflect on other opinions, refute or support.

Discussion forums allow students to communicate with their peers, answer questions that require them to demonstrate critical skills thinking at both a low and high level, and analyze the content of the course. When teachers establish clear guidelines for participation and model skills critical thinking through participation in discussion forums, students can also demonstrate how they participate in the process of critical thinking.

An important positive aspect of classes using critical thinking strategies was that passive students became more active, the efficiency of perception of the material increased, students had a desire to learn independently. In the classroom, they tried to argue, reason, analyze, tried to offer their ideas, choose the main thing, challenge the opinion of others, draw conclusions, learned to evaluate activities. Students move to a new level of cognition, learn more effectively, subject to their active involvement in the dialogue, discussion and argumentation of their opinion.

Thus, developing critical thinking skills in students takes time and practice. In an effort to develop critical thinking in students, it is necessary to understand that, first of all, the teacher himself must be able to think critically during the lesson, after and in the process of preparing for it. Critical teaching involves systematic reflection on what students have learned, researching the level of their critical thinking skills.

Strategies and techniques of critical thinking allow you to make the work interesting and creative, and most importantly - effective: the level of knowledge
increases, the activity of students of different levels. The learning process becomes fascinating and emotional not only for the teacher, but also for the students. In foreign language classes, when reading a text or listening to information, it is necessary to understand the main idea, recreate the logic of presentation, highlight the problem, compare with what is already known in this area and determine what information we need to draw a conclusion and formulate our point of view. These are all critical thinking skills. To develop critical thinking of students in foreign language classes, «the concept combination table» is most often used. This technique is especially useful when it is supposed to compare three or more objects.

Also, there is KWL chart. It helps students to collect information already familiar on the topic, expand knowledge on the issue being studied, and systematize them. Before reading the text, students answer the questions «Do you know...? ». If not, the question «Would you like to know? » is asked. If so, ask «Would you like to know...? » with more specific and additional information. While reading, it is suggested to note what is new. After reading, students exchange information about what they read «I knew. I found out». At the stage of reflection, questions are asked either by the teacher or by the students who were at the beginning, it makes it possible to conduct research work, find new information, speak out, and broaden their horizons.

The most effective form of teaching critical thinking to students is group work, which allows you to develop in the student such qualities as independence, curiosity, the ability to make independent assessments, argue his opinion, prove or refute his point of view, etc. Any group should have certain qualities, integrative skills to think critically and work in a team, the combination of which represents professional competence of future specialists.

Summing up, we can conclude that a novice student may not understand what entails you think critically, so prepare some excellent examples. Tell students how famous critical thinkers have effectively solved real life problems and what rewards they have received for their abilities. It is important that students know how organize your random thoughts. As they practice sorting their ideas into relevant groups, they will be able to evaluate which ones will work best for them. Critical thinking is an
invaluable skill that students need to succeed in their professional and personal lives. Teachers can be thoughtful and purposeful in creating learning objectives that promote the development of lower- and higher-level critical thinking skills, as well as in using technology to implement activities that support these learning objectives [3].

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