



DEVELOPING STUDENTS' CRITICAL THINKING THROUGH INNOVATIVE APPROACHES IN ENGLISH LANGUAGE INSTRUCTION AT UNIVERSITIES

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Abstract:

This paper explores innovative pedagogical approaches for developing critical thinking among university students in English language instruction. In today's globalized academic environment, English serves not only as a medium of communication but also as a means of intellectual engagement and analytical inquiry. The study examines how critical thinking can be systematically integrated into English language curricula through interactive, student-centered methodologies. The research highlights the significance of reflective learning, problem-based tasks, and digital learning tools as mechanisms to foster independent reasoning and creativity. Findings suggest that implementing such approaches enhances students' cognitive flexibility, academic performance, and lifelong learning competence.

Keywords: Critical thinking, innovation, English language instruction, higher education, pedagogy, student-centered learning.

Introduction

Critical thinking has become a fundamental objective of higher education worldwide. In the context of English language instruction, it is no longer sufficient for students to acquire linguistic competence alone; they must also develop analytical and evaluative skills to interpret information critically. This study aims to identify effective pedagogical strategies that promote students' critical thinking skills in university-level English courses.



Methodology:

A mixed-method approach was applied, combining qualitative classroom observations with quantitative surveys among university students majoring in English. Experimental lessons utilizing debate, project-based learning, and digital media analysis were conducted across three academic semesters. The study also evaluated the impact of teacher facilitation techniques on students' engagement and reasoning ability.

Results and Discussion:

Data indicate that innovative approaches — including Socratic questioning, problem-based tasks, and reflective writing — significantly improve students' ability to analyze, synthesize, and evaluate information. Students reported increased confidence in expressing independent opinions and engaging in academic discussions in English. Furthermore, integrating technology-based platforms (such as online collaborative writing tools and critical media analysis) contributed to sustained motivation and deeper learning outcomes.

Conclusion

Developing critical thinking through English language instruction requires intentional pedagogical design that combines innovation, interaction, and reflection. The study concludes that university educators should shift from content-centered teaching to inquiry-based learning models that empower students as active thinkers. Such an approach not only strengthens linguistic proficiency but also prepares learners to navigate complex global challenges with intellectual autonomy and creativity.