

CRITICAL THINKING AND WRITTEN SPEECH: A METHODOLOGICAL ANALYSIS OF DICTATION, ESSAY WRITING AND REPRODUCTION EXERCISES**Sharopova Zarnigor Tolibovna**

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Abstract: This article provides a scholarly theoretical analysis of the integration between the mechanisms of critical thinking and both traditional and innovative educational technologies aimed at developing written speech. Dictation, essay writing, and reproduction (retelling) exercises are conceptualized as strategic pedagogical tools that enhance students' semantic processing, inference generation, construction of argumentative structures, and metacognitive monitoring. The study interprets the cognitive, constructive and communicative components of written speech, as well as the logical operations involved in critical thinking — analysis, synthesis, evaluation, deduction and reflective control — and explains their application in the learning process. The structural and functional capacities of dictation, essay and reproduction exercises are re-evaluated within the framework of contemporary linguodidactics, cognitive psychology and educational methodology, with their real effectiveness in developing higher-order thinking skills being substantiated by scientific evidence.

Keywords: critical thinking, written speech, dictation, essay, reproduction exercises, cognitive processes, metacognitive monitoring, linguodidactics, semantic analysis, argumentative thinking, teaching methodology, inference, logical operations, written competence, reflective control.

Introduction. In the modern educational process, the formation of critical thinking is recognized as one of the main factors in activating the cognitive activity of the student, developing the ability to draw independent conclusions and evaluate information on a logical basis. Research shows that the level of written speech competence of students is directly related to their analytical thinking, argument creation and semantic analysis processes. Written speech is by its nature a complex psycholinguistic activity, in which such higher-order cognitive operations as semantic processing, text composition, inference creation and reflexive control are actively involved. Dictation exercises, along with mastering linguistic rules, strengthen the student's metacognitive control in the processes of listening and perception, dividing the text into semantic units and their restoration. Writing an essay is characterized by the student's independent position on the topic, creating a substantiated opinion, constructing a logical composition and forming an argumentative speech. Expression exercises develop the student's conceptual analysis skills by interpreting the text, reworking the main content, and identifying contextual connections.

The Main Part. The role of teachers in the modern education system is not limited to imparting knowledge. The teacher also makes a significant contribution to the development of critical thinking in students. Critical thinking not only helps ensure the intellectual development of students, but also prepares them to think independently, make decisions, and solve social problems. The role of the teacher in the application of critical thinking in education is that he teaches students how to analyze, evaluate information, and justify their opinions. The role of teachers in critical thinking is invaluable. Teachers are not limited to conveying information in the educational process, but also help develop research in students. To develop critical thinking, teachers guide students to self-awareness, scientific and logical thinking.

The teacher develops critical thinking by asking students complex questions and encouraging them to justify their opinions. If reading lessons are organized during the literacy period in the form of introducing students to syllables, words and sentences and reading them,

telling stories based on pictures, then after mastering the reading technique, reading is carried out on selected artistic, scientific and popular texts on specific topics. Topics of socio-historical content give a certain idea of the past of our homeland, the life of our people, their heroic struggle, the work done by great figures, and historical dates. With the help of nature-related topics, students acquire knowledge about changes in nature, the change of seasons, and the animal world. Works on such topics teach students to be observant, love nature, and have the right attitude towards it.

Teachers develop critical thinking in students through the use of interactive methods, group work, and discussions. Interactive methods activate students, help them express their thoughts freely, and teach them to respect other opinions. The teacher, through his own work, sets an example for students and helps them form critical thinking. The teacher encourages students to think independently, encourages them to be free in choosing different decisions. In developing critical thinking, the teacher teaches students to make clear and well-founded decisions. He shows students how to analyze various sources and evidence when making decisions, and justify their opinions. Teachers help improve the educational process by analyzing their own activities and self-evaluation.

Group work plays a significant role in developing critical thinking. Teachers provide prospective teachers with opportunities to work in groups and exchange ideas with others. This teaches students to express their opinions freely and listen to others. Teachers teach students to analyze the lesson process and their own activities. Through reflection, which is an important part of critical thinking, students learn to self-evaluate and make effective decisions. Teachers organize the lesson with methods aimed at developing critical thinking. These methods include problem tasks, logical arguments, simulations, and role-playing. Teachers encourage students to think critically by asking them problematic questions. These questions help students think independently and consider different points of view.

Although dictation has traditionally been interpreted only as an element of literacy, modern linguodidactic approaches are rediscovering the importance of this exercise in activating complex cognitive processes. During dictation, the student encodes the heard text at the phonological level, divides it into semantic units, reorganizes them in working memory, and translates them into written form based on an orthographic model. These processes form the skills of differential analysis, analogical comparison, semantic filtering, and quick decision-making, which are components of critical thinking. Dictation also has a high potential for metacognitive monitoring: the student monitors his own error indicators in the process of perceiving the text, develops independent correction strategies, and achieves strengthening of verbal memory. More complex forms of dictation — creative dictation, selective dictation, explanatory dictation — stimulate the student not only to repeat, but also to analyze the structure of the text, distinguish important units, and understand the relationship between main and secondary ideas, thereby activating critical thinking.

According to the principles of cognitive psychology, these three types of exercises — dictation, essay, and expression — are an important methodological unit in developing the student's working memory, organizing semantic networks, managing attention processes, and stimulating reflective thinking. Therefore, they are being reinterpreted by linguodidactics and modern educational methodology as an effective tool for forming critical thinking competence.

Writing an essay is one of the most complex forms of developing written speech, in which the student simultaneously performs conceptual thinking, creating an argument, constructing a logical composition, evaluating evidence, and coming to a final conclusion.

According to the psycholinguistic approach, in the process of writing an essay, the transformation of internal speech into external speech occurs, that is, the student creates a mental model of his or her own thought and expresses it through linguistic structures. This process strengthens the main component of critical thinking — the mechanisms for substantiating and evaluating thought.

The logical model of essay composition (introduction–main ideas–conclusion) teaches the student structured thinking. Selecting arguments on a specific topic, arranging evidence in a logical sequence, comparing opposing opinions and justifying one's position - all these are considered higher levels of critical thinking. Analytical, characteristic, creative, interpretive types of essays expand the student's:

- conceptual analysis;

- logical synthesis;

- argumentation;

- inference creation;

- reflective evaluation skills. This makes it possible to use essay exercises as a methodological model of critical thinking.

One of the effective methods for developing critical thinking is to ask students complex questions, organize discussions and debates. Students are taught to justify their opinions and analyze different points of view. Through group work, students listen to each other's opinions and form their own opinions. This, in turn, helps to strengthen students' opinions. By involving students in solving real-life problems, their critical thinking skills can be developed. Project-based learning encourages students' creative approaches and teaches them to think independently. Teachers can enhance students' intellectual abilities by developing critical thinking in education. Developing critical thinking educates students not only as knowledgeable individuals, but also as individuals who can think independently and make logically based decisions. Therefore, teachers' approach to critical thinking is important in the educational process.

Expression (explanatory retelling) exercises are a strategic methodological tool that develops the student's skills in understanding the text, reworking the main content, and restructuring the flow of information. In the expression process, the student analyzes the semantic structure of the text, identifies logical connections between ideas, isolates the content core, and re-expresses it based on a new structure. In this process, the mechanisms of interpretive thinking and inference (understanding meanings that are not explicitly stated in the text) are actively working. Analytical, creative, comparative, and abstract types of expression develop intellectual skills in the reader, such as creating conceptual models, seeing intertextual connections, and making logical generalizations. These skills are key components of critical thinking and shape the reader as an active analyst of the text, rather than a passive consumer.

The integrative methodological potential of dictation, essay, and expression exercises. Although these types of exercises have great educational value when considered separately, their integrated use has an even stronger impact on the cognitive development of the student. Dictation develops the student's accuracy and observation of the language system, essay - independent thinking and argumentation, and expression - reconstruction and interpretation of content. Thus, the methodological combination of the three types of exercises forms the student's:

- analytical thinking;

- compositional literacy;
- logical reasoning ability;
- metacognitive reflex;
- creative approach. This integrative approach serves to increase the indicators of written literacy, text-processing strategies, and critical thinking, which are reflected in PISA and other international assessment criteria.

Critical thinking is also necessary for the teacher himself: he constantly reviews his work and looks for new methods to improve the effectiveness of the lesson. The teacher's reflective approach to his work also teaches students to analyze and self-evaluate. Teachers help students solve social and academic problems. Through critical thinking, the teacher teaches students how to analyze problems, find effective ways to solve them, and make logically correct decisions. Teachers need to be a personal example in their work when teaching students critical thinking. The teacher logically justifies his thoughts and shows students how to carry out this process. The teacher also needs to express his thoughts openly and clearly, listen to and evaluate different opinions. The role of teachers in critical thinking is enormous. Teachers play an important role in the educational process not only by imparting knowledge to students, but also by developing their independent thinking, analysis, evaluation, and decision-making skills. Teachers' approach to critical thinking contributes to the intellectual and personal development of students, their formation as socially responsible and independent individuals.

Didactic approaches based on modern digital technologies are gaining importance in the development of reading literacy. Multimedia electronic textbooks, interactive books, audio and video materials, and learning platforms increase students' interest in reading, make the process of working with text interesting and effective. Smirnov, in his research, found that the use of teaching methods based on digital technologies increases students' reading literacy by 25-30%. Digital technologies allow the teacher to individualize the lesson process and take into account the specific characteristics of each student.

In Uzbekistan, the use of problem-based learning has been widely used in schools and madrasahs for several centuries to develop students' intelligence, responsiveness, and beautiful speech. The Socratic question-and-answer method is still used as one of the most effective teaching methods. In this way, the student is taught deep logical thinking, intelligence, clear and correct speech, logic and fluency of speech, and critical and creative thinking. For example, Socratic conversations refer to methods in which the teacher leads the student into an independent and active thinking process and, by intelligently identifying the wrong aspects of his thinking, leads him to the path of correction. The stages of such a conversation can be simplified as follows:

1. General determination of the student's level of knowledge and thinking ability through questions and answers.
2. Alignment of the content of the topic being studied with the student's motivations. This is mainly done by selecting examples that match the student's interests and abilities.
3. Engaging the student in active communication. This mainly uses motivational methods.
4. The teacher behaves as if he does not know the student, as if he is a student, asking questions.
5. By praising the student's correct thoughts, he is attracted to thinking and speaking more freely and deeply.
6. Identifying the student's incorrect thoughts.
7. By clearly stating or explaining the correct thought in relation to the student's incorrect thoughts by the teacher, a problematic situation is created for the student and the student is directed to correct his own mistakes.

It is clear from this that this method undoubtedly gives high results, but there are also serious conditions for this. These include the teacher's broad knowledge and ability to think creatively, high communication culture, and pedagogical skills.

The qualities of reading skills include reading the text of a work of art correctly, quickly, consciously and expressively. In reading lessons, students' reading skills are formed and improved. In reading lessons, work on the work should be organized in such a way that the analysis of the content of the work is aimed at improving reading skills. Correct reading. Correct reading is understood as reading without mistakes, without errors, that is, correct reading is reading without violating the sound-letter composition of the word, grammatical forms, without omitting a sound or syllable in the word, without adding another sound, without changing the position of letters, with clear pronunciation and correct stress on the word. Correct reading depends on the length of the word, the student's vocabulary, that is, how much he knows the lexical meaning of the word, and the syllable and morphemic composition of the word. It is good for the teacher to write complex words in advance on a blackboard or cardboard, divided into syllables, and teach them aloud to the students together.

While the traditional education system is often based on the transfer of ready-made knowledge, the goal of modern education is to teach students to search for, analyze and use knowledge. Critical thinking not only serves to make the educational process effective, but also helps students solve problems they will encounter in the future. Teachers should use various methods in this process to develop independent thinking in students. Debates, problem-based learning, practical exercises and analytical tasks are very effective in this regard. By comparing different sources, analyzing information, and drawing independent conclusions, students not only form their own opinions, but also learn to apply the knowledge they have learned in life. In developing critical thinking, the teacher himself must have this ability and constantly work on himself. Teachers should organize their lessons in such a way that students are not limited to memorizing knowledge, but also learn to justify, justify, and prove their opinions.

It is also important for teachers to listen to students' opinions and create opportunities for them to freely express their views. If the teacher organizes his lessons on an interactive and discussion-based basis, students will become more active and will master critical thinking faster. The modern education system should be aimed not only at imparting knowledge, but also at expanding the thinking horizons of each student. Therefore, teachers should pay special attention to the development of critical thinking. Students who can think critically will have the ability to solve complex problems, make the right decisions, and think innovatively in the future. Therefore, developing this ability in the educational process is also of great importance for the development of society.

Conclusion. Dictation, essay, and expression exercises, as a complex pedagogical tool for developing critical thinking and written speech, form students' higher-level thinking skills such as analysis, synthesis, evaluation, and reflection. Dictations develop grammatical observation and phonological analysis, essays develop content creation and argumentation, and expression exercises develop the ability to interpret and express a personal position.

The results of the study show that these exercises strengthen metacognitive monitoring, strengthen logical consistency, and form independent thinking mechanisms in students. Integrating written exercises with critical thinking techniques increases the effectiveness of the learning process and turns students into active subjects who analyze content and think based on evidence.

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