

PROVOCATIVE LEARNING AS A RESOURCE FOR THE DEVELOPMENT OF CRITICAL THINKING

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ABSTRACT

The article discusses the potential of the technology of provocative pedagogy for the development of critical thinking in teaching a foreign language. The main provisions of provocative pedagogy are given. The limitations of the technology are revealed. The prospects for research related to the creation and application of a model of an educational provocative situation are determined.

Keywords: provocative pedagogy, foreign language education, critical thinking.

Digitalization and informatization of the modern world have significantly influenced, among other things, the availability and volume of information received, its diversity and, at the same time, inconsistency. A change in the pace of life associated with these processes inevitably affects the basic cognitive functions of a person: attention, thinking, memory. It seems impossible to modernize the modern educational system so that it can respond to new challenges without taking into account the processes taking place both in the public sphere and at the personal level. It is recognized that building a productive system that meets new demands at the functional level allows a competency-based approach now.

With a competency-based approach, the practical component is strengthened, the development of personal qualities and value orientations of students becomes a priority, and, therefore, an expansion of the set of methods and technologies aimed at solving new problems is required, which should contribute to the integration of the above significant elements.

Technologies for developing critical thinking skills, which have been actively and successfully developed and applied since the second half of the 20th century, have such potential.

Attention to the development of critical thinking among students, consideration of the mechanisms of its formation and applied aspects of its functioning is given in many foreign and domestic studies. As noted, critical reflection can only arise in conditions of



uncertainty and tension regarding existing personal beliefs and values. The dissonance created by uncertainty allows the reflective subject to change his position and consider other points of view, rather than relying solely on his own experience and judgment. Some studies have shown that students achieve more significant results when faced with ideas that are different from their own. It is through this cognitive dissonance that they begin to think critically and are able to revise their original views.

Through the reflective model, students learn better, connect it with what is already known, adapt this new to their goals and translate thought into action. This promotes creativity, the ability to think critically, and also develops metacognitive abilities (i.e., the ability to observe the process of one's own thinking). Engel and Conant believe that when students are encouraged to create something new during a discussion, they learn to develop and justify their position, which subsequently translates into the ability to convincingly build arguments. As a result of intra-group exchange of opinions, completely new ideas may appear that are not considered before discussion, which is of particular value. Awareness of the importance of critical thinking skills stimulates the search for new technologies for their development when teaching a foreign language. This desire led us to consider the possibility of using the resource of "provocative pedagogy".

A.V. Enin offers the following detailed definition:

"Provocative Pedagogy" is a direction in the science of education, a type of applied pedagogy that studies methods for solving problems associated with the use of pedagogical provocation.

At the heart of "provocative pedagogy" is a challenge to the pupil, provoking a back reaction of the individual to overcome the negative pedagogical impact, and as a result, activating and strengthening, by releasing the latent energy of resistance, the positive resources of his "self": self-realization, self-determination, self-development, etc.

Negative socialization is an area of education and personality development (socialization), focused on the acquisition by a person of a natural full-fledged experience based on the actualization of specific needs, motives, desires that are in the sphere of its negative implementation. This determines the choice of personal real norms, values and ways of behavior in society, objectively inherent in it and leading to its most complete implementation.

It seems that the technology of "provocation" is fully consistent not only with the applied goals of teaching a foreign language, but also covers a whole range of problems associated

with learning a foreign language: the clash of cultures, intercultural dialogue, the search for a compromise.

Considering other aspects, A.V. Enin notes: “Provocative pedagogy” is a wide system of influencing pupils using a variety of techniques, methods, techniques, means and effects. But it initially carries a confrontation, conflict, unanswered questions, communication of specific information. But the most important thing is that by imposing a “conflict”, it forces a person to look for ways to solve a way out of it.

This technology seems to be especially relevant in terms of creating an environment for the personal development of students and the formation of their value orientations.

However, no matter how attractive this technology is, it has a number of limitations and requires compliance with important conditions. First of all, for the successful use of a provocative situation, it is necessary to have a certain environment in the classroom: a special climate, psychological comfort, mutual trust, subject-subject relations between the teacher and students. The teacher must be competent in the field of psychology, in particular, in the field of developmental psychology (although these competencies should be in the arsenal of the teacher a priori). A special type of teacher's personality: a sense of humor, a quick reaction, the ability to foresee and, if necessary, remove the consequences of psychological deprivation, to be able to smooth out the negative effect of a provocative influence, translating it into a positive direction.

It is important to note that not all trainees may be willing to participate in challenging challenge activities, and for some participants the effect may be negative if a non-professional is employed.

As you can see, most of the restrictions have a subjective-personal basis, and, therefore, do not make the technology itself vulnerable.

In conclude, provocative learning can be seen as an additional resource for the development of critical thinking. It has a significant educational, developmental and educational potential, although it has a number of limitations in its application. The prospect of the theoretical development of this technology, we see the creation of a "universal" model of its functioning, which would have explanatory power, and also included the formalization of the main stages for the creation and application of an educational provocative situation in order to more actively implement this technology in teaching a foreign language.

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