

DEVELOPING STUDENTS' CRITICAL THINKING SKILLS THROUGH QAR STRATEGY

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ABSTRACT

This paper aims to explore usage of QAR (Question Answer Relationships) strategy to improve students critical thinking ability. The study was conducted by the research question “Is QAR strategy effective in developing students’ critical thinking skills”. Research participants were teachers of Tashkent, Uzbekistan. After the research, high present of teachers support to utilize this strategy and share positive ideas and recommendation.

Keywords: critical thinking, strategy, QAR (Question Answer Relationships), student, research.

INTRODUCTION

It is essential to note that, current stuff of any sphere are required to be knowledgeable in both soft and hard skills .Hard skills are set of abilities which are connected with professional perspective such as IT skills, language proficiency, math and others as well as soft skills are set of aptitudes which are related to human behavior and personality, namely, critical thinking, time management, team-working and so on. In this reason, sociologists and pedagogues highly emphasize to develop both skills from the early age of learners to higher education. Especially critical thinking skills is considered fundamental and very important one in life. According to Nadia Mirela Florea and Elena Hurjui [1], critical thinking is a fundamental ability developed by teachers in learning. Wijaya [2] argues critical thinking is the activity of analyzing ideas in a more specific direction, discerning things sharply, and developing in a more perfect direction. Elaine Johnson (2002: 185) [3] also states that the aim of critical thinking is to achieve a deep understanding. From some definitions can be concluded that, understanding of the ability to think critically has the meaning of the power of thought that must be built on the learner so that a character or personality is imprinted in the learner's life to solve all problems of his life by identifying any information received then able to evaluate and then summarize it systematically and then able to express an opinion in an organized way [4].



A student / prospective teacher who thinks critically then he will be able to:

1. Recognize various issues in education easily.
2. Identify, analyze the cause of the problem and the degree of relationship of a particular problem.
3. Able to make solutions and evaluate them as formulating problems related to National Exam is needed or not.
4. Thereby critical thinking in the world of education is very important because it will improve the skills and professionalism in its activities in education.

- In the research there is another term QAR -Question Answer Relationships should be discussed. Raphael created the QAR approach in 1986. The Pearson and Johnson (1978) question taxonomy served as the foundation for the initial QAR program. The authors of the taxonomy advocated for the identification of questions in connection to both the material being read and the reader's prior knowledge rather than in isolation. It was created as a way for pupils to immediately understand the relationship between questions and responses through the many types of questions. The QAR method aids pupils in taking into account information from the text or their own prior knowledge. This method seeks to clarify students' thought processes. Their capacity to comprehend various inquiry styles and the connection between the query and the answer grows as a result. QARs assist students in differentiating among questions based on where the answer can be found .It helps them find the answers to their questions, whether it means locating a specific fact, drawing an inference, or connecting the reading to their own experience.

- It inspires students to think creatively and work cooperatively while challenging them to use higher-level thinking skills.

The Question-Answer Relationship (QAR), a question-generating and question-answering approach, enhances comprehension by assisting students in comprehending the various kinds of questions. The fact that some solutions are "Right There" in the text, some require the reader to "Think and Search," and still others can only be replied "On My Own," helps kids understand that they must first think about the topic before coming up with a response. Both before and after reading, QAR can be used. Students will learn how to pose and respond to questions based on the text as a result of this method, which aids understanding.

METHODS

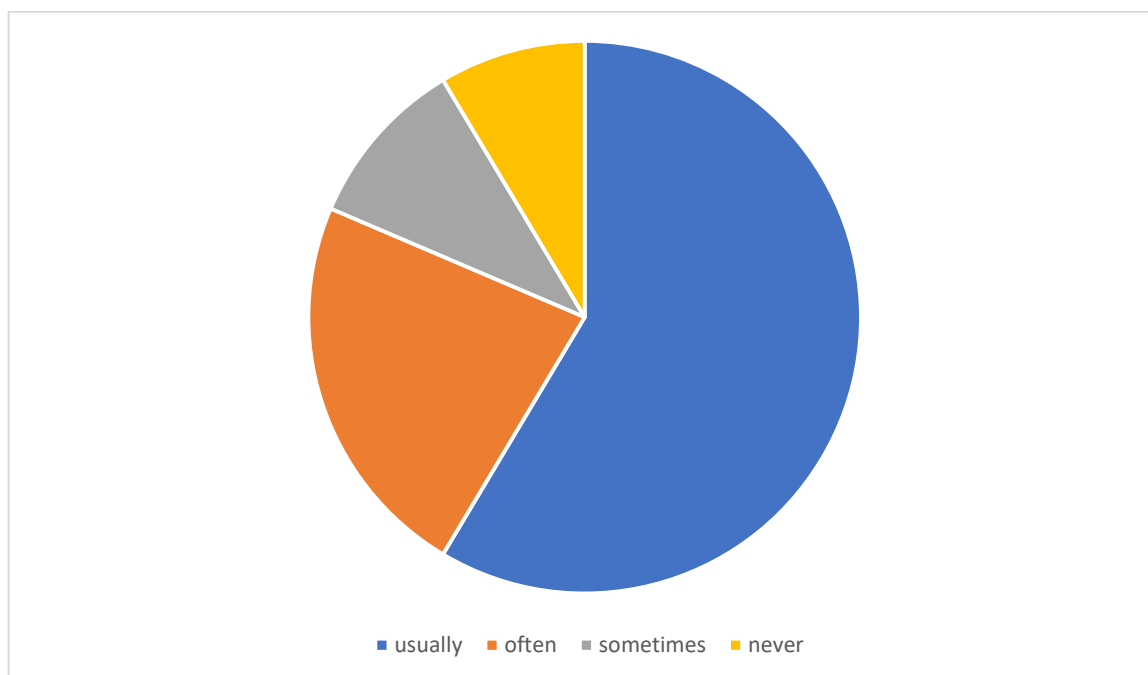
This study is included in the qualitative research. The location of the research is Tashkent, Uzbekistan. Methods that researcher uses in this study among 60 English teachers of higher



education as a sample from the population. The interview was used to measure teachers' preference answers that respondents only answered according to their working experience. The research question is "Is QAR strategy effective in developing students' critical thinking skills". All interviews were conducted via Telegram messenger online and teachers sent their response after recording voice. Because of online interview it took less time to gather and analyze answers.

RESULTS AND DISCUSSION

According to teachers' responses it could be apparent that, nowadays teachers prefer to exploit more problem-based activities to enhance students' critical and analytical thinking since it is one of the requirements of society for better staff. Additionally, these kinds of activities are more interesting and instructional for both student and a teacher as there are a lot of distractions around the student and it is getting challenging to attract learners' attention and share knowledge at the same time. Another useful point from some teachers for the researchers: "Critical thinking skills cannot be developed by one activity in one lesson. It should be regularly repeated and it takes some time for both students and teachers. Activities should be colorful and suitable for the audience according to their age, interest (technology, music, art), professional branch (medicine, pedagogy, information technology, management) and learning styles (auditory, tactile, visual) unless they can be adapted by teachers. Also, the skill-based activities are easy to conduct in group work and pair work in order to cultivate the sense of friendship, collaboration and leadership skill as well as students transfer their knowledge. Among 60 interviewer teachers 45 teachers approved QAR (Question Answer Relationships) strategy is effective to develop critical thinking skills. In their lessons they usually give some tasks, prepare activities according to this strategy. In particular, "Think and Search" activity is more popular and preferable among teachers. In Chart 1 it is visible usage frequency of QAR strategy in teachers' lessons.



In accordance with the results of the chart it can be clear that, 59 percent of teachers usually prefer QAR strategy in their classes. As long as 23 percent of teachers often exploit this strategy to improve students' critical thinking. 14 percent of educators from time to time would like to utilize QAR strategy in their classes and finally 12 percent of teachers never use this strategy however they will make activities by QAR in the future.

CONCLUSION

In conclusion, critical thinking abilities are becoming a more crucial component of education, although teaching them to students can frequently be difficult. A critical thinking culture must be developed in the classroom since students can be enthusiastic and motivated in the classroom. Modern educators therefore make an effort to pay attention to students' critical thoughts and allow them to develop critical thinking through well- chosen approaches and procedures. Future generations may have their own independent, vast, and universal goals. Specifically, QAR strategy can be integrated in classes to serve for development of critical thinking skills of students. It was proved in the research which was conducted among 60 teachers of higher education in Uzbekistan.

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