

**SCIENCE**  
**PROBLEMS.UZ**

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Actual problems of social and humanitarian sciences  
Актуальные проблемы социальных и гуманитарных наук

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**2024**

# **SCIENCEPROBLEMS.UZ**

## **ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ**

*№ 5 (4) - 2024*

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-  
ГУМАНИТАРНЫХ НАУК**

**ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES**

**ТОШКЕНТ-2024**

## **БОШ МУҲАРРИР:**

Исанова Феруза Тулқиновна

## **ТАҲРИР ҲАЙЪАТИ:**

### *07.00.00-ТАРИХ ФАНЛАРИ:*

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

Турсунов Равшан Нормуратович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Холиқулов Ахмаджон Боймаҳамматович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Габриэльян Софья Ивановна – тарих фанлари доктори, доцент, Ўзбекистон Миллий Университети.

### *08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:*

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Насирходжаева Дилафруз Сабитхановна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Остонокулов Азамат Абдукаримович – иқтисодиёт фанлари доктори, профессор, Тошкент молия институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Ҳожаев Азизхон Саидалоҳонович – иқтисодиёт фанлари доктори, доцент, Фарғона политехника институти

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакарров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

### *09.00.00-ФАЛСАФА ФАНЛАРИ:*

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликов Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Саидова Камола Усканбаевна – фалсафа фанлари доктори, “Tashkent International University of Education” халқаро университети;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Ўроқова Ойсулув Жамолиддиновна – фалсафа фанлари доктори, доцент, Андижон давлат тиббиёт институти, Ижтимоий-гуманитар фанлар кафедраси мудир;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

### *10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:*

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Ҳасанов Шавкат Аҳадович – филология фанлари доктори, профессор, Самарқанд давлат университети;

Бахронова Дилрабо Келдиёровна – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Мирсанов Ғайбулло Қулмуродович – филология фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

#### 12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич – юридик фанлар номзоди, Тошкент давлат юридик университети;

#### 13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Қаюмова Насиба Ашуровна – педагогика фанлари доктори, профессор, Қарши давлат университети;

Тайланова Шохидат Зайниевна – педагогика фанлари доктори, доцент;

Жуманиёзова Муҳайё Тожиевна – педагогика фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Ибрахимов Санжар Урунбаевич – педагогика фанлари доктори, Иқтисодиёт ва педагогика университети;

Жавлиева Шахноза Баходировна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети;

Бобомуротова Латофат Элмуродовна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети.

#### 19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Шамшетова Анжим Караматдиновна – психология фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

Содиқова Шоҳида Мархабобевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси.

#### 22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сейтов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

#### 23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

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### ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган.

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#### Боғланиш учун телефонлар:

(99) 602-09-84 (telegram).

## MUNDARIJA

### 07.00.00 – TARIX FANLARI

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# ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

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## **THE ROLE OF TEACHER QUESTIONING IN DEVELOPING CRITICAL THINKING SKILLS AS A WAY TO INDEPENDENT LEARNING**

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**Abstract.** This article explores how teachers' questioning methods impact foreign language learning. It analyzes question types (low-order to high-order) and their role in developing critical thinking. By asking effective questions, teachers can empower students to analyze information, solve problems, which opens the way for the learners to become independent learners.

**Key words:** teacher questioning, independent learning, critical thinking, convergent, divergent, analysis, synthesis, evaluation.

## **МУСТАҚИЛ ТАЪЛИМ ОЛИШ ШАКЛИ СИФАТИДА ТАНҚИДИЙ ФИКРЛАШ ҚОБИЛИЯТИНИ ОШИРИШДА ЎҚИТУВЧИ САВОЛ ЖАВОБЛАРИНИ ЎРНИ**

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**Аннотация.** Ушбу мақолада ўқитувчиларнинг савол бериш усуллари чет тилини ўрганишга қандай таъсир қилишини ўрганади. Унда савол турлари ва уларнинг танқидий фикрлашни ривожлантиришдаги роли таҳлил қилинади. Самарали саволлар бериш орқали ўқитувчилар талабаларга маълумотни таҳлил қилиш, муаммоларни ҳал қилиш имкониятини беради, бу еса ўқувчиларнинг мустақил ўқувчи бўлишига йўл очиб беради.

**Калит сўзлар:** ўқитувчининг савол танлаш ва бериш маҳорати, мустақил та'лим, танқидий фикрлаш, конвергент, дивергент, таҳлил, синтез, баҳолаш.

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**The role of teacher questioning in developing critical thinking skills as a way to independent learning .** Questioning is a vital and powerful teaching strategy, and a crucial component of just about any teaching situation. This is especially the case when learning situations derive from student experience, where questions and reflections about that experience are used to develop and refine concepts. Questions can open doors at every stage of the learning experience—inviting students into activities and ideas by creating interest in a new topic; helping guide students' active explorations; stimulating reasoning and sense-making of new concepts; and encouraging students to apply their ideas to different situations. Well-selected questions can provoke the idea sharing, encourage involvement of multiple hypotheses or optional reasoning, allow students to recall background knowledge, help them to synthesize new information, and guide logical thinking. To foster students' development of



critical and creative thinking skills, language instructors may discover value in integrating inquiry into their lessons. [10].

According to Jacobsen, M. H. [6], the specific functions of the teacher questions can be grouped into three broad areas: **diagnostic, instructional, and motivational**.

As a **diagnostic tool**, questions selected by a teacher allow him to get acquainted with the minds of students so that he will be able to investigate not only what they are aware of or don't know but also what attitude they have towards a topic. Via strategic questioning, the teacher can evaluate the student 's current cognitive state, identifying not only what learners know but also misconceptions and gaps they have. The following significant function that questions perform is **instructional**. The instructional function concentrates on the role that questions play in guiding students to learn a new material and integrate it with the previous one. Questions provide students to practise the new material which is essential for the further development. The final functions that classroom questions perform is **motivational**. Teachers can engage learners actively in the lesson via questions, bringing about their thinking and having them identify problems for them to consider. From a lesson perspective, a question at the beginning can be utilized to attract students' attention and provide a concentration on the lesson.

**Types of Questions Based on Cognitive Levels.** Categorizing questions based on their cognitive levels is another means of classifying questions asked by teachers. A number of researchers have offered categorization systems regarding the cognitive level of questions [5]. For example, questions can be divided into **convergent questions** and **divergent questions**. Convergent questions ask for factual information. In contrast, divergent questions deal with hypothesis or opinions.[13]

Convergent and Divergent questions were first proposed by JP Guilford in the 1950s. Convergent questions encourage students to bring together ideas and knowledge from two or more fields and synthesize them to generate a common, logical conclusion. These questions are often used for problem solving, particularly when the problem is multi-disciplinary in nature. Students are required to find a single, optimal solution to the problem.

Convergent questions are opposite to divergent questions: they generate divergent thinking and encourage students to think more broadly about a specific topic, drawing on different scenarios, disciplines and ideas.

The following examples are the questions that may be asked by teachers to raise students' critical thinking by categories:

Questioning having students **analyze** the given matter:

- What is the link between A and B?
- What is different between A and B?
- What are the parts or features of ...?"
- Outline/diagram ...";
- Classify ... according to ..."
- How does ... compare/contrast with ...?"
- What evidence can you list for ...?"
- Which part was difficult to understand/ deal with?

### **Synthesis**

- What would happen if...?
- What might happen if you combined ...?"
- How can you improve...?
- How would you create/design a new ...?"
- What would you predict/infer from ...?"
- What ideas can you add to ...?"
- What strategies can you apply to extend your knowledge on...?

### **Evaluation**

- Which is more important?
- What is the most important ...?"
- Which is do you think is more appropriate?
- Which one is worth using in this or that area? Why?
- How would you evaluate your own work in terms of application to real-world situations?
- 

It is highlighted that effective questioning techniques are of great importance in creating a successful classroom environment. The rationale for this is that the way teachers ask questions directly impacts how much students learn and retain, and by using the right techniques, teachers can encourage students to analyze, evaluate, and think critically about the material.[12]

It is worth mentioning that **critical thinking** is one of the most required skills in both personal and professional lives. It is an active process involving not just passive information intake, but rather actively using information to form beliefs and take action. It emphasizes using good evidence, sound reasoning, and considering different perspectives. Students' critical thinking processes encompass self-confidence, active participation, communication with peers and teachers, and openness to others' opinions. [1] Taking into consideration the benefits of critical thinking and demand for it, it would be prudent to implement in the teaching process.

Critical thinking and questioning are deeply intertwined. Questioning is a fundamental tool for developing and applying critical thinking skills. First, questioning sparks curiosity and initiates critical thinking. By asking questions, we challenge assumptions, identify gaps in knowledge, and motivate ourselves to seek deeper understanding. This questioning process is the starting point for critical thinking. Second, Different types of questions promote different thinking skills. "What" and "How" questions encourage information gathering and analysis. "Why" and "How does this connect?" questions push us to evaluate evidence, identify cause and effect, and see connections between ideas. These various question types help us develop a well-rounded critical thinking toolkit. Third, as we delve deeper into a topic, our questions become more focused and complex. This process of refining questions helps us identify the most important aspects of the issue and develop a more nuanced understanding.

Finally, questioning others' ideas is essential for critical thinking.[7] Critical thinking requires us to examine different perspectives and consider alternative explanations. By questioning the claims of others, we strengthen our own reasoning and develop a more balanced view.

Overall, questioning is the fuel that drives critical thinking. By constantly asking questions, we challenge ourselves to think critically, analyze information effectively, and ultimately reach sound conclusions. However, just being aware of the questioning theory to develop students critical thinking skills is not sufficient to benefit wholly from the learning process. It is necessary to involve also some practical procedures like information processing strengthening the learners' independent study skills as well.

Furthermore, critical thinking allows students to see and make connections between various phenomena and processes, establish relationships and interactions, and therefore solve complex problems. Formulation and variety of tasks and within educational quest technologies allow students to avoid searching for a ready-made answer, which encourages independent analysis and synthesis of information.

Shamsutdinova L. points out that students take responsibility for their own learning journey. Teachers become facilitators, guiding students towards self-directed, reflective, and critical learning. Student engagement, indicated by positive feelings, good behavior, and active thinking, is crucial for successful autonomous learning. Teachers need to design learning activities that students find worthwhile and engaging. Through active engagement, students develop the capacity for autonomous learning and can continue learning independently [10].

One of the varieties of the approaches directed to the development of students' critical thinking skills as well as their becoming independent learners is **Project Based Learning (PBL)**. It is related with the content and principles of the learner-centered training, specific features of which are autonomous work and development of students' creative cognitive intelligence. This approach has been implemented in the philological universities in Uzbekistan since the launch of PreSETT program in Integrated Skills course.

With relation to the project work, the goal of the study and strategies of achievement are supposed to be identified by learners with the consideration of their interests, individual viewpoints, requirements, abilities and motives. Unlike traditional lectures, PBL requires teachers to be flexible, creative, and passionate about the subject. They become facilitators, guiding students on their journey to knowledge, not simply conveying information. Though implementing problem-based learning (PBL) encounters several hurdles, such as limited financial resources, insufficient instructor training, and inappropriate assessment methods, PBL necessitates instructors to adopt a facilitative role, enabling students to take charge of their learning journey. [3]

Gizatulina O. states that educational projects are seen as a continuation and expansion of interdisciplinary projects that begin in classroom settings. The role of critical thinking in enabling students to identify and connect various phenomena and processes, establish relationships, and solve complex problems. The implementation of educational project activities results in the creation of an active learning environment that provides students with guidance, support, and social experiences throughout their learning journey.[9]

However, Eklöf states that traditional views on project work treat concepts like independence and critical thinking as individual skills. He argues that these concepts are

actually developed and shaped through social interaction within a group. He introduces the concept of "epistemic communities" and "communities of practice" to highlight how project work fosters collective learning and knowledge sharing. His research emphasizes the importance of social context and interaction in understanding how information is used and meaning is created during project work.[8]

Taking into consideration the possibility of students' knowledge extension through projects, teachers can implement this approach into the teaching process. They are supposed to guide them by asking the right questions so that they should be able to think critically about the issue they are studying and develop their autonomous learning skills

There are different project types in project-based learning (PBL). The choice depends on the learning goals. Group projects involve dividing a research topic among students. Mini-projects might focus on interviews, while individual projects allow students to explore topics of personal interest. [2]

In the field of foreign language teaching the projects are emphasized which could be used in intercultural communication teaching and learning process. For example: Role play projects such as role playing, similes, dramatization of one's play; survey based projects i.e. "Famous people", "The foreigners' attitude to my country", "English language use in my country, in my city"; Production projects such as "The Portrait of my group", "Radio program", "The school newspaper"; Performance and organizational projects as "Club meetings", "English language and culture demonstrated at a party", "Talk shows"; Creative works, i.e. the literary composition (a fairy tale, the story, comics, etc.), literary translation into the native language. While performing these activities teacher can ask questions at a cognitive level along with encouraging independent learning.

In conclusion, effective teacher questioning techniques are crucial for fostering critical thinking in students. By asking the right mix of convergent, divergent, and evaluative questions, teachers can prompt students to analyze, synthesize, and evaluate information. This questioning process fuels critical thinking, encouraging students to challenge assumptions, seek evidence, and develop well-rounded reasoning skills. Project-based learning (PBL) offers a powerful approach to integrate questioning strategies and develop independent learners. Critical thinking is shaped not only through social interaction, but also through project works guided by teacher's targeted questions. By selecting appropriate project types and asking appropriate questions, teachers can empower students to think critically about the subject matter, strengthen their independent study skills, and ultimately become lifelong learners.

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*№ 5 (4) – 2024*

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