Asian Journal of Research № 11 (11), 2017
IMPACT FACTOR
SJIF 4,1
IFS 2,7

ISSN 2433-202x
JOURNAL DOI 10.26739/2433-202x
www.journalofresearch.asia
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THE ROLE OF TECHNOLOGY FOR THE DEVELOPMENT OF CRITICAL THINKING THROUGH READING AND WRITING IN THE TEACHING OF THE VOCABULARY OF A FOREIGN LANGUAGE

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http://dx.doi.org/10.26739/2433-202x
Issue DOI http://dx.doi.org/10.26739/2433-202x-2017-11-11
Article DOI http://dx.doi.org/10.26739/2433-202x-2017-11-11-5

Abstract This article is devoted to the use of innovative educational technology for the development of critical thinking through reading and writing (DCTTRW) in higher education institutions of the Republic of Uzbekistan in the process of teaching the foreign language of the Chinese language. The author, in order to improve the lexical skills, knowledge and knowledge of the Chinese language, uses methods and techniques appropriate to each stage of the DCTTRW technology. The goals and objectives of the application of methods and techniques within the framework of DCTTRW technology at the level of supply and text are detailed, and also illustrated in the form of graphical organizers.

Keywords: vocabulary, Chinese language, the technology of development of critical thinking through reading and writing, competence, method, innovative educational technologies.

ISSN 2433-202x
JOURNAL DOI 10.26739/2433-202x
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In terms of increasing the effectiveness of the educational process, as well as achieving educational goals, taking into account the specifics of teaching a particular discipline, the role of applying innovative educational technologies in the system of higher education is very high.

Through interest in the vocabulary, interest in the Chinese language as a whole develops, and in this connection, the application of the technology of development of critical thinking through reading and writing (DCTTRW) in the process of improving the lexical competence of philology students in teaching Chinese is expedient and will affect on the development of such skills as, to express their point of view in accordance with communicative goals and objectives, to find similarities and differences, to create lexical associative fields, to analyze information.

The technology for developing critical thinking through reading and writing has been developed by the International Reading Association of the University of Northern Iowa and the colleges of Hobard and William Smith. The authors of the program are Charles Temple, Ginny Steele, Kurt Meredith. In 1997, the DCTTRW program began its active implementation in Russia and the countries of East Asia.

In the Republic of Uzbekistan there are works in this direction by the scientific methodologists Akhmedov LT. [2], in the field of teaching Russian, English, however, TRKMP is still not studied and is not fully practiced in the Chinese language classes. Also it is necessary to highlight some special works of Russian scientists in this direction, Zaire-Bek SI, Mushtavinskaya IV [3], Khabarova TS [7], Klimova ED [4] , and scientific articles published in the periodical journals of the Far and Near Abroad Shikhaleeva EE [8], Cluster D. [5] and others.

There are a huge number of methods that can be applied within the framework of DCTTRW technology, however, due to the fact that it is not possible to describe all the existing methods and methods, we will focus on some of them, consider their purpose and we will indicate at which stage this or that method should be applied in the process of improving the lexical competence of foreign students in the language of philology, at the level of supply and super phrasal unity.

So, the interactive methodical method The PJEC "Pres-formula. Position-Reason_Explanation or Example-Summary" was developed by Professor David MacKoyd-Mason from South Africa. [1]. The PJEC formula is applied at the stage of reflection, the main purpose of which is that the students learn how to formulate their opinions in a concise and concise

ISSN 2433-202x
JOURNAL DOI 10.26739/2433-202x
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manner, ie. According to the PJEC formula, they should respond briefly, justified and present their vision on the topic. PJEC - the formula has the following transcript:

P - position. In the first line, you need to express your point of view, i.e. position on a given topic, you should use the following expressions: "我 认为 ....", "I believe that ...."; "**我 同意** ....." "I agree with ....", etc.

J - justification. In the second line, it is necessary to explain, justify, your point of view, to uncover the definitions of the concept of a given topic. It is necessary to start with such words as "Because", "因为 ....".

E is an example. In this line, it is necessary to bring the fact in the form of an example, proving the student's position in practice, begins with the words: "I can prove this by example" "比如说 ...."

C- consequence. In this line the student makes a judgment, a conclusion. "Thus" “这样一来”， "Summing up" “最后”，"Based on the above" “根据上面说所的”.

Consider the PJEC formula on the example of the topic "The Secret of Longevity" "走路 和 长寿" in the framework of the curriculum. (Graphic organizer №1.)

Thus, in the process of improving the foreign language lexical competence in philology students at the stage of "Reflections" DCTTRW technology, we will be able to "get concise information about the extent of" immersing "students in the material on the extent of the processes, its moral evaluation of an event, phenomenon "[1]. Along with this, there is a consolidation of lexical units at the level of sentences and texts, where we can also trace and assess the extent of the application of skills formed lexical units on a given topic.

At the stage of comprehension, you can apply the "Syncvein " reception, which was developed in the 20th century by the American poetess Adelaide Krepsi, influenced by Japanese poetry. Later, it began to be used for didactic purposes. "Syncvein" is a five-line verse form, the essence of it is that the summarized information at the same time presents complex ideas, feelings, as well as presenting in a few words, which in turn develops the ability to synthesize information and to present it concisely.

This poem consists of five lines, as a rule, the first line reflects a theme or subject (one noun); the second line describes the subject (two adjectives or participles); the third line consists of three verbs, usually characterizes the actions of the object; The fourth line contains the phrase of four significant

ISSN 2433-202x
JOURNAL DOI 10.26739/2433-202x
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words, expressing the author's attitude to the subject; in the fifth line - a synonym, generalizing or expanding the meaning of a theme or an object, is characterized by one word. (Graphic organizer № 2.)

Another very effective technique that can be applied within the framework of DCTTRW technology at the stage of "Understanding" is the "Venn diagram" method. For the first time, this graphic method was presented and described by the English scientist John Venn in the book Symbolic Logic [6]. The purpose of this technique is to develop skills and skills to identify the difference and generality of two or more phenomena on a given topic.

The number of rings according to the "Venn diagram" method should be drawn depending on the number of phenomena compared, concepts. Then the graphs are filled, in the center of the intersection of the rings the total is recorded, along the edges of the rings the difference of the compared objects and concepts. (Graphic organizer № 3).

Graphic way "Fishbone" is known under the name Ishikawa (Ishikawa) - Japanese professor, who developed a method of structural analysis of cause-effect relationships, is applied at the stage of "Understanding" within the framework of DCTTRW technology at the level of hyper phase unity. At the heart of this technique is the idea of forming a visualization of the relationship between causes and effects. The purpose of using "Fishbone" is to teach you how to extract the necessary information from the text and then use it to formulate an output and develop your own vision for a given problem. The task of the graphical method is to systematize the information, and also visually display the relationship between the problem being solved and the causes that affect its occurrence.

So, "Fishbone" is built according to the following scheme:

- Head-is a problem;
- Tail - conclusions;
- Top bones - the causes that led to the problem;
- Lower bones - facts, events confirming the existence of the indicated causes on the upper part of the bone.

It should be noted, since the diagram is limited in space, information should be provided concisely, briefly, in essence. Consider the use of the method "Fishbone" on the topic: "高薪 穷人 族" "Invalid waste of money by youth," during the lessons of Chinese language at the university.

(Graphic organizer № 4).

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The next method is SWOT analysis, the acronym SWOT was first voiced in 1963 at Harvard at a conference on business policy issues by Professor K.R. Andrews. In 1965, the scientists of Harvard University E.P. Leraned, C.R.Chistensen, K.R. Andrews, W.Q. Guth proposed the technology of using SWOT to develop an enterprise development strategy.

The method of SWOT analysis has become widespread in all spheres of activity, including in the humanities. The goal of this method is to develop the students' skills in conducting a differential analysis of a given problem, in particular, to identify the advantages, negative features, opportunities, and negative consequences of the topic of the lesson analyzed.

S - Strengths (strengths, benefits)

W-Weaknesses (Weaknesses, negative signs)

O - Opportunities (Opportunities, Potential Directions)

T- Threats (Threats, negative consequences). (Graphic organizer № 5).

In conclusion, it should be noted that the application of the above methods within the framework of the DCTTRW technology in the process of improving the foreign language competence of students in the teaching of the Chinese language will form analytical skills, independent search for information, building a logical chain, making a balanced and reasoned decision, reaching a level of conscious competence of the student. At the same time, the theory of intelligent thinking through reading and writing is based on the theory of meaningful learning, the student in the process of learning himself builds this process based on real and specific goals, he himself tracks the directions of his development, he determines his final result, and also uses a strategy focused on the development of skills in thoughtful work with information.

ISSN 2433-202x
JOURNAL DOI 10.26739/2433-202x
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Graphic organizer № 1

PJEC - a formula on the theme: "走路 和 长寿" "Walking and longevity"

P - position	**我**认为走路对身体有好处。 I believe that walking on foot prolongs life.
J - justification	**因**为生命在于运动。中国人说：‘饭后百步走，活到九十九 Because, longevity secret is in motion.The Chinese people say: "100 steps passed after the meal, the guarantee of survival to 99 years."
E - Example	这个事实被证实一位医生的研究。他调查了两组老人。一组是每天走一个小时；一组是每天很少走路。后来他发现每天走路的人长寿，得心脏病的少。 Acknowledgment of this fact on the example of the study of a doctor. He investigated two groups of older people. One group walked 1 hour every day; the other group was inactive. In the end, he found that people who walk on foot are long-lived, and less sick with heart disease.
C - consequence(The judgment or reasoning)	**因此如果您想健康和**长寿，就每天要最少走一个小时的路。这是不但最方便与简单的活动方式，而且可能是长寿的秘诀。 In that case, if you want to be healthy and tempered , you need to walk every day for 1 hour. This is not only the most convenient and easy way to be on the move, besides the secret of longevity.

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Graphic organizer № 2.

SYNCVEIN on the theme: "Sport" "运动"

1st line	The hero of the poem one noun (subject, object) **Who? What?**	Spotsman 运动员
2nd line	Description of the hero two adjectives or participles (object, object) **Which one?**	Strong, hardy 力气大、刻苦的
3 rd line	Hero's actions (object, object) three verbs **What is he doing?**	Runs, swims, jumps 跑步、游泳、跳跃
4 th line	The phrase about the hero (subject, object) four significant words **What does the author think about the topic?**	In a healthy body healthy mind 健康的身体有健康的精神
5 th line	Summary characterizing the essence of an object or object. A synonym that generalizes the meaning of the topic **Who? What?**	Vocation 天赋

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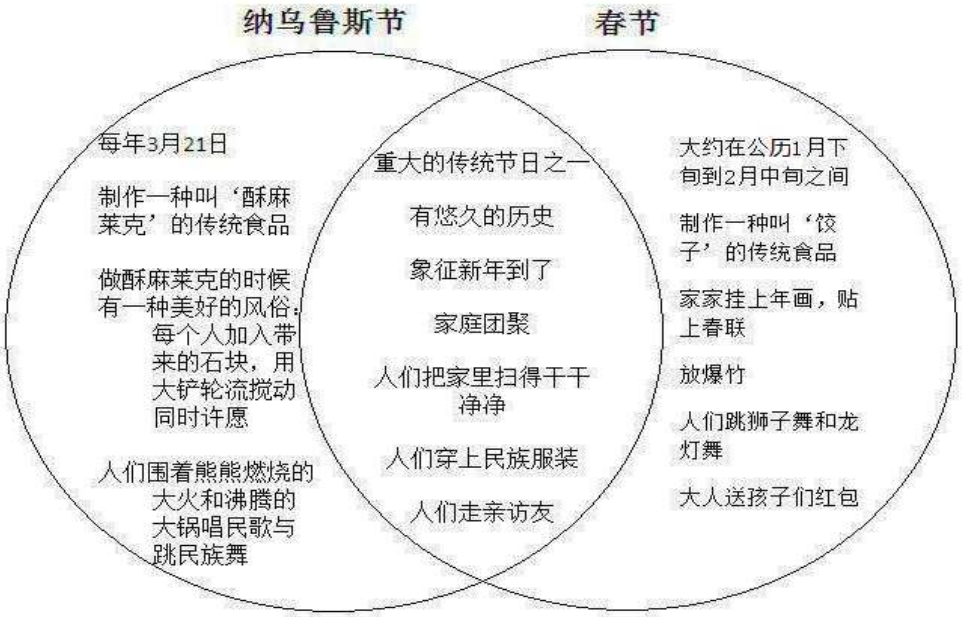
Graphic organizer № 3

Diagram "Venn" on the theme "Holidays of China and Uzbekistan" (中国和乌兹别克斯坦的节日)



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Asian Journal of Research № 11 (11), 2017
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SJIF 4,1
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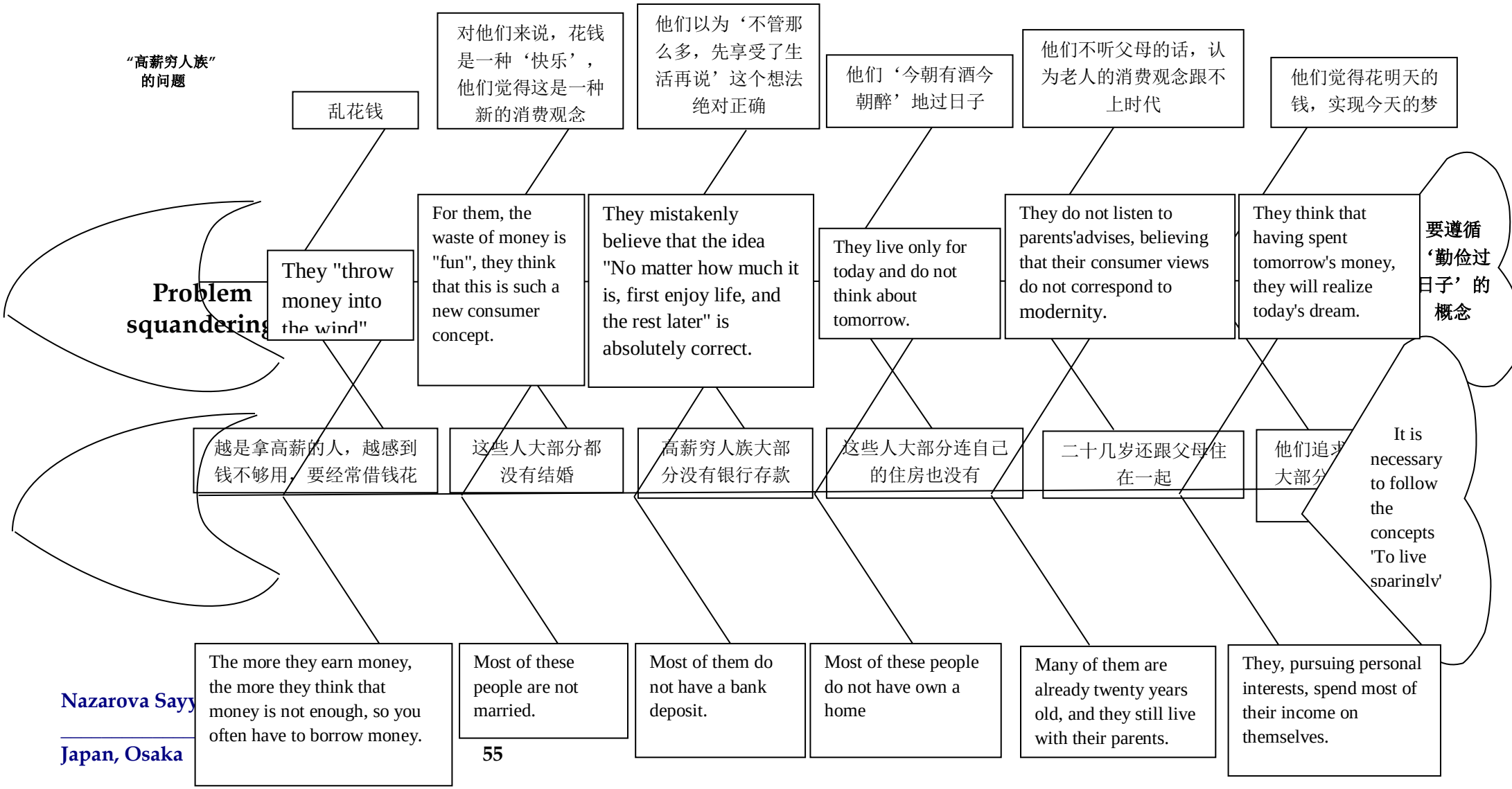
Graphic organizer № 4

FISHBONE on the topic: Invalid waste of money by youth.



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Graphic organizer № 5

SWOT analysis on the theme: Electronic government

S 1. 政府网是政府面向社会的窗口 2. 政府网是公众与政府互动的渠道 3. 它为改善政府与公民关系提供了基础 4. 政府争取公民信任 5. 提高人们合法性水平 6. 公民极其容易在网上找到有关法律依据 7. 促进国家政府，经济和文化的发展	**W** 1. 具有临时性，局部性特点，没有长期的效应 2. 现行的政府部门内部管理制度需要改革创新 3. 狭窄的用户圈子，比如农民不都有电脑与网络
O 1. 推进依法行政。 2. 改进行政管理。 3. 公民可以通过政府网了解政府。 4. 公民可以了解有关公共事务管理的相应法律，法规和政策文件。 5. 公民可以在网上申报纳税。 6. 公民可以监督各级政府遵守法律。 7. 公民认为自己的权益受到非法侵害时，就可以轻易地以法律为武器，保护自己的合法权益。 8. 制度创新。	**T** 1. 有些政府工作人员对政府上网可能不适应。 2. 许多政府机关工作人员认为这是在向旧观念挑战。 3. 黑客攻击。

政府网

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S	W
1. E-government is transparency to the community. 2. E-government is a dialogue between the government and society. 3. E-government promotes the improvement of relations between the government and citizens. 4. E-government increases the trust of citizens towards the government. 5. Promotes the enhancement of the legal culture of the population. 6. Promotes the availability of legal information for citizens. 7. Promotes the development of public administration, economy and culture of the country.	1. Typical are the temporality and locality, the absence of a long-term effect. 2. The internal structure of government institutions needs innovative changes. 3. It is limited to a narrow circle of users, for example, most of the rural population lacks computer technology and an Internet connection.

Electronic government

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O	T
1. Will ensure the activities of government bodies in accordance with the law. 2. Improve administrative management. 3. Ensure the government's openness to citizens. 4. Citizens will be able to familiarize themselves with relevant laws, regulations and political documents on the management of public affairs. 5. Simplify the implementation of tax payments to citizens. 6. Ensure control over compliance by government agencies with laws. 7. In case of infringement of the rights and interests of citizens, they will be able to use the law to protect them. 8. Increase the level of informatization.	1. Difficulties with the adaptation of employees of state institutions. 2. Represents a serious challenge to the old concept. 3. The threat of a hacker attack