

**THE USE OF ELEMENTS OF TECHNOLOGY FOR THE
DEVELOPMENT OF CRITICAL THINKING IN TEACHING
MONOLOGUE SPEECH FOR TEACHING GERMAN LANGUAGE**

Kadirova Nargiza Mukhtorovna¹

*Senior Lecturer of the department of German language and literature, faculty of foreign languages, Andijan State University, Andijan. Uzbekistan*¹

Abstract: The purpose of teaching monologue speech is the formation of monologue speech skills, which are understood as the ability to communicate in a communicatively motivated manner, logically consistently and coherently, to express one's thoughts in oral form quite fully and correctly in terms of language.

Key words: German language, communication, stage, critical thinking, monologue speech, situation, learning process.

At present, the education does not always give enough attention to teaching monologue. This position seems to be erroneous, since it is this aspect of training that disciplines thinking, teaches you to think logically and accordingly build your statement in such a way as to bring your thoughts to the listener. A monologue is a form of speech when it is built by one person, independently determining the structure, composition and linguistic means. The situation is the starting point for the monologue, forming his own environment-context. Therefore, it is customary to say about a monologue that it is contextual, in contrast to dialogue and polylogue, which are closely dependent on the situation. Due to the contextual nature of monologue speech, special requirements are imposed on it: it must be understandable "from itself", i.e. without the help of non-linguistic means, which often play a large role in situational dialogical speech. [2, 3.]

The modern stage of development of human civilization requires qualitatively new orientations in language education. The study of a foreign language today is aimed at the development of a harmonious personality, ready

for contacts with representatives of a different culture, ready for intercultural communication at a high level.

Thinking is the interaction of a subject with the objective world, it is interaction with a cognizable object, during which analytical-synthetic activity is carried out, starting with a problem situation, this is interaction with a system of knowledge objectified in a word. Thinking is the highest form of the brain's reflection of the surrounding world, the most complex cognitive mental process, inherent only to humans, and thinking is also defined as "a state of indecision, hesitation, doubt" [1].

Critical thinking can be defined as a person's ability to:

a) to see the discrepancy between the statements (thoughts) or behavior of another person, the generally accepted opinion or norms of behavior or their own idea of them;

b) to be aware of the truth or falsity of the theory, position, illogicality of the statement and to react to them;

c) be able to separate the false, incorrect from the correct, true, analyze, prove or refute, evaluate the subject and the task, show a pattern of statements, behavior, and so on.

For each stage of teaching monologue speech, the goals and content were determined, as well as the possibilities of using the techniques of technology for the development of critical thinking. The program presents the integration of the process of teaching monologue speech and elements of the development of critical thinking. At the same time, the techniques identified within the educational technology for the development of critical thinking through reading and writing, created by the Americans K. Meridit, C. Templ, were used in German lessons when teaching monologue speech. At the "challenge" stage, teachers use pair or group brainstorming, clusters, constructive tables, and a "prediction tree". At the "implementation" stage, the "insert" text marking system is used, the "plus - minus - interesting" table, the "We know - we want to know - learned" table is filled in. At the stage of "reflection" it is possible to

combine the above techniques, summing up, essays, sync wine and others.

The teaching of monologue speech in German was organized along the deductive path - from the text ("path from above"). According to the model of managing the process of generating an oral expression, teaching monologue speech along the deductive path includes 5 stages.

At the first stage of teaching monologue speech along the deductive path - the pre-text stage, the following goals are set:

1. Motivation and stimulation of motivation for reading.
2. Stimulation of cognitive activity, development of thinking techniques (analysis, generalization, abstraction).
3. Decrease in the level of language and speech difficulties.

Exercises to determine the nature of information, to predict the content of the text, to expand the lexical stock are aimed at this. The work is based on the principle of situational learning.

The second stage of teaching monologue speech on the way "from above" - the text stage includes, first of all, reading the text itself. The goals of this stage are to solve a specific communicative task, formulated in the task to the text, to stimulate thinking (definition of concepts, concretization, synthesis) and speech-thinking activity, and the development of involuntary memory.

At the third stage of teaching monologue speech along the path "from above" - the stage of checking the understanding of the text, the following goals are determined:

- to control the completeness and adequacy of understanding the content and meaning of the text;
- using the situation of the text as a support for the development of skills in speaking and writing.

At the fourth stage of teaching monologue speech along the path "from above" - the stage of information processing of the text for the purpose of its assignment, the following goals are determined:

- repeated return to the text and its information processing;

- assignment of information and language means necessary to generate oral speech.

The last 5th stage of teaching monologue speech on the way “from above” - the stage of generating oral-speech utterance involves the use of the content of the text to develop the ability of learners to express their thoughts in oral and written speech. Students generalize and synthesize the facts obtained, discuss the problems posed in the text, learn to express their attitude to what they read, react to the behavior or actions of the characters, etc.

Here it is advisable to use the method of hypotheses and forecasting. They allow students to construct versions of responses to a teacher's question or problem. Students offer starting positions or points of view on the problem, learn a multi-scientific, multi-faceted approach to the construction of hypotheses. So, for example, students are invited to try to guess what will be discussed in the text by the title or by the picture to the text.

A method such as the method of student goal-setting can also be applied. Students are offered a choice of goals for reading the text formulated by the teacher, while students can, on the one hand, choose one of these goals, and on the other hand, formulate their goals.

The critical style of thinking is a property and an integral part of almost all types of activities in which the student is involved, both in the educational process and in extracurricular activities: in the process of preparing for lessons, writing essays, reports, term papers and theses, various other forms of independent creative activities. Learning how to find knowledge effectively and think critically is a central challenge for students.

Pedagogical excellence is based on the unity of knowledge and skills corresponding to the modern level of development of science, technology and their product - information technology.

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