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DEVELOPING CRITICAL THINKING OF CHILDREN THROUGH DIGITAL PEDAGOGIES AT SECONDARY SCHOOLS

Kurbanova Dilnoza Arslanovna

Associate professor (PhD) of Jizzakh State Pedagogical University.

Abstract

The paper revolves around emphasizing the significance of modern learning technologies' application in the language classroom, analyzing strategies and techniques for technology integration, as well developing critical thinking of children, also tries to present an overview of the implementation and use of the practical tools available for technology-mediated language learning.

Key words: communication, commerce, preschoolers, educational resources, technology, integrating

Introduction

The topic of teaching English to children at a primary school using new methods is relevant and necessary for several reasons. Firstly, learning English is becoming increasingly important in today's globalized world as it has become the lingua franca of international communication, commerce, and cultural exchange.

Secondly, early exposure to the English language provides children with numerous advantages including better job opportunities in the future, access to a wider range of educational resources online, and an improved ability to communicate with people from different cultures.

Integrating critical thinking with digital pedagogies offers a transformative approach to education, empowering students to become critical thinkers, problem-solvers, and responsible digital citizens in an increasingly complex and interconnected world.

Materials and Review

Broadly speaking, technology is one of the impacts of 21st century which has an essential role in all humans' aspects including education. The massive development of technology is viewed as a necessity and opportunity in improving the education quality over the world (Haswani, 2014; Velasco & Dolor, 2016; Wiranda et al., 2020). In educational context, the term of technology is defined as a rational skill of



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producing a creativity means for achieving the learning objectives (Charlile & Jordan as cited in Fitriah, 2018).

It requires teachers and other educators to acknowledge technology Umam (2019) argue that the global world attracts to the great impact of 21st century learning in which it is realized by emphasizing one of 21st century skills, such as; critical thinking and actively engaged students to have a digital communication as their basic skills. It is clearly supported by the evidence in English as Foreign Language (EFL) context where the teaching and learning English process has been integrated with a critical thinking development and the use of ICT (Jiang & Zhang, 2020; Moeljono & Lintangari 2021).

Recently, critical thinking skill is perceived as a central objective of education. It is undeniable that critical thinking has been widely integrated in all of educational aspects including in EFL context in which it adapts as one of the main learning objective (Eftekhari et al., 2016; Stroupe, 2006). Yang et al (2014) ever states that critical thinking and English literacy become two important competencies in 21st century learning in which they are prioritized in the teaching and learning process in order to provide digital learning environment and declared as the key competencies for a success contemporary society. Critical thinking is also viewed as a meta cognitive process that covers a purposeful thinking process, self-regulatory, analysis skills, evaluation and inference, and reflective judgment that supports the logical conclusion and problem solution produced by individuals that supports their professional development (Dwyer & Walsh, 2020). It is relevant to the previous statement argued by Gökçearsan et al (2019), critical thinking has been placed as the educational process of analyzing, self-regulating, judging, assuming, explaining, and evaluating a problem or authentic phenomenon. The importance of critical thinking leads the policy makers and governments in some countries trained and developed it into their educational curriculum. Şendağ and Odabasi (2009) view critical thinking as a focus that has been implemented in the current educational setting in which it is required to be examined continuously and objectively regarding its implementation content and how it is elaborated in the teaching and learning process.

As one of 21st century skills, critical thinking has been fostered ad a fundamental mission of formal education in which it is not valued as a skill of finding and having information but it is more referred to the skills of how individuals analyze and use



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the information to solve the problem critically (Gerber & Scott, 2011). As what has been occurred in Indonesia where 21st century skills particularly critical thinking skill is attached in the 2013 curriculum (Saputri et al., Language Circle: Journal of Language and Literature 17(2) April 2023 335) and implement it in their classrooms. It is supported by Kurniawati (2018) who states that technology has a tremendous influences on education recently which obligates teachers to familiarize themselves with technology and follow the current situation by applying technology in the teaching and learning process. Technology has been integrated in many learning subjects as the realization of 21st century learning, for instance; the integration of technology in English language teaching. Several types of technology has been used to shape the teachers' ways in teaching English in which is referred to electro mechanical systems used as delivery mode (Cahyani & Cahyono, 2012). The integration of technology in language teaching has a potential impact in providing language experience for the students and significantly improves the learning quality and it is also figured out that technology provides a beneficial impacts in English language teaching particularly towards students' critical thinking enhancement (Chappell, 2016; Vasileiadou & Makrina, 2017; Fatimah et al., 2019). Tathahira (2020) states that the challenge of bringing critical thinking concept into classrooms can be minimized by the existence of technology that can be functioned to promote and stimulate students' critical thinking (Tathahira, 2020). Several documented studies show a positive result as a response towards this current issue in which it is found that the integration of technology is effective in stimulating students' critical thinking skills.

The integration of technology is effective in developing students' critical thinking. Technology provides a lot of practical problems that can be used to stimulate students' critical thinking in which it also offers a space for the students to express and deliver their argument freely (Giraldo-García et al., 2015; Rusdin, 2018; Jannah et al., 2020) and the validity was tested using source triangulation techniques. The data analysis used descriptive data analysis techniques, including data condensation, data display, and drawing conclusion. The results show that teachers consider digital integration in elementary schools to bring positive changes, both in the process and student learning outcomes. It is proven by student responses in the form of increased motivation, activity, enthusiasm, and critical thinking skills.



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The findings confirm two things. First, the main factor for the success of digital based learning does not depend on the availability of digital equipments, rather in the competence of the teachers (digital skills, creative thinking, and communication skills. Murugan et al (2013) previously states that critical thinking can be developed through an action and practice contained by real-life contextual in which it can be reached by using technology. It is proved by a study conducted by Ismail et al (2018) that investigated how the use of application as one of technological means can develop and explore students critical thinking. The result of HOTS-based test used in this study indicates that the application influences students critical thinking. Shakirova (2007) conducts a study which shows the implementation of technology as the learning media through the use of video and podcast for shaping students critical thinking.

Conclusion

The results shows that the students who are assigned more complex task can finish it in a limit time where there are less logical errors found in their answers. It can be concluded that integrating technology stimulates and develops students' critical thinking. Teachers and other educators no longer ignore the advantages provided by technology for improving the teaching and learning quality due to the evidence shown through the previous studies that have been documented particularly regarding to the impact of technology towards students' critical thinking (Waluyo & Apridayani, 2021).

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