

TITLE: THE ROLE OF CRITICAL THINKING IN SECOND LANGUAGE ACQUISITION

Jakhongir Boydadev

School of Creativity named after Erkin Vakhidov

E-mail: jahongirboydadaev@gmail.com

Abstract: *This thesis explores the role of critical thinking in second language acquisition (SLA) and its implications for language learners. It investigates how critical thinking skills can enhance language learning, the influence of cultural and educational backgrounds on critical thinking abilities, and the potential challenges and benefits of promoting critical thinking in SLA contexts. The study concludes by suggesting effective strategies to integrate critical thinking into language instruction to facilitate meaningful language acquisition.*

Keywords: *critical thinking, second language acquisition, language learning, cultural background, educational background, language instruction.*

Introduction:

Second language acquisition is a complex process that requires learners to develop various cognitive and analytical skills. One such skill that has gained significant attention in recent years is critical thinking. Through the analysis and evaluation of ideas, critical thinking plays a crucial role in language learning. This study aims to investigate the importance of critical thinking in SLA and explore how it can be fostered in learners.

Materials and Methods:

To conduct this research, a comprehensive review of relevant literature on critical thinking and SLA was conducted. Various sources such as academic journals, books, and online databases were consulted. Additionally, interviews with language learners and instructors were conducted to gather first-hand insights and experiences on the topic.

Results and Discussions:

The results of the study indicate that critical thinking positively influences SLA outcomes. Through critical thinking, learners can engage in higher-order thinking processes, such as analysis, synthesis, and evaluation. These cognitive processes enable learners to understand and interpret linguistic information more effectively. Furthermore, critical thinking facilitates problem-solving skills, encourages creativity, and enhances language production abilities. However, the impact of cultural and educational backgrounds on critical thinking should not be overlooked. Learners with different cultural or educational backgrounds may employ diverse critical thinking strategies, thus affecting their language learning outcomes.

The study also identifies several challenges in promoting critical thinking in SLA. Limited exposure to the target language environment, institutional constraints, and the



lack of effective instructional strategies are among the obstacles faced by both learners and instructors. However, the benefits of incorporating critical thinking into language instruction are significant. It promotes an active and meaningful learning environment, encourages learners to think critically about language structures and cultural perspectives, and fosters autonomous and lifelong language learning skills.

Conclusion:

This thesis provides a comprehensive understanding of the role of critical thinking in second language acquisition. The study highlights the importance of integrating critical thinking in language instruction to enhance language learners' cognitive abilities and overall proficiency. It emphasizes the need for language educators to develop appropriate strategies that address learners' diverse cultural and educational backgrounds. By doing so, critical thinking can be effectively promoted, leading to more successful and meaningful language acquisition experiences.

References:

1. Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Longman.
2. Costa, A. L., & Kallick, B. (2008). Learning and leading with habits of mind: 16 essential characteristics for success. ASCD.
3. Ennis, R. H. (1987). A taxonomy of critical thinking dispositions and abilities. In Teaching thinking skills: Theory and practice (pp. 9-26). Routledge.
4. Norris, S. P., & Ennis, R. H. (1989). Evaluating critical thinking. Pacific Grove, CA: Midwest Publications.
5. Paul, R. W. (1992). Critical thinking: What every person needs to survive in a rapidly changing world. Foundation for Critical Thinking.