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Tashkent International University of Education
Turin Polytechnic University in Tashkent

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of the MMIT'25 International Conference

TA'LIMNING ZAMONAVIY USULLARI VA
INNOVATSION TEXNOLOGIYALAR

MODERN METHODS AND INNOVATION
TECHNOLOGIES IN EDUCATION

СОВРЕМЕННЫЕ МЕТОДЫ И
ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ
В ОБРАЗОВАНИИ

29 May 2025, Tashkent, Uzbekistan

MAQOLALAR TO'PLAMI
СБОРНИК СТАТЕЙ



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Modern methods and innovation technologies in education

**Современные методы и инновационные технологии в
образовании**

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IMPROVING CRITICAL THINKING THROUGH EFFECTIVE ARGUMENTATION

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Abstract. This article explores the relationship between critical thinking and the argumentative function of language. Tracing the origins of critical thinking back to Socratic questioning, the authors define it as a reasoned process of evaluating information. They emphasize the importance of argumentation as the highest form of language function, to illustrate the progression from expressive to descriptive and finally to argumentative language. The article further analyzes the conditions for successful communication, including clarity of expression, truthfulness, normative correctness, and sincerity, and delves into the concept of "proposition" within speech acts and discourse.

Keywords: *critical thinking, argumentation, language, functions, discourse analysis, communication, reasoning, proposition, cognitive skills, language learning.*

Introduction

According to many scientists, the origins of teaching critical thinking come from the practice of using probing questions by Socrates and Plato [See: Masduqi 2011, pp.185-186]. Critical thinking is understood by scientists as a reasonable self-controlled process of active and skillful conceptualization, application, analysis, synthesis and evaluation of information obtained through observation, cognitive experience, reflection, reasoning or communication in the form of a "guide to truth and action" [Masduqi 2011, p. 186]. In general, critical thinking is an act of reasoning, a way of thinking or reflecting on any subject/object, information or problem [Henderson 1996; Budden 2007].

Results and Discussion

In the course of such mental activity, the "argumentative personality" (the reasoning personality) enriches his experience, clarifies or concludes, modifies or changes his views, or becomes convinced of their correctness/truth. It is not for nothing that there is an opinion that mastering critical thinking skills is aimed at self-improvement of intellectual abilities through cognitive techniques (i.e. logical) [The Critical Thinking Community 2009]. In the work of K.Popper describes the functional features of the text: expressive, signalling, descriptive and argumentative [Popper 1986]. Here you can see a pronounced dynamic progression – from expressive to reasoned speech, the latter being the highest point in functional terms. In our opinion, this sequence should be taken into account in teaching reasoned speech. To substantiate such statements, let us turn to the interpretation of these functions by G.V.Telegina in her monograph.: - expressive - language is used to express inner states; signaling is the transmission of information about the internal state of one individual to other members of the community using language .; Descriptive - a language is used to describe objects in the outside world.; Argumentative - the use of language to present and evaluate explanations, arguments, theories, etc. [2005, pp.142-143]. As we can see, the signaling function is superimposed on the expressive function, and the argumentative function is superimposed on the descriptive one. Specifically, expression is expressed through certain signals, i.e. linguistic and non-linguistic means, and during the description or statement, as a rule, elements of argumentation are used.

There is no doubt that all these functions are associated with the development of language abilities of learners, where the argumentative function belongs to a higher order, implemented through logical inference and theoretical facts, as well as categories of truth and falsity. G.V. Telegin summarizing the ideas of J. Habermas [2001] concludes that the communication process can be successful if the communicants: 1) clearly express their attitude, taking into account the

propositional component of statements; 2) recognize the truth of the proposition contained in the speech act (meaning taking into account situational and cultural contexts); 3) recognize the normative correctness of speech; 4) do not question the sincerity of the participants in communication [2005, p.146]. It seems that an explanation of the term "proposition" is also necessary for a clearer understanding of the argumentative function.

Conclusion

According to E. V. Paducheva, a proposition correlates with a speech act that is subject to affirmation, doubt, or that which is the subject of a request, order, or promise [2004, p. 36]. In turn, S.V.Gusarenko [2015] explores the meaning of this term from the perspective of current discourse. In his research, the scientist comes to the conclusion that a proposition is "a logically derived semantic structure, on the one hand, it is an artificial formation obtained as a result of research procedures, on the other hand, there is a natural semantic structure that the subject uses when performing different types of speech acts" [Gusarenko 2015]. It turns out that in the context of our research, the concept of "proposition" correlates with cognitive operations and structural-semantic means of choosing the method of argumentation and inference.

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