ENHANCING LOGICAL REASONING OF EFL STUDENTS

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Students need ways to work with thinking that is realistic and actionable in everyday situations.

What might it mean to be a "better or broader" thinker?

Much work has been done by psychologists, pedagogues, philosophers and other scientists to classify and even rank different types of thinking. Many people believe that activities such as analysis, evaluation, problem solving, and decision making are more difficult than knowing, remembering, or understanding. What distinguishes higher levels of thinking is that knowledge is put into practice and adapted to different purposes. They require initiative and independence from the student.

Skills are acquired and improved in the process of thinking. There are two main criteria for evaluating any skill:

1) the experience with which the task is performed;

2) task complexity.

When it comes to physical skills, it is very easy to judge by the above two criteria. There are basic skills like walking, running and jumping, and advanced skills like gymnastics or playing the piano. There is no need to talk about a "good" jump unless it involves jumping a significant distance or doing somersaults and landing on your feet. The task should have a level of difficulty. But even when the challenge is met, there's still a lot to be said for the quality of the execution. One gymnast may look messy, while another is perfect and balanced. Both perform somersaults, but one does it better than the other, i.e. more skillfully. This also applies to double-criteria thinking. After learning to count and add, tell time, read and understand text, recognize shapes, etc., these things are done without thinking, and only then are they considered perfectly done. Unless there is

a difficult problem to solve, a decision to make, or a difficult concept to understand, the student does not need to think "deeply." Thus, as with physical performance, the learner is judged in part by the level of difficulty posed by the task. If a student can solve a difficult problem within the time limit, this is usually considered a greater sign of skill than solving an easier problem. However, judging someone's level of thinking is complicated. Mental ability is hidden, as opposed to obvious physical performance. If two students get the same correct answer to a question, you can't tell how they got there just from the answer itself. One of the two may have known the answer, or learned, or even guessed, a mechanical method of obtaining it; the latter may have worked it out independently, with thought, determination, and imagination. Although the difference does not indicate the answer given, the second student scores more because they have the ability to adapt to different challenges. The first is limited to what he knows and can remember or simply guesses correctly. In practical everyday life, in academic subjects and in various activities, problems are planned, defined, and analyzed, creative alternatives are created, ideas are criticized, conflicts are resolved through negotiations, patterns of repetition are sought, mnemonics are created, the reliability of information sources is evaluated, analysis is made, synthesized, projected, argued and imagined, felt.

What is thinking?

Many scientists, psychologists and pedagogues have conducted research on logical and critical thinking and thinking in general. Professor Arthur L. Costa describes the skillful and careful use of "habits of mind" related to thinking. Costa defines mental habits as "thinking skills that we use when we are faced with problems whose solutions are not readily apparent." Costa and Kallik identified the following mental habits:

- to communicate with determination, thinking and precision - not to be indecisive and say "I won't do it" when faced with a problem;

- managing impulsivity - effective problem solvers think and plan before acting;

- listening to others with understanding and empathy - according to some psychologists, listening to other people, sympathizing with them and understanding them is one of the highest forms of developing thinking;

- flexible thinking - flexible people change their thoughts when they receive new information and look for new approaches to solving a problem;

- thinking about thinking (i.e. metacognition) is the ability to know what we know and what we don't know. It is the ability to plan the strategy of how to produce information, to know our own steps and strategies in the process of solving a problem, to reflect and evaluate the effectiveness of our thinking.

- striving for accuracy - people who value accuracy and skill take time to check their work;

- question-and-answer and problem-finding - effective problem solvers know how to ask questions to fill in the gaps between what they know and what they don't know;

- applying acquired knowledge in new situations - smart people learn from experience. They rely on their knowledge and experience as sources of information to explain and support processes and theories to solve each new problem;

- clarity, thinking and communication - improving the language plays an important role in increasing the cognitive maps of a person and their ability to think logically and critically, which is the knowledge base for effective action. Enriching the complexity and originality of language simultaneously creates effective thinking;

- gathering information through all the senses - many scientists say that we have nine senses. External senses include sight, sound, taste, touch, and smell. They provide information about the outside world. Pain, balance, thirst and hunger are our inner senses. They provide information about the body and its needs. For example, the feeling of hunger indicates that the body needs food. Smart people know that all information enters the brain through sensory channels;

- create, describe and innovate - all people have the ability to create new, original, smart or ingenious products, solutions and techniques. Creative people study alternative

possibilities from many angles and try to imagine a solution to the problem in a different way. Students often hear the words "I can't draw", "I can't sing", "I'm not creative";

- respond with surprise - effective people look for problems for themselves. They enjoy inventing problems to solve on their own and asking others for puzzles. They continue to learn throughout their lives;

- finding humor. People who deal with the secrets of humor have the ability to perceive situations from original and often interesting points. They tend to imitate jokes more often, attach more importance to a sense of humor, appreciate and understand the humor of others, and tend to communicate with others.

- thinking in relation to each other - one of the cruelest types of punishment that can be applied to a person is solitary confinement.

- continuous learning. Smart people are constantly learning. Their self-confidence combined with their inquisitiveness allows them to constantly look for new and better ways.

Can thinking skills be taught?

Teaching thinking is not a new idea. There have been many attempts to teach thinking in education. We know that Socrates, for example, deliberately used special questions to draw his students to interesting conclusions and away from the traditional. More recently, we have movements such as Philosophy for Children (P4C) and Critical Thinking (CT). What they all have in common is that different types of thinking can be taught or developed in all age groups, and open-ended work on thinking improves educational achievement, educational achievement. The overall tone and mood of the classroom is critical in creating an environment for reflection. If students block each other's ideas and initiatives, if the teacher's procedures are sometimes mechanical, then the environment for students' thinking is not created. In contrast, both the teacher and the students feel alive, curious, have a lot to say, and enjoy each other's ideas. Being warm and encouraging, setting high standards for students, and giving students the freedom to express ideas, explore, and take risks are critical to developing thinking.

Tips on how to achieve this kind of warm and stimulating classroom environment that fosters thinking:

-determine/negotiate basic rules with students and display them on the classroom wall;

- providing well-planned, interesting activities and content;

- to find out the goals and reasons for studying science and share them with them, so that they consider the work of the teacher to be meaningful;

- giving students tasks slightly higher than the current level of qualification;

- convincing students that they can perform any complex tasks;

- show respect to each student and accept their individual differences;

- to be flexible and positive;

- to allow students to be active participants;

- recognition of each answer;

- to create success-oriented experiences that every student can implement at least partially;

- helping students to connect new knowledge with old, other subjects and real life;

- constant change of methods.

Teaching methods: Answering students' questions

One way students can be active is to ask questions. The teacher can encourage students to ask questions in different ways. Students working in pairs can be given time to discuss and write questions by adding a space called "Student Questions". Then all these questions are considered together. They are discussed openly with the students and brainstorming together about the types of questions and how to answer them.

In fact, if students ask good questions, there's a good chance they won't be able to answer all of them. In these situations, students can be encouraged to take responsibility for their own questions.

Teaching method: Being productive

First of all, teachers should encourage students to perform various tasks. For example, taking time to speak or write fluently is one way students can improve these skills.

Teaching method: Replacing students

Students often get into the habit of sitting next to the same students in each lesson. They get used to working with the same students around them, hearing their voices and ideas, so sometimes it is appropriate to switch them. This can be done in several ways:

- Determine where the students will sit, place name cards on the appropriate tables, just like at a fancy dinner party.

- Decide who you want to sit with. Then give materials for matching activities, such as the first half and second half of the sentences, pairing the matching halves. Then students try to find the other pair. Students whose pairs sit together and start anew the sentence they match.

- Choose an appropriate aspect of clothing or behavior. Quickly see if you can give the right pair of numbers for the pairs, trios or quartets you want, and say, for example, "On this side are brown shoes, black shoes, toothpaste tube squeezers and rollers, cat lovers and dog lovers, etc."

- Ask the students to sit with a student who has not sat before, that is, a student who has not worked much.

Teaching method: When the teacher is busy

There are times when the teacher is, for example, writing on the board, checking the computer, or checking something in the literature. Students may become depressed or act foolishly during these moments. There are tasks that the teacher can ask the students to do while they are working:

- asking students to guess what word you want to write by looking at the first letter;

-every few words and whenever you have the chance, tell the students what word they are going to write and ask them to say it out loud before writing it or to spell it correctly after writing it h;

- asking students to think of a test question they would like to ask their classmates in one minute when they have a problem with a piece of equipment.

Teaching method: Design tasks and activities to develop thinking.

Here are five simple principles that can be used in the activities in the teachers' resource books:

- removing restrictions on exercise;

- adding restrictions to the exercise;

- use of classroom formats that encourage thinking and exchange of ideas;

-choose interesting topics and materials;

-using imagination and fantasy.

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