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Abstract: *As students increasingly interact with brief, fragmented informational bursts rather than deep, critical thinking, clip thinking presents a new challenge for instructors in the modern digital age. The impact of clip thinking on education is examined in this article, which offers suggestions for overcoming its drawbacks. These include integrating multimedia and interactive content, encouraging critical thinking and reflection, dividing material into digestible chunks, putting an emphasis on inquiry-based learning, and offering prompt feedback and assistance.*

Keywords: *Clip thinking, critical thinking, inquiry-based learning, feedback, digital age.*

In today's fast-paced digital world, educators are facing a new challenge known as clip thinking. Clip thinking refers to the tendency of individuals, especially students, to approach learning in short, fragmented bursts of information rather than engaging in deep, critical thinking. This phenomenon has been exacerbated by the proliferation of online video clips, social media, and other forms of bite-sized content that provide instant gratification but often lack depth and context. Educators must now grapple with how to effectively engage learners who are accustomed to this type of thinking and help them develop the skills necessary for deep learning and critical thinking.

Educators have many obstacles when it comes to clip thinking. To begin with, it may be difficult for learners who are used to taking in knowledge in brief, easily absorbed formats to focus for extended periods of time and engage deeply

with complicated concepts. This may result in a superficial comprehension of ideas and a deficiency in critical thinking abilities. Second, learners who engage in clip thinking may find it more difficult to integrate ideas, synthesise knowledge, and think creatively. They may find it difficult to acquire the skills required for success in both higher education and the workforce in a society that values rapid fixes over careful consideration.

Moreover, educators themselves may be impacted by clip thinking. In a time when kids typically have short attention spans, teachers may find it difficult to get and keep their attention. Students who are used to absorbing knowledge in quick bursts may not be engaged by traditional teaching approaches that rely on lengthy lectures or dense readings. Teachers need to modify their methods to accommodate students who think in short bursts, but they also need to make sure that pupils acquire the critical thinking abilities required for in-depth study and intellectual development.

We could make a number of suggestions for teachers to follow in order to help students efficiently absorb the content of theoretical material and address the problems caused by clip thinking. These are some salient observations:

– *Incorporate Multimedia and Interactive Content:* In order to accommodate students who think in clips, we stress the value of incorporating multimedia and interactive information into our classes. Including interactive exercises, films, and animations in your lessons can assist draw in students and encourage a deeper understanding of the subject matter. Teachers can accommodate a range of learning styles and encourage active learning by providing knowledge in a variety of formats.

– *Foster Critical Thinking and Reflection:* In order to mitigate the impacts of clip thinking, we emphasise the significance of teaching learners critical thinking and reflective abilities. Teachers ought to provide classes that inspire students to do information analysis, assess sources, and engage in critical thinking when faced with challenging situations. Deepening comprehension and fostering meaningful learning experiences can be achieved by giving students the chance to reflect on

their education and make connections between new concepts and existing knowledge.

– *Break Down Information into Manageable Chunks:* To assist students in understanding difficult concepts and preventing cognitive overload, we advise breaking knowledge down into digestible portions. Teachers can assist students in processing knowledge more efficiently and remembering important concepts by breaking up the topic into smaller, more manageable chunks. For children that think in clips, the readability and comprehension of content can also be improved by using clear headers, subheadings, and bullet points.

– *Emphasize Inquiry-Based Learning:* We support inquiry-based teaching strategies that motivate students to look for information on their own, pose questions, and do independent research. Through a shift in emphasis from rote memorization to inquiry and discovery, educators can help kids develop their critical thinking, creativity, and curiosity. Including practical exercises, projects, and real-world applications can help students better understand theoretical ideas and give them chances to apply their knowledge in meaningful ways.

– *Provide Timely Feedback and Support:* As students work through the difficulties of clip thinking, we emphasise the value of giving them prompt feedback and assistance. To help students have a deeper comprehension of the subject matter, teachers should correct misconceptions, offer helpful criticism on students' work, and offer advice. Instructors may inspire students to connect with the material more thoroughly and acquire the skills required for academic achievement by providing them with individualised help and encouragement.

Thus, educators can create efficient lesson plans and aid students in learning the substance of theoretical material by comprehending the effects of clip thinking on education and using the aforementioned observations. Teachers can help students develop the skills required for deep learning and critical thinking by implementing multimedia and interactive content, encouraging critical thinking and reflection, breaking down information into manageable chunks, emphasising inquiry-based learning, and offering timely feedback and support. Teachers can

establish stimulating, welcoming learning environments that foster intellectual development and academic achievement by modifying their pedagogical approaches to better suit the needs of students who think in clips.

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