

**O‘ZBEKISTON RESPUBLIKASI FANLAR AKADEMIYASI  
MINTAQAVIY BO‘LIMI  
XORAZM MA‘MUN AKADEMIYASI**

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## TEXT-BASED INSTRUCTION IN EFL CLASSROOMS: BRIDGING READING AND CRITICAL THINKING

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**Annotatsiya.** *Matnga asoslangan ta'lim* xorijiy til sifatida ingliz tili (EFL) darslarida til ko'nikmalarini oshirish bilan birga, tanqidiy fikrlashni ham rivojlantiruvchi usul sifatida e'tirof etilgan. Ushbu maqola EFL kontekstida matnga asoslangan o'qitishni integratsiyalashni tahlil qiladi, bu usul o'qish tushunchasi va tanqidiy fikrlash ko'nikmalarini rivojlantirishni qanday bog'lashini o'rganadi. Matnlar boy lingvistik va madaniy kontekstni taqdim etib, talabalarni mazmunli til ishlatishga jalb qiluvchi haqiqiy manbalar sifatida xizmat qiladi. O'quvchilarni turli matn janrlarini tahlil qilish, izohlash va ularga munosabat bildirishga undash orqali o'qituvchilar til ishlatishni chuqurroq tushunishni va tanqidiy tahlilni rivojlantirishi mumkin.

**Kalit so'zlar:** *tilni o'zlashtirish, nutq, kirish (yoki kirish bosqichi), ta'sir qilish (yoki ta'sir ostida bo'lish), ta'kidlash (yoki ahamiyat berish), tilni aniqlashtirish, fikr-mulohaza.*

**Аннотация.** Обучение на основе текстов приобрело значительную популярность в классах английского как иностранного языка (EFL) как метод, который не только улучшает языковые навыки учащихся, но и способствует развитию критического мышления. В данной статье рассматривается интеграция обучения на основе текстов в контексте EFL, с акцентом на то, как это способствует развитию навыков понимания прочитанного и критического мышления. Тексты предоставляют богатый лингвистический и культурный контекст, являясь аутентичными источниками, которые вовлекают студентов в осмысленное использование языка. Поощряя учащихся к анализу, интерпретации и ответу на различные жанры текстов, преподаватели могут способствовать более глубокому пониманию и критическому анализу использования языка.

**Ключевые слова:** усвоение языка, дискурс, введение (или вводная часть), воздействие (или контакт с языком), выделение (или акцентирование), уточнение языка, обратная связь.

**Abstract.** Text-based instruction has gained prominence in English as a Foreign Language (EFL) classrooms as a method that not only enhances learners' language skills but also fosters critical thinking. This article examines the integration of text-based teaching in EFL contexts, focusing on how it bridges the development of reading comprehension and critical thinking skills. Texts provide a rich linguistic and cultural context, serving as authentic sources that engage students in meaningful language use. By encouraging learners to analyze, interpret, and respond to various text genres, educators can promote deeper understanding and critical analysis of language use.

**Key words:** language acquisition, discourse, lead-in, exposure, highlighting, language clarification, feedback.

**Introduction.** Text-based language teaching is a powerful approach that uses authentic written materials to expose students to real-life language usage. This method allows learners to interact with various forms of text—such as articles, stories, or dialogues—to develop their linguistic competence and enhance their critical thinking skills. By integrating texts into lessons, educators create an engaging context for language learning that goes beyond isolated vocabulary or grammar exercises, allowing students to see how language functions in communication.

This article proposes lesson plan which is designed to guide learners through a structured process of understanding and using language through a selected text. The lesson follows six key stages: Lead-in, Exposure, Highlighting, Language Clarification, Practice, and Feedback. In the **Lead-in** stage, students will be introduced to the topic and engaged with pre-reading activities to activate their background knowledge. During **Exposure**, students will read or listen to the selected



text, focusing on its general meaning and context. The **Highlighting** phase will direct students' attention to specific language features, such as vocabulary or grammatical structures, embedded in the text.

Next, **Language Clarification** will provide students with a deeper understanding of these highlighted features, helping them grasp the form, meaning, and use of the language in context. In the **Practice** phase, learners will have the opportunity to apply the newly clarified language through controlled and free practice activities. Finally, the lesson will conclude with **Feedback**, where students will receive guidance on their language use, helping them refine their skills and deepen their understanding of the text.

**Implementation of Text-Based Instruction in EFL Classrooms.** The implementation of text-based instruction in EFL classrooms requires careful planning and execution to ensure that learners can effectively engage with authentic texts while developing both their language skills and critical thinking abilities. The following framework outlines a structured lesson plan divided into six key stages: Lead-in, Exposure, Highlighting, Language Clarification, Practice, and Feedback [1].

**Lead-in.** The Lead-in phase is critical for activating students' prior knowledge and stimulating their interest in the upcoming text. Educators should select two articles or excerpts that share a common theme—these could be a story, a joke, or a segment from a film. The selection should be relevant and relatable to the learners' experiences or interests.

**1. Activities:**

**Prediction Task:** Present students with titles or images related to the texts without revealing the content. Encourage them to guess the common topic and share their thoughts in pairs or small groups.

**2. Guiding Questions:** Ask two open-ended questions related to the anticipated theme. For example, if the theme involves friendship, questions might include: "What qualities do you value in a friend?" and "Can you think of a time when friendship made a difference in your life?" This encourages students to engage personally with the topic and primes them for the content of the texts.

**3. Exposure.** In the Exposure stage, students read or listen to the selected texts. This phase is designed to immerse learners in authentic language usage, focusing on the general meaning and context rather than detailed analysis.

**4. Activities: Listening/Reading Activity:** Distribute the texts for reading or play an audio recording. Ask students to pay attention to the overall message and key ideas.

**Comprehension Check:** Follow up with a few comprehension questions that require students to summarize the main points of the texts, ensuring they grasp the general context.

**5. Highlighting.** During the Highlighting phase, learners are directed to specific language features within the texts, such as vocabulary, grammatical structures, or stylistic elements. This phase aims to draw attention to the language that serves as the foundation for their further analysis.

**6. Activities: Focus on Language Features:** Provide students with highlighters or colored pens to underline or highlight key vocabulary and grammatical structures they encounter in the texts.

**7. Discussion:** Facilitate a class discussion about the highlighted features, prompting students to share their observations regarding how these features contribute to the texts' meanings.

**8. Language Clarification.** The Language Clarification stage deepens students' understanding of the highlighted features, emphasizing the form, meaning, and use of the language in context.

**9. Activities: Clarification Tasks:** Present clear explanations and examples of the highlighted vocabulary and grammatical structures. Utilize visual aids or realia where applicable to reinforce understanding.

**10. Peer Teaching:** Encourage students to work in pairs to explain the highlighted features to one another, fostering collaborative learning.



**11. Practice.** In the Practice phase, students apply their newly acquired language knowledge through controlled and free practice activities, which allow them to use the language in context.

**12. Activities:**

**Controlled Practice:** Create fill-in-the-blank exercises or sentence transformation tasks that focus on the highlighted language features.

**13. Free Practice:** Organize role-playing or debate activities that encourage students to use the language authentically, promoting fluency and confidence in their speaking abilities.

**14. Feedback**

The Feedback stage is essential for consolidating learning and refining students' language skills. It allows educators to provide constructive criticism and acknowledge successes [2].

**Activities:**

**Error Correction:** Collect written work from students and provide feedback on language use, focusing on the highlighted features.

**Reflection:** Encourage students to reflect on their learning process by discussing what they found challenging and what strategies helped them understand the texts better.

**Conclusion.** Incorporating text-based instruction into English as a Foreign Language (EFL) classrooms represents a transformative approach that not only enhances language acquisition but also nurtures critical thinking skills among learners. By utilizing authentic texts, educators create a rich linguistic and cultural context that immerses students in real-life language use, enabling them to see the relevance of their studies beyond the classroom.

The structured lesson plan outlined in this article, encompassing the stages of Lead-in, Exposure, Highlighting, Language Clarification, Practice, and Feedback, provides a comprehensive framework for effectively implementing text-based pedagogy. Each stage is designed to engage learners actively, encouraging them to analyze and interpret texts while applying higher-order thinking skills. Through activities that promote collaboration, critical analysis, and practical application, students develop not only their linguistic competence but also their ability to engage with language in meaningful and reflective ways.

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**MURAKKAB INNOVATSION LOYIHALARNI BAJARISHDA BO'LAJAK IT-MUTAXASSISINING KASBIY MOBILLAGI MUVAFFAQIYATLI FAOLIYAT OMILI SIFATIDA**

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**Annotatsiya.** Maqolada bo'lajak IT-mutaxassislarining kasbiy mobilligini shakllantirish mexanizmlari, zamonaviy axborot oqimining o'sib borishi, zamon talabiga javob beradigan IT-mutaxassisi o'zgaruvchan ish sharoitlarida kasbiy muammolarni tez va samarali hal qila oladigan hamda mobil bo'lishi kabi jihatlari muhokama qilinadi.

**Kalit so'zlar:** shaxs, mobillik, harakat, faoliyat, ehtiyoj, ta'lim, bilim, qobiliyat, ijtimoiy maqom.

**Аннотация.** В статье рассматриваются механизмы формирования профессиональной мобильности будущих ИТ-специалистов, рост современных информационных потоков, обсуждаются такие аспекты, как способность ИТ-специалиста, отвечающего требованиям