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DEVELOPING GLOBAL SKILLS THROUGH INQUIRY BASED LANGUAGE LEARNING

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Annotatsiya. Hozirgi kunda ta‘lim jarayonida interaktiv metodlar, innovatsion texnologiyalar, pedagogik va axborot texnologiyalarini o‘quv jarayonida qo‘llashga bo‘lgan qiziqish, e‘tibor kundan–kunga kuchayib bormoqda, bunday bo‘lishining sabablaridan biri, shu vaqtgacha an‘anaviy ta‘limda talabalarni faqat tayyor bilimlarni egallashga o‘rgatilgan bo‘lsa, zamonaviy texnologiyalar ularni egallayotgan bilimlarini o‘zlari qidirib topishlariga, mustaqil o‘rganib, tahlil qilishlariga, hatto xulosalarni ham o‘zlari keltirib chiqarishlariga o‘rgatadi.

Аннотация. Сегодня интерес и внимание к использованию интерактивных методов, инновационных технологий, педагогических и информационных технологий в образовательном процессе возрастают с каждым днем, одна из причин этого в том, что до сих пор традиционные методы обучения приучают к приобретению готовых сформированные знания, современные технологии учат их самостоятельно искать полученные знания, самостоятельно изучать и анализировать, и даже делать собственные выводы.

Annotation. Today, interest and attention to the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process are increasing every day, one of the reasons for this is that traditional teaching methods still teach them to acquire ready-made knowledge, modern technologies teach them independently seek acquired knowledge, independently study and analyze, and even draw your own conclusions.

Kalit so‘zlar: global mahoratlar, tanqidiy fikrlash, hamkorlik, ijodiy qobilyat.

Ключевые слова: глобальные навыки, критическое мышление, сотрудничество, креативность.

Key words: global skills, critical thinking, collaboration, creativity.

Today, interest and attention to the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process are increasing every day, one of the reasons for this is that traditional teaching

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methods still teach them to acquire ready-made knowledge, modern technologies teach them independently seek acquired knowledge, independently study and analyze, and even draw your own conclusions. Traditional learning systems place students in a passive role. Teachers offer information, assign assignments, and then assess pupils' understanding of the content. In contrast, inquiry provides students with significantly more autonomy, enabling them to take the lead in the learning process.

In an inquiry-based learning environment, teachers do not lecture pupils on certain subjects. They serve as facilitators instead. In accordance with the ages and developmental stages of their students, they offer guidance and assistance. However, in order to increase their knowledge and understanding, students must gather and synthesize information. As learners proceed, they learn to apply what they have learned in various circumstances while increasing their level of learning responsibility.

Numerous components of IBL are mentioned in the literature; these components, which are also referred to as global skills and skills for the twenty-first century, are not always connected to topic knowledge but go beyond it. These abilities are a response to an ever-changing environment that necessitates modifications in schooling. These abilities are seen to be crucial for the future success of today's students. Inquiry-based learning may help teachers accomplish their objective of integrating the development of these skills into a lesson on topic knowledge. These abilities include those that are most typically cited in relation to inquiry-based learning: critical thinking, creativity, communication, and teamwork, in addition to intercultural competence, emotional self-regulation/wellness, digital and information literacy.

Critical thinking

People need to think critically and make sense of the vast volumes of information that are available in today's environment, when practically all information is just a few clicks away and almost everything is freely accessible. People must be able to find their way among the vast amount of knowledge if they are to succeed in school and subsequently in life. They must be able to identify if information is deceptive as well as beneficial or superfluous [1. Sieglöva, 2019].

Learners nowadays must do more than merely absorb knowledge; in an era where practically every piece of information is freely available, individuals must make sense of massive volumes of data and think critically. Problem-solving, information interpretation and analysis, reasoning, and argument construction are all examples of critical thinking skills. Critical thinking abilities help students prioritize knowledge, solve issues, and grasp linkages [2. Dignen, 2019].

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Trilling and Fadel (2009) go on to define critical thinking skills, linking them to problem-solving abilities: "learners should be able: to analyze how parts interact with each other to create an overall outcome; to use inductive and deductive reasoning appropriately to the situation; to analyze and evaluate claims and arguments; to make connections between arguments and information; to interpret pieces of information and draw conclusions."

In inquiry-based learning, students must be able to critically assess the sources they use in their investigations. According to Hattie, inquiry-based learning promotes critical thinking and develops transferrable critical thinking abilities. Critical thinking skills are centered on talents like analyzing, interpreting, assessing, inferring, and self-regulating, which are supported by IBL's range of activities [3. Wale, Bishaw, 2020].

Communication

Communication is one of the fundamental abilities for the twenty-first century; individuals must be able to communicate effectively and nicely in a variety of written and oral media. When students can communicate clearly, they can explain their concepts successfully in a variety of circumstances. They can also listen to discern meanings and communication attitudes. Furthermore, students who perform at an advanced level of communication are able to communicate for a variety of objectives and are proficient in the use of numerous media and technology.

In inquiry classrooms, students frequently work in groups, so they must be able to communicate - not only by expressing their thoughts or presenting ideas, but also by intently listening to one another. Furthermore, communication as a skill is especially important in inquiry-based language learning, where teachers should seek to foster relevant dialogues and provide many opportunity for participants to communicate with one another.

Apart from listening and speaking, Dignen (2019) says that communication skills in IBL are vital in assisting learners to become good readers and writers; moreover, he suggests that communication impacts online behavior because students are frequently obliged to communicate online.

Collaboration

In the twenty-first century, communication and collaboration go hand in hand. Collaboration in education refers to the effort to provide students with the skills necessary to function well and with respect in a variety of teams. As students get older and begin working with others in a professional environment—many of which require people to work with others in teams rather than on their own—it is essential that they begin developing the skill of collaboration as early as possible in the classroom.

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The ability to work well in diverse groups is a sign of a learner who is adept at collaboration. They are also flexible and willing to make concessions to further their shared objectives. They also value the individual contributions of their teammates and take ownership of the group's work [4. Trilling, Fadel, 2009].

As was previously said, collaborative learning is a core component of IBL since it gives students numerous chances to exercise their teamwork abilities during the inquiry process, which emphasizes groupwork. Students who work together are more likely to produce better outcomes and feel a feeling of friendship [5. Dignen, 2019]. By collaborating in pairs, small groups, as a class, or on a group project, students may improve their collaboration skills in IBL.

Creativity

Another essential ability for the 21st century is creativity. In actuality, creativity and invention are closely related, which is why it is seen as such an essential ability. Because creativity includes taking chances and establishing connections, it requires learners to make decisions and start their own learning processes [6. Michalopoulou, 2014].

When using creativity as a talent, students should be able to do the following things in particular: employ a range of creative thinking strategies, such as mind mapping and brainstorming; generate original, interesting ideas; and then creatively develop, improve, and assess these ideas [7. Trilling, Fadel, 2009]. These concepts are therefore helpful for coming up with fresh solutions in order to innovate.

"We don't grow into creativity; we grow out of it," Sir Ken Robison stated. We are frequently educated out of it. This is related to Trilling and Fadel [2009], who believe that traditional educational systems emphasize memory of information, mastery of fundamental abilities, and testing, none of which are seen as helpful for the development of creativity. On the other side, inquiry-based learning places a premium on creativity. Students must use creativity throughout the inquiry cycle, starting at the beginning when they are asked to use their prior knowledge, continuing through exploration where students must use creativity to come up with potential answers, and concluding with reflection and developing new questions where creativity is crucial as well.

The study revealed that using Inquiry-based model as means of instruction improved the learners' achievement and results. IBLL method can develop students' global skills and help to improve critical thinking, communication skills, collaboration and creativity.

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