THE ENHANCEMENT OF CRITICAL THINKING SKILLS THROUGH THE IMPLEMENTATION OF ACADEMIC WRITING IN ENGLISH LESSONS

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Abstract. The article delves into the significance of higher-order thinking skills in the context of academic writing, exploring various methodologies aimed at enhancing students' competencies in this area. It emphasizes the role of critical thinking, which is a key component of interdisciplinary knowledge as per Bloom's taxonomy strategy, encompassing the stages of remembering, understanding, applying, analyzing, evaluating, and creating. The study's main purpose is to analyze the effectiveness of the implementation of academic writing in the development of student's critical thinking skills. Accordingly, the research seeks to investigate and nurture students' critical thinking skills through academic writing. It demonstrates that students can effectively acquire critical thinking skills through specially structured educational activities in a phased learning approach. The study utilized a mixed-method design, collecting data through observation, written documents, and online surveys. The data obtained from these sources were then analyzed both quantitatively and qualitatively. The findings of the research reveal various stages of teaching critical thinking, facilitated by the instructor's efforts to actively engage students in the learning process. Based on the results of theoretical and expert analysis, the quantitative and qualitative data were compared and illustrated positive growth in learners' academic writing skills. The processed-based approach was determined as a means of successful learning methodology in the development of higher-order thinking skills. The study also highlights the importance of well-designed writing assignments and group activities in encouraging students to revisit concepts, critically evaluate assumptions, and make substantial revisions to their written work.

Key words: critical thinking skills, academic writing, cognitive approach, foreign language, process-based learning approach, higher-order thinking skills, peer- observation, survey

Introduction

The role of critical thinking is regarded as a highly valued outcome of modern education. Also, academic writing would be the key success of developing students' higher-order thinking in English lessons. The integration of processed-based learning stages such as inquiry-based, Scaffolding, Analysis-based learning, and Project-based learning which include the main academic writing practice in the final stage contribute to the improvement of students' cognitive thinking abilities. The participants have a clear sense of the need to show evidence of critical thinking in their academic writing. However, when asked specifically about their understanding of critical thinking and its implementation, the participants revealed their uncertainty about what it entails and imparted the complexities involved in attempting to express their critical voice.

The purpose of this study is to enhance students' argumentation skills through the application of processed-based learning in the classroom designed to use academic writing.

Critical thinking is the most essential instrument that has been discussed among learners in schools, and universities of higher learning. Based on the updated education system, universities are demanded to be competitive and offer a wide range of education in addition to a high quality of education [1].

Nowadays, employers accept the best eligible candidates who can apply critical thinking abilities in the workplace. It is anticipated that if workers can think cognitively, the problems can be solved easily on their own, and make informed choices about staff and personal issues. The type of work does not matter actually; the main thing is to use the ability in the correct order. It includes a set of strategies to help students encourage reflective analysis and assess interpretations or explanations, to make decisions about what to believe or do, involving effective technologies [2].

Fresh open ideas to revise are assumed as an inquiry and hypotheses-based approach to thinking. As well as students often share their thoughts concerning the topic that they mostly discuss. To understand the integral relationships between concept and idea the analysis includes breaking down its parts.

Today, students are having challenges in applying critical thinking skills in any type of writing. One of the complicated writing tasks is an academic writing task which requires academic structure and concepts. Teachers are talking about critical thinking but there are no effective methods of implementing it and no internalizing much about the characteristics of the term [3].

The study aims to encourage young learners' argumentation skills and higher-order thinking skills through the application of Bloom's taxonomy strategy including processed-based learning stages as a tool to enhance students' critical thinking abilities in the classroom. Thus, academic writing is an essential skill that students need to cultivate throughout their educational journey [4]. To excel in this aspect, it is crucial to integrate critical thinking skills into the writing process. Critical thinking not only enriches the quality of academic work but also promotes a deeper understanding of the subject matter. In the context of an English lesson, incorporating effective critical thinking skills can significantly elevate the standard of academic writing.

The research plan is designed with a process-based learning approach, breaking down the writing process into manageable steps [5]. The overarching goal is to enhance students' high-order thinking abilities and enable them to write academic discussion essays with self-analysis and critical evaluation [6].

According to Bloom's taxonomy strategy remembering, understanding, applying, analyzing, evaluating, and creating emphasize its effectiveness in developing cognitive abilities and argumentation skills in academic writing Previous studies have shown its potential as a tool for enhancing higher-order thinking skills, aligning with the professional development goal of improving students' academic essay argumentation [7]. The process of developing students' critical thinking through writing is structured around a Process-based learning approach. The five stages of the approach are meticulously planned to develop students' research skills and cognitive abilities in writing academic essays [8, p.210].

1. The inquiry-based learning stage encourages joint decision-making, conclusion drawing, and fact-based argumentation, enhancing students' abilities to connect with World History and GPPW perspectives.

2. Scaffolding stages, such as providing written models, are implemented to support low-achieving students, ensuring they reach their full potential. Future improvements include the creation of individualized and differentiated tasks to cater to varying student abilities.

3. Analysis-based learning stage proves effective in facilitating self-analysis and critical thinking. Students can be tasked with dissecting the logic and evidence presented in a piece of writing. This not only enhances their comprehension skills but also enables them to construct well-reasoned and logically sound arguments in their academic writing [9].

4. The problem-based learning stage addresses challenges faced by students in identifying and rectifying content and grammar mistakes.

5. The project-based learning stage which is the final stage of this process allows students to begin writing their essays, leading to successful self-analysis and evaluation [10].

Students need to write academic essays such as argumentative essays, problem-solving, opinion essays, discussion essays, double questions, and formal and informal letters [11]. In this stage students have the accountability to rewrite their essays and analyze, working out on their mistakes. The above-mentioned methodology is focused on the strategy of writing and critical thinking, and how students connect their critical thinking skills in academic writing. Critical thinking and writing are demonstrated in the following studies which are followed by the theoretical foundation of the study. The cognitive model of the writing process is presented in the figure revealing the whole writing process through which students can write what is in their mind [12].

At the beginning of the writing task, the students come across task environment problems such as requirements of the writing assignments. The student may be concerned about the topic and motivating signals; worrying about the audience of the essay[13]. Writing tasks may not be satisfied with the majority of students. The author may also rely on flash drives or previous essays to support students' essays [14]. The familiarity or difference of the writing assignment can be decided by the author with the help of long-term memory. The knowledge of the topic and the knowledge of the audience are included in the long-term memory. The students start writing in the final section which is considered the main part of the writing process. This final stage is called " real action " where the writer utilizes his or her knowledge on paper [15].

- Task achievement
- Long term memory
- Short-term memory
- Real action

The research objectives are to analyze the effectiveness of the implementation of the academic writing process in the development of student's critical thinking skills.

➢ How does processed-based learning contribute to the improvement of students' higher-order thinking abilities?

➢ How are pre-and post-test results in quantitative research differentiated from each other?

➢ To what extent are the pre- and post-phase peer evaluation models provided successfully and how can observation be incorporated in the classroom?

Materials and methods

The research design employs mixed method research in which Concurrent Embedded Design is implemented that both quantitative and qualitative data are collected simultaneously, but one of the two methods is embedded in the other in a way that allows the teacher to address a question that is different from the one answered by the dominant method. The article explores mixed-method research both quantitative and qualitative data were analyzed to collect data from students.

The data analysis of the quantitative data was conducted and numbered to make it easier to identify, all data recorded in the codebook was transferred to the SPSS, and the data analyzed from qualitative research was observed and evaluated by participants.

Participants

In the research, a total of 26 third-year students from group 302 Philology faculty at Abai Kazakh National Pedagogical University participated in the online survey actively. Following data screening, six participants were omitted from the dataset as multivariate outliers, while an additional 6 from 20 students were flagged as low-effort responders which is 30%. Moreover, tendencies of undergraduate studying at the Philology department toward higher-order thinking through academic writing were analyzed in terms of some variables. Totally 20 students including 14 females and 6 males, were age 20 or older participated in the research.

Data collection.

Phase 1. Quantitative and Qualitative.

The quantitative data was collected by online survey. The pretest of the scientific research was organized by checking out students' prior knowledge and examining their understandings or general viewpoints. 45% of learners indicate challenges and acknowledgment in cognitive thinking and writing quality through essay rewriting. Challenges identified include difficulties in generating ideas and arguments on unfamiliar topics. Participants were incentivized to complete the 30-minute survey and informed consent was gained from participants before commencing the survey.

Within the survey, participants were asked about critical thinking skills and close connections between cognitive thinking skills and academic writing as well as processed-based learning stages. The survey consisted of multiple-choice questions, open-ended questions, and close-ended questions. The purpose was to collect survey responses from the students of bachelor's degrees to know the learner's background knowledge and personal experience. After receiving the pretest data, the Qualitative data was collected by participant observation where the researcher immerses themselves in a particular social setting or group, observing interactions, and practices of the participants. This can be a valuable method for this research project that seeks

to understand the experiences of individuals or groups in a particular social context. The students evaluated themselves using time intervals to determine what was happening in the lesson setting by periodically observing the activities according to the stages going on around them. Teachers might develop the quality of the lesson to enable students to remember what is happening by making notes at regular time intervals (say, every fifteen minutes).

Phase 2. Quantitative and Qualitative

In the second phase of the study, the quantitative data was gathered as a post-test of the research which was followed by qualitative research in the end. Both quantitative and qualitative analyses were researched and tested again in the second phase after one another. The quantitative data is embedded into the qualitative data, so the priority of the mixed method study was given to the qualitative phase. The rationale for using mixed methods in this study is that employing quantitative research assisted in interpreting the qualitative findings. The participant observation rating scores were collected from students' classroom activities (Processed learning methodology) in the second phase to synthesize the research findings.

Therefore, qualitative research was utilized as the second phase of the study by using written comments of raters as the qualitative data to explain the relationships between the two indicators. In other words, in the second phase of the study, the raters' comments were analyzed to enhance the understating of the quantitative results of the first and second phases. Using the concurrent embedded mixed method study provided a complete understanding of the patterns of teaching practices by analyzing quantitative data first and supporting the findings with qualitative research findings which is demonstrated in Table 1.

Table 1 - Time sampling sheet

Student name:		Observer name:
Time	Task	Action Rate {1-5}1 is low, 5 is high
8:00	Providing arguments and facts, ideas, and comparison of two situations according to the essay topic	
8: 15	creative ideas and creating plans and suggestions	
8:30	discussion/ Pros and Cons express their thoughts and opinions based on experience	
8:45	sharing problems/addressing challenges faced by them	

	while writing (grammar mistakes, context, vocabulary)	
9:00-10:00	Writing an essay	

Procedure:

The study was conducted approximately 2 months to 3 grade students of the Philology faculty. There were different essay topics to choose and according to these variations, the facilitator worked out to develop learners' higher-order thinking skills in the lesson. As seen in Table 1, the teacher gives observation sheets to the students to observe her/his friend every 15 minutes after each activity to evaluate and analyze the process of applying knowledge from the lesson and to know the improvements in higher-order thinking competencies.

Results

Participant observation is incorporated to promote student-centered classroom management, with 90% of students actively engaged in the assessment. Overall, 20 students participated in the lesson, 6 male and 14 female students at the age of 20.

According to the analysis of the data, qualitative observation assessment illustrated pre- and post-phase results in the table. It can be seen that overall class academic performance stands at 56% which accounted for 2.8 points in peer evaluation in the class, rating from 1 to 5, the results can be found in Table 2.

Table 2 – Peer evaluation results

Number of participants	Pre phase Action rate {1 is low, 5 is high}	Post phase Action rate {1 is low, 5 is high}
Participant1	3	4
Participant2	3	4
Participant3	2	4
Participant4	2	4
Participant5	4	4
Participant6	4	5
Participant7	2	4
Participant8	2	3
Participant9	3	5
Participant10	2	4
Participant11	1	3
Participant12	2	4
Participant13	1	4
Participant14	1	3
Participant15	2	3
Participant16	2	4
Participant17	2	5

Participant18	5	5
Participant19	2	4
Participant20	5	5
The total academic performance level of the class	2,5 –50%	4,1- 82%

There were 65% low achieving students who received the lowest rating points from their peers, whereas 25% of learners achieved medium scores respectively.

The remaining 10%, high achieving students, demonstrated the potential for further challenge, suggesting a need for more advanced assessments in the future.

The high percentages are demonstrated in the post results that students' knowledge of higher-order thinking abilities through the process of teaching in the classroom has increased considerably by 82%. By the end of the study, the mean score on the post-test indicated that all participants demonstrated some improvement.

However, peer evaluation was conducted to determine whether the differences in the mean scores were statistically significant. Table 1 shows that the students are very positive about applying processed-based learning stages in the foreign language classroom, which was addressed by the mean scores around 4 and 5. Many students' responses reported that processed based was easy and made learning interesting, providing more convenience to utilize the cognitive thinking approach in academic writing, and creating more writing opportunities. As a result of the conducted study, third-year students appeared to take their higher-order thinking skills to the next level.

Approximately 80% of participants met the learning objectives by generating high-quality discussion essays with the remaining 20% attaining partial results in pre- and post-phase qualitative research. Interdisciplinary argument generation is identified as strengths including collaborative learning, whereas weaknesses are observed through problem-based learning. The qualitative research findings illustrate significant strengths, with identified areas for improvement. The research objectives are addressed effectively by providing valuable insights into the practical application of Bloom's taxonomy; including Processed-based learning stages in developing students' critical thinking skills.

Quantitative results

To evaluate the quantitative data in the research, the data obtained were first analyzed according to some statistical prerequisites. The first step was to analyze if the data exhibited characteristics of a normal distribution. The Shapiro-Wilk test was conducted for this purpose, and the results can be found in Table 3.

Table 3- Descriptive statistics and normality test results

Group	N	X	sd	Shapiro-Wilk p
Pre-test	20	12.10	3.27	0.603
Post-test	20	21.65	3.60	0.162

As seen in the table, both the pre-test and post-test data is normally distributed (p>0.05). Additionally, upon closer analysis of the descriptive statistical values, it is evident that the data falls within the specified range of values. Therefore, the decision was made to utilize the t-test for dependent samples to assess the impact of the academic writing process-based approach on enhancing students' critical thinking abilities. The results we obtained are presented in Table 4 below.

Table 4- Results of t-test for dependent samples

Group	N	X	sd	df	t	p
Pre-test	20	12.10	3.27	19	-17.67	0.00
Post-test	20	21.65	3.60			

Based on the provided data, the pre-test score of the group was 12.10 which then increased to 21.65 after the post-test. This indicates a significant improvement in the participants' critical thinking skills. When the pre-test significance value was examined, it was determined that there was no difference in the pre-test critical thinking skills of the participants within the group. Participants in the group were initially equal. When examining the post-test scores, it becomes evident that the average test score is 21.65. The significance value is also considered to be statistically significant (t= -17.67, p<0.05). It appears that participants in the group using academic writing experienced a significant improvement in critical thinking skills from the pre-test to the post-test.

Discussion

The outcomes of the research have provided major improvements in students' knowledge in developing higher-order thinking skills using the help of academic writing which is integrated into processed learning methodology. The results of this study showed an interesting overlap between writing skills and critical thinking. Reflection on the writing process and criticism occur in academic writing because students focus more on content rather than technical writing skills.

In academic writing, students need to make decisions about the material, ideas, and logical sides of the topic and content of their writing. This study has found that previous language ability does not affect writing and critical thinking skills.

Based on these aims, we ran effective experiments with the same conditions and group. The results showed that in this research study, the accuracy of data, and students' critical thinking abilities have increased better than the first phase mixed research findings.

The results contribute insights into the development of participants' higher-order thinking skills using processed-based learning methodology. One could easily argue that the obvious practical implication of this study is that it proposes self-independent work which allows students more writing practices, and rewriting rather than making

participants collaborate and exchange ideas with peers before setting in a writing process.

This study has limitations within which our findings must be interpreted carefully. Some limitations of the study should be mentioned. Firstly, there is a small population in this study, which may make the result inaccurate because the data is insufficient: only 20 participants were involved in this study.

Secondly, another limitation of this study is the short span of independent work. Since the survey was conducted in a class at the university, we didn't have the additional time and the teacher feedback sessions were limited.

Study design and small sample size are important limitations. This could have led to an overestimation of the effect. Future research should reconfirm these findings by conducting larger-scale studies.

Conclusion

Critical thinking is essential in writing academic essays, research work, or informal letters that read well and avoid plot holes and inconsistencies. The integration of processed-based learning into English lessons is grounded in a practical framework that highlights the symbiotic relationship between language proficiency and higher-order thinking abilities. The role and impact of the academic writing process-based approach on students' critical thinking are discussed as the subject of this research. A mixed research method was used to determine the effect of an academic writing process-based approach on students' critical thinking skills. Quantitative and qualitative data were collected and analyzed to find answers to the research questions in the study.

The quantitative research data were analyzed in the SPSS program. In a class of 20 students, where the effect of using academic writing on developing critical thinking skills was investigated, as a result of the t-test for dependent samples was conducted to determine whether there was a difference between the averages of the test scores before and after the academic writing process-based approach, a significant difference was found between the pre-test mean scores of 12.10 and the post-test mean scores of 21.65. This shows that using the academic writing process-based approach in the classroom has a significant effect on students' critical thinking skills.

The Qualitative research by participant observation demonstrated the effectiveness of a learning process in improving students' higher-order thinking skills. The research study found that utilizing time-sampling sheets for students enhanced the learning process by emphasizing the inclusion of peer assessment.

Selecting accurate pedagogical stages such as positive reform, corrective feedback, and scaffolding strategies increases the overall effectiveness of the research design lies in student-centered design and successful performance of academic writing.

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АҒЫЛШЫН ТІЛІ САБАҚТАРЫНДА АКАДЕМИЯЛЫҚ ЖАЗЫЛЫМДЫ ЖҮЗЕГЕ АСЫРУ АРҚЫЛЫ СЫНИ ТҰРҒЫДАН ОЙЛАУ ҚАБІЛЕТТЕРІН АРТТЫРУ

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Аңдатпа. Мақалада академиялық жазу контекстінде жоғары деңгейлі ойлау дағдыларының маңыздылығы қарастырылады және студенттердің осы саладағы құзыреттілігін арттыруға бағытталған әртүрлі әдістер қарастырылады. Сыни тұрғыдан ойлаудың рөлі есте сақтау, түсіну, қолдану, талдау, бағалау және құру кезеңдерін қамтитын Блум таксономиясының стратегиясы бойынша пәнаралық білімнің негізгі құрамдас бөлігі болып табылады. Зерттеудің негізгі мақсаты – оқушылардың сыни тұрғыдан ойлау қабілеттерін дамытуда академиялық жазуды қолданудың тиімділігін талдау. Тиісінше, зерттеу академиялық жазу тәжірибесі арқылы оқушылардың сыни тұрғыдан ойлау қабілеттерін зерттеуге және дамытуға бағытталған. Мақалада оқушылардың сыни тұрғыдан ойлау дағдыларын арнайы құрылымдалған оқу іс-әрекеттері мен оқытудың сатылы әдісі арқылы тиімді меңгере алатыны көрсетілген. Зерттеуде деректер бақылау, жазбаша құжаттар және онлайн сауалнамалар арқылы жиналған аралас әдістер әдісі қолданылды. Содан кейін осы көздерден алынған деректер сандық және сапалық тұрғыдан талданды. Зерттеу нәтижелері сыни тұрғыдан ойлауға үйретудің әртүрлі кезеңдерін ашады, бұл мұғалімнің оқу процесіне оқушыларды белсенді тартуға күш салуымен жеңілдетіледі. Теориялық және сараптамалық талдау нәтижелері бойынша сандық және сапалық деректер салыстырылып, студенттердің академиялық жазу дағдыларының айтарлықтай дамығанын бейнелейді, ал процесстік әдіс жоғары деңгейлі ойлау дағдыларын дамытуда табысты оқыту әдістемесінің құралы ретінде анықталды. Зерттеу сонымен қатар студенттерді тұжырымдамаларды қайта қарауға, болжамдарды сынауға және жазбаларына елеулі өзгерістер енгізуге ынталандыратын жақсы құрастырылған жазбаша тапсырмалар мен топтық әрекеттердің маңыздылығын көрсетеді.

Тірек сөздер: сыни тұрғыдан ойлау дағдылары, академиялық жазу, когнитивті тәсіл, шетел тілі, үдеріске негізделген оқыту әдісі, жоғары деңгейлі ойлау дағдылары, өзара бақылау, сауалнама

РАЗВИТИЕ НАВЫКОВ КРИТИЧЕСКОГО МЫШЛЕНИЯ ПОСРЕДСТВОМ ИСПОЛЬЗОВАНИЯ АКАДЕМИЧЕСКОГО ПИСЬМА НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. В статье исследуется важность навыков высшего порядка мышления в контексте академического письма, рассматриваются различные методики, направленные на повышение компетенций студентов в этой области. Роль критического мышления является ключевым компонентом междисциплинарных знаний согласно стратегии таксономии Блума,

охватывающей этапы запоминания, понимания, применения, анализа, оценки и создания. Основная цель исследования – проанализировать эффективность применения академического письма в развитии навыков критического мышления студентов. Соответственно, исследование направлено как на изучение, так и на развитие навыков критического мышления студентов посредством практики академического письма. В статье демонстрируется, что учащиеся могут эффективно приобретать навыки критического мышления посредством специально структурированной образовательной деятельности и поэтапного подхода к обучению. В исследовании использовался смешанный метод: данные собирались посредством наблюдения, письменных документов и онлайн-опросов. Данные, полученные из этих источников, затем были проанализированы как количественно, так и качественно. Результаты исследования раскрывают различные этапы обучения критическому мышлению, чему способствуют усилия преподавателя по активному вовлечению студентов в процесс обучения. На основании результатов теоретического и экспертного анализа количественные и качественные данные были сопоставлены и проиллюстрировали положительный рост навыков академического письма учащихся, а процессуальный подход был определен как средство успешной методологии обучения в развитии навыков мышления высшего порядка. Исследование также подчеркивает важность хорошо продуманных письменных заданий и групповых занятий, побуждающих учащихся пересматривать концепции, критически оценивать предположения и вносить существенные изменения в свои письменные работы.