TEACHING ENGLISH USING SDG TOPICS THROUGH CRITICAL THINKING AND ENCOURAGING HIGHER-ORDER THINKING OF STUDENTS

E. Borisova
The University of World Economy and Diplomacy
Head of English Department
YBorisova@uwed.uz

Abstract: This article is intended to report the findings of research on project-based learning as an effective pedagogy for teaching all levels Bloom's Taxonomy encompassing both lower-order and higher-order cognitive skills. A comprehensive overview was conducted regarding project-based learning initiatives focusing on the UN's Sustainable Development Goals (SDGs) implemented for university students. The results demonstrate that this teaching method equips students with the requisite skills and knowledge.

Keywords: sustainable development goals, project-based learning, critical thinking, higher-order thinking skills.

In the realm of post-secondary education, cultivation of more advanced abilities and integration of Sustainable Development Goals are indispensable. The principal objective of this method is to equip students with analyzing, evaluating, and synthesizing data to formulate and defend their own perspectives on complicated worldwide issues. Cultivating higher-order thinking abilities is crucial at the university level as it empowers students to critically think, thoughtfully assess information, creatively address real-world challenges, effectively communicate their ideas, and participate in cooperative endeavors.

Critical thinking abilities play a vital role across all academic disciplines and professional fields, facilitating scholastic success and advancement in the business world. According to Biggs (2003), Higher Order Thinking (HOT) includes a multifaceted cognitive process encompassing skills for example analysis, evaluation, appraisal, and synthesis. Biggs (2003) emphasizes that HOT skills can be nurtured through various teaching methodologies, like:

Inquiry-based learning that encourages students to explore a subject and form their own judgments;

Problem-based learning encourages students to get a challenge and stimulates them to work together to find solutions.

These approaches have proven their effectiveness in fostering students' essential higher-order thinking abilities essential for their academic pursuits and future professional undertakings.

Critical thinking is a central element of higher-order thinking. As individuals engage in the analysis and evaluation of complex problems, they are better able to think at a deeper level. For example, when tackling a multifaceted problem, one must comprehend the full scope, identify the most impactful factors, and comprehensively assess alternative solutions. Furthermore, enhancing skills like assessing credibility and drawing well-supported conclusions is pivotal for advanced cognitive tasks involving research, synthesis, and choice-making.

The Sustainable Development Goals, commonly referred to as the SDGs, are a suite of 17 globally agreed-upon objectives adopted by the United Nations member states in 2015 as part of the 2030 Agenda for Sustainable Development. These SDGs intend to cultivate welfare and prosperity for people and the planet through the present and future. They offer a blueprint for crafting a brighter future for all inhabitants and the environment we share. Issues like destitution, hunger, disparities, climatic shifts, and environmental degradation are confronted.

Applicable universally, the SDGs are pertinent to all countries and citizens regardless of financial standing or advancement level. Successfully achieving the SDGs necessitates effort from every party. Critical thinking, which requires analyzing evidence, identifying bias, and logical decision-making, is key to fully comprehending the SDG's interrelated ambitious activities. The multifaceted challenges encompassed provide an ideal context for growing critical thinking as complex issues demand considerate deliberation. Simultaneously, the SDGs train one to act professionally while addressing pressing matters, solving problems, and providing recommendations.

Project-based learning challenges students to apply higher-order thinking skills through engaging tasks. When students are assigned projects requiring critical analysis and problem-solving, it encourages the development of key abilities. By tackling issues related to the UN's Sustainable Development Goals, learners improve their skills for gathering and synthesizing information from various sources. They evaluate the credibility and relevance of evidence to support conclusions. Problem-based projects oblige students to spot difficulties, design solutions, and make informed judgments. Another crucial competence enhanced through such activities is constructing and backing arguments. As learners must present their findings and justify their decisions, it strengthens their argumentation capabilities.

These higher-order thinking competencies are essential for succeeding in English and beyond. Through participating in projects centered on real world SDG topics, students heighten their power for critical thought, troubleshooting, and communicating ideas effectively. Numerous scholars have explored the connection between Bloom's Taxonomy and project-based learning, documenting how it cultivates vital proficiencies.

According to Thomas (2000), problem-based learning is an effective teaching methodology that can enhance student learning outcomes, including critical thinking, problem-solving skills, and communication abilities. Project-based

learning allows students to learn by actively engaging in authentic, real-world initiatives. Previous research indicates project-based learning to be a fruitful approach for instructing various topics, such as science, mathematics, social studies, and language arts.

Problem-based learning also presents an excellent tool for teaching sustainable development goals. SDGs address a broad spectrum of global issues incorporating poverty, hunger, health, education, gender equality, and climate change. By working on problem-based learning projects focused on SDGs, students can cultivate the knowledge, abilities, and attitudes required to positively impact the world. In problem-based learning projects, pupils must employ higher-order cognitive skills to analyze, assess, create, and apply information and expertise to effectively solve problems and complete tasks.

Conclusion.

These final examples barely scratch the surface of opportunities to educate children about English while integrating the UN's Sustainable Development Goals. By empowering students to participate in meaningful endeavors directly connected to their worlds, we can nurture in them the abilities and awareness necessary to develop into responsible global citizens. The experiment discovered that project-based learning effectively cultivates an array of intellectual heights as defined in Bloom's Taxonomy, from fundamental comprehension to complex critical thinking. Moreover, the project group remained more engaged in their education and embraced studying more positively. Overall, the research supplies evidence that project-based learning represents an effective instructional style apt to help pupils forge the tools and insights imperative for succeeding in the 21st century.

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