

## CRITICAL LANGUAGE TEACHING IN EDUCATION

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**Abstract:** *Today, in the spiritual-intellectual education of the young generation, the practical implementation of effective organizational and pedagogical forms and tools based on the rich national cultural-historical traditions of the people and universal values is gaining urgent importance. Based on this point of view, to improve the professional knowledge, skills and qualifications of the future language and literature teachers, to inform the masters about the new processes related to teaching that are happening in the world literary education today, their formation of critical thinking ability, development of skills related to creation of critical analysis of literary education processes is envisaged.*

**Key words:** *critical thinking, speculation, data filtering, logical thinking, data analysis, primary education, secondary education, higher education.*

Education is the most basic need of people, it is the development of humanity is a process that provides According to Meyer (1976), the purpose of education is the individual education, help, all that already exists in it take advantage of opportunities. Quality education guides students and how should inform about the need to study. What students have learned and while evaluating teaching methods, they express themselves and are critical they have thinking skills. One of the features of the impact of the arrival of neoliberal governments across swathes of the world from the late 1970s onward has been the progressive marketisation of education at all levels from pre-school through to university and the accompanying politically motivated recalibration of teacher education designed to produce efficient and disciplined bureaucrats with a narrowly prescribed knowledge base. From the perspective of neoliberal government, education is about the production of workers with the skills and dispositions needed to compete in the global economy, and teachers' specific remit is to facilitate this. The chapter begins with a brief discussion of neoliberalism, marketization and the conditions of labour in neoliberal capitalism, making clear the complexity of these phenomena before outlining the serious implications that they have for second language teacher education. It then moves to a consideration of data in which these key issues can be seen to play out in a teacher education programme in ways which - it is suggested - give cause for serious concern. Specifically the chapter explores how marketization has impacted on an initial teacher preparation programme in the UK – the state sector Post Graduate Certificate of Education in Modern Foreign Languages (PGCE-MFL) - as emblematic of the kind of the deskilling and discrediting of teachers which has typified the neoliberal era in many global settings.

This is a particularly bleak view of education and of the role of teachers - and while I share Eribon's anger, ultimately I take the view that his assessment is unduly pessimistic. That said, he draws attention to the importance of the field of education for the neoliberal project (discussed below) and its specific recalibration of education across much of the world from the

late 1970s onwards. Although Eribon's comments were made with regard to the French educational system, they are nonetheless applicable to many educational settings globally. In the same way, although the examples focused on in this chapter relate to the UK, they can *mutatis mutandis* be seen as similar to what has happened to education in many other countries throughout what might be called the neoliberal era. The chapter begins with a discussion of neoliberalism as the main impediment to critical education in general and then moves to a consideration of data in which these key issues can be seen to play out in a modern foreign languages teacher education programmes in the UK. Such an approach is necessary if it is to be understood why critical teacher education remains a marginal activity - and why the need for it is so pressing. The chapter then turns to a consideration of critical language teacher education as an alternative model of teacher preparation and development, and looks at how this is being attempted in one very particular English language setting – the education of ESOL (English for Speakers of Other Languages) teachers in the UK, and from which it is suggested mainstream teacher education has much to learn. Here I draw on interview data with a group of critical teacher educators – Dermot Bryers, Melanie Cooke and Becky Winstanley - whose work is based on Freirean principles (discussed below), and examples of the activities they advocate. The chapter concludes with A consideration of the way forward for critical language teacher education.

Revising the education system in Uzbekistan to international standards adaptation, not only the labor market of Uzbekistan, but also the labor of foreign countries. One of the most important tasks is to train qualified personnel according to market requirements is one. We are a powerful youth that will implement the third Renaissance in Uzbekistan we have to bring up the generation. Today, in front of the educational system of Uzbekistan there are a number of tasks. Including pre-school and primary education development, improvement of activities of general education schools, higher education system bringing them to the level of world standards, thousands of international universities. It is important to include in the list. It is the world for the further development of the education system of our country we need to bring it up to the standards. Kudos to us for that along with qualified teachers with strong intellectual potential, he has a broad worldview, strong thinking skills, and analyzes information from them we also need a young generation that can draw reasonable conclusions. Young generation thinking like this in order to have the ability to teach them in various forms of education "Critical Fundamentals of thinking" (Critical thinking) is extremely important.

In higher education, it is important to train personnel with critical thinking potential is one of the tasks. Any employer who is strong and logical, to personnel who can get out of situations wisely and solve problems quickly needs. Good critical thinking skills have many benefits:

1. Attention and observation improves;
2. Knowledge of how to convey one's opinion easily and comprehensibly appears;
3. Ability to choose and analyze different situations;
4. Obtaining high scores in the test according to international standards;
5. Students' understanding of their thinking process improves;
6. Transfer of learned content skills of students to new programs ability improves;

At the same time, neoliberalism is also an ideology, understood here as an interested, class-based representation of the world, promulgated by the economically powerful through their political, business, academic and media allies as though it were common sense. Hence the circulation of ideas suggesting there is no alternative to the current economic order; that economic austerity post 2008 is a necessity ; that the poor are responsible for their own poverty; that social class is an outdated way of looking at contemporary society , indeed that society itself is a fiction misrepresenting the fact that there are only 'individual men and women; and that the market is the best and only guarantor of human liberty . Discursively this has led to the proliferation of terms associated with the market being applied to more and more aspects of life. This has been referred to as a process of 'semantic stretching' in which students, hospital patients, passengers on public transport inter alia are reconfigured as customers, while teachers, nurses and doctors are recast as service providers, and universities, political parties, languages and even countries are talked about as brands . Neoliberal discourse is also characterised by a rhetoric berating 'big government' and the notion of the intrusive state, while paradoxically relying on strong government to implement and monitor neoliberal policy, as well as being backed up by a robust carceral apparatus . With regard to the second part of the question as to why education has been so important to neoliberalism, two main reasons stand out. First, in those settings in which education had traditionally been mainly the preserve of the state, schools, colleges and universities were seen as ripe for the application of market principles, and competition for funding was introduced as a (supposed) mechanism for 'driving up standards'. Second, from the perspective of neoliberal government, the purpose of schools and other educational establishments is the production of citizens with the knowledge and dispositions appropriate for servicing the economy.

But how exactly was this to be done? In the UK the first step was a sustained recalibration of what has been called 'the knowledge fit for teachers' (Cowen, 1995). This was characterised by the removal of subjects such as the sociology, philosophy and history of education from initial preparation courses - the presence of which were designed to produce a particular kind of teacher who was able to reflect on teaching in an academically informed way and capable of 'permanently re-examining the social fabric and social assumptions about the purposes of schooling within which he or she must daily practice'. Instead, there was a new emphasis on subject knowledge, a focus on acquiring behaviours deemed 'best practice' which all teachers would have to demonstrate in regular government inspections, attention to classroom management and the administration of frequent rounds of high stakes pupil testing. At the same time, there was a move towards student teachers (known as trainees in the UK) spending more time in schools and less time in libraries and university lectures halls as part of their formation. Overall, this amounted to a redefinition of teacher professionalism and a politically motivated recalibration of teacher identity. These changes were memorably described by Bob Cowen as a shift from the model of the teacher as reflective practitioner to one of the teacher as effective practitioner. The aim, which amounted to a downgrading of the teaching profession, was to produce a narrowly educated and disciplined technician capable of implementing government policy.

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