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CO-TEACHING AS A TOOL FOR FOSTERING COGNITIVE AND ANALYTICAL THINKING IN ENGLISH CLASSES AT PRESIDENTIAL SCHOOLS

Annotation. *This article explores the role of co-teaching as an effective instructional approach for fostering cognitive and analytical thinking skills in English language classes at Presidential Schools. Given the emphasis on critical thinking and high-level cognitive skills in modern education, Presidential Schools aim to implement innovative pedagogical practices that support learners' intellectual development. The study examines how collaborative teaching models such as team teaching, parallel teaching, and complementary instruction contribute to students' ability to analyze information, evaluate ideas, and apply language skills in complex contexts.*

Keywords: *co-teaching, cognitive thinking, analytical thinking, English language teaching, Presidential Schools, collaborative instruction, critical thinking.*

PREZIDENT MAKTABLARIDA INGLIZ TILI DARSLARIDA KOGNITIV-ANALITIK FIKRLASHGA YO'NALTIRISHDA HAMKORLIKDA O'QITISH (CO-TEACHING)NING O'RNI

Annotatsiya. *Ushbu maqolada Prezident maktablarida ingliz tili darslarida kognitiv va analitik fikrlash qobiliyatlarini rivojlantirishda hamkorlikda o'qitishning (co-teaching) samarali pedagogik yondashuv sifatidagi roli tahlil qilinadi. Zamonaviy ta'lim tizimlarida tanqidiy fikrlash va yuqori darajadagi kognitiv ko'nikmalarga e'tibor qaratilgan bo'lib, Prezident maktablari o'quvchilarning intellektual rivojlanishini qo'llab-quvvatlaydigan innovatsion pedagogik amaliyotlarni joriy etishga intiladi. Ushbu tadqiqot, jamoaviy dars berish, parallel dars berish va komplementar ta'lim kabi hamkorlikka asoslangan dars usullari talabalarning ma'lumotlarni tahlil qilish, g'oyalarni baholash va til ko'nikmalarini murakkab kontekstlarda qo'llash qobiliyatini rivojlantirish natijalarini ko'rsatadi.*

Kalit so'zlar: *co-teaching, kognitiv fikrlash, analitik fikrlash, ingliz tili ta'limi, Prezident maktablari, hamkorlikka asoslangan ta'lim, tanqidiy fikrlash.*

СОВМЕСТНОЕ ПРЕПОДАВАНИЕ (CO-TEACHING) КАК ИНСТРУМЕНТ РАЗВИТИЯ КОГНИТИВНОГО И АНАЛИТИЧЕСКОГО МЫШЛЕНИЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА В ПРЕЗИДЕНТСКИХ ШКОЛАХ

Аннотация. *В данной статье рассматривается роль совместного преподавания (co-teaching) как эффективного подхода к обучению, направленного на развитие когнитивного и аналитического мышления на уроках английского языка в Президентских школах. С учетом акцента на критическое мышление и высокий уровень когнитивных навыков в современном образовании, Президентские школы стремятся внедрять инновационные педагогические практики, способствующие интеллектуальному развитию учащихся. Исследование анализирует, каким образом модели совместного преподавания, такие как командное преподавание, параллельное преподавание и компле-*

ментарные методы, способствуют развитию у студентов способности анализировать информацию, оценивать идеи и применять языковые навыки в сложных контекстах.

Ключевые слова: *совместное преподавание, когнитивное мышление, аналитическое мышление, преподавание английского языка, Президентские школы, совместное обучение, критическое мышление.*

Introduction. In recent years, the development of cognitive and analytical thinking skills has become a central objective of modern education systems worldwide. As globalization and technological advancement continue to reshape educational demands, learners are expected not only to acquire linguistic knowledge but also to think critically, analyze information, and apply their skills in real-life contexts. In this regard, English language education plays a crucial role in fostering higher-order thinking skills, particularly in academically intensive institutions such as Presidential Schools.

Presidential Schools aim to prepare intellectually competent and globally competitive students by integrating innovative teaching methodologies into their curricula. One such approach is co-teaching, which involves two or more teachers collaboratively planning, delivering, and assessing instruction within the same classroom. Co-teaching has gained increasing attention as an effective model for enhancing instructional quality, promoting learner engagement, and addressing diverse learning needs. In English language classrooms, co-teaching provides opportunities to create a dynamic learning environment where cognitive and analytical thinking can be actively developed. Through shared instructional responsibilities, teachers can implement varied teaching strategies, facilitate meaningful discussions, and design tasks that encourage learners to analyze texts, evaluate arguments, and synthesize information. Moreover, co-teaching allows for differentiated instruction, enabling teachers to support students with varying proficiency levels while maintaining high academic standards.

Literature Review. The concept of co-teaching has been widely discussed in educational research as an effective instructional model that promotes collaboration, inclusivity, and improved learning outcomes. Co-teaching is generally defined as a partnership between two or more teachers who share responsibility for planning, instruction, and assessment within the same classroom [4]. Researchers emphasize that this approach allows teachers to combine their expertise, apply diverse teaching strategies, and respond more effectively to students' individual learning needs. Several studies highlight the positive impact of co-teaching on student engagement and academic achievement, particularly in language education. In English language teaching, co-teaching enables instructors to integrate communicative activities, scaffold complex tasks, and provide immediate feedback, all of which contribute to deeper learning. According to constructivist learning theory, knowledge is actively constructed through interaction and collaboration, and co-teaching aligns well with this perspective by fostering dialogue and shared problem-solving in the classroom.

Results and Discussion. The findings of the study indicate that co-teaching has a significant positive impact on the development of students' cognitive and analytical thinking skills in English language classes at Presidential Schools. Classroom observations and qualitative analysis reveal that collaborative instructional practices create a more intellectually stimulating learning environment, where students are actively engaged in higher order thinking processes. One of the key results is the improvement in students' analytical skills through structured co-teaching models. In team-teaching settings, where both teachers jointly lead instruction, students were exposed to multiple perspectives during text analysis, discussions, and problem-solving tasks. This approach encouraged learners to compare ideas, evaluate arguments, and justify their opinions in English [2]. As a result, students demonstrated greater confidence in expressing complex thoughts and showed improved performance in tasks requiring analysis and evaluation.

Parallel teaching was found to be particularly effective in supporting differentiated instruction. By dividing the class into smaller groups, teachers were able to tailor activities according to students' proficiency levels while maintaining a focus on cognitive challenge. Learners in these settings engaged more actively in critical reading exercises, debates, and analytical writing tasks. The reduced student teacher ratio allowed for more individualized feedback, which contributed to the development of logical reasoning and deeper comprehension of language materials.

Another important finding relates to student engagement and participation. The presence of two teachers in the classroom led to more interactive lessons, increased opportunities for questioning, and continuous monitoring of students' thinking processes. Students were more willing to participate in discussions, ask clarifying questions, and reflect on their learning. This aligns with previous research suggesting that collaborative teaching environments enhance learner motivation and promote active learning, which are essential for cognitive development.

The results also highlight the role of co-teaching in fostering metacognitive awareness. Teachers frequently modeled thinking strategies such as analyzing text structure, identifying implicit meanings, and evaluating sources of information. Through guided discussions and reflective tasks, students became more aware of how they think and learn, which is a crucial component of analytical thinking. This finding supports constructivist theories that emphasize the importance of teacher guidance and learner reflection in developing higher-order cognitive skills. From a pedagogical perspective, the findings suggest that co-teaching supports the educational goals of Presidential Schools by aligning language instruction with cognitive development. While traditional single-teacher models may limit instructional flexibility, co-teaching allows for a more dynamic and responsive approach. However, the study also identifies challenges, including the need for effective coordination, shared planning time, and clear role distribution between teachers. Without proper collaboration, the potential benefits of co-teaching may not be fully realized.

In discussion, the results corroborate existing literature on the effectiveness of co-teaching in enhancing learning outcomes, while extending it to the context of elite educational institutions. The findings demonstrate that co-teaching is not only beneficial for inclusive or remedial settings but also highly effective in academically advanced environments where cognitive and analytical thinking are prioritized. Therefore, integrating co-teaching into English language instruction at Presidential Schools can be considered a strategic approach to developing learners' intellectual and linguistic competencies.

Conclusion and Recommendations. This study examined the role of co-teaching as an instructional tool for fostering cognitive and analytical thinking skills in English language classes at Presidential Schools. The findings demonstrate that co-teaching significantly enhances students' higher order thinking abilities by creating an interactive, supportive, and intellectually challenging learning environment. Through collaborative teaching models such as team teaching and parallel teaching, students were able to engage more deeply with language content, analyze texts critically, and express complex ideas more effectively in English.

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THE ROLE OF REFLECTION IN THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE ENGINEERS

Annotation. *This article examines the role of reflection in the formation of professional competence among future engineers. Reflection is considered an important pedagogical mechanism that supports critical thinking, self-analysis, and professional growth. The study demonstrates that integrating reflective practices into engineering education enhances student motivation, independent learning, and professional awareness. Practical recommendations for implementing reflective approaches are presented.*

Keywords: *reflection, professional competence, engineering education, reflective practice, professional development.*

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BO'LAJAK MUHANDISLARNING KASBIY KOMPETENTLIGINI SHAKLLANTIRISHDA REFLEKSIYANING ROLI

Annotatsiya. *Ushbu maqolada bo'lajak muhandislarning kasbiy kompetentligini shakllantirish jarayonida refleksiyaning o'rni tahlil qilinadi. Refleksiya talabalarning tanqidiy fikrlashini rivojlantirish, o'z faoliyatini tahlil qilish hamda professional rivojlanishini qo'llab-quvvatlovchi muhim pedagogik mexanizm sifatida ko'rib chiqiladi. Tadqiqot natijalari refleksiv faoliyatni ta'lim jarayoniga integratsiyalash talabalarning motivatsiyasi, mustaqil o'rganish ko'nikmalari va professional ongini rivojlantirishga ijobiy ta'sir ko'rsatishini ko'rsatadi. Maqolada muhandislik ta'limida refleksiv yondashuvni joriy etish bo'yicha amaliy tavsiyalar berilgan.*