

EFFECTIVENESS OF IMPROVING CRITICAL THINKING SKILLS IN PRIMARY CLASS STUDENTS

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Abstract:

In this article, the results of the research aimed at determining the level of development of critical thinking skills of future teachers in the process of training pedagogical personnel in higher educational institutions as a decisive requirement for solving pedagogical problems are widely covered.

Keywords: Critical thinking, intelligence, reasoning, cross-functional skills, adult cognition.

The only way to further improve the scattering of society is to introduce the latest advances in science into production. In the words of our great-grandfather Imam al-Buxorah, he said: "There is no salvation except knowledge, and there will be no salvation.

Today, the formation of society is consistent with the creative and constructive activities of a person. In particular, the ability to think critically has been important since ancient times. At the current stage of social development, critical thinking is a necessary professional quality of an individual and is vital for working with the flow of information. A critical thinker can solve complex, versatile problems not only in the field of life, but also in the scientific, pedagogical and economic professional hierarchy. The ability to think critically helps identify the problem in an uncertain situation and effectively solve the pedagogical problem. Selecting, critically analyzing and comparing the necessary information will help shape new educational ideas. The main task of modern higher education is to develop critical thinking of future teachers and adapt them to a high-tech life. In modern society, we need an expert who communicates, identifies the nature of the problem, finds alternative ways to solve it, can distinguish truth from assumptions, and critically evaluates opinions and opinions. (Gsiorowska & Gsiorowski, 2019, page 54) Jehovah's Witnesses would be pleased to discuss these answers with you. Developing the critical thinking abilities of future primary school teachers is an integral part of the shape-shaped anthroath of their professional competence. A modern specialist needs to continuously improve critical thinking and acquire flexible, analytical and global thinking skills. This

requires the development of a contextual methodology for forming critical thinking in working with prospective teachers. (Matthew 24:14; 28:19, 20) Therefore, in the future, the importance of using innovative methods to develop critical thinking in the preparation of pedagogical personnel in higher education institutions is growing.

Critical thinking includes the following components: critical analysis of external information; identification of facts and opinions in the information; identification of various logical discrepancies; and identify arguments. Therefore, critical thinking is the ability to analyze information from a logical point of view and a personal approach to problem solving. Critical thinking cannot be compensated by other features of personality. In this regard, higher education institutions need to develop critical thinking abilities for future teachers. The development of critical thinking is based on the ability to analyze, synthesize, compare, ask questions, produce groundbreaking generalizations and conclusions.

Dyui, a critical thinking researcher, philosopher and teacher, believed that critical thinking occurs only in the process of solving a particular problem. The task awakens a person's natural interest and motivates them to think critically. Only in the process of finding a way out of a problematic situation will a person begin to think. Therefore, critical thinking is a system of methods used to analyze events, form groundbreaking conclusions, objective assessment, comment, and correctly apply the results obtained.[2] 1]

Developing students' critical thinking skills is a consistent priority of training. This is due to prioritization - students' desire to have the ability to see and apply outside simple facts is knowledge in complex ways that are capable of making decisions, solving problems, and mastering concepts [3]. Factual knowledge, although inevitably linked to critical thinking, and applying these facts, enhances a student's knowledge. To achieve this goal, faculties must engage students in critical thinking pedagogy critical thinking skills, students develop strong abilities in critical thinking processes. The ability to think critically is a means of searching for ideas and changing reality, so critical thinking is always involved in teaching activities and exists as a process for solving pedagogical problems.

Critical thinking is aimed and purposeful toward the end as cognitive processes. Suppose that this goal is to solve the problem, support the theory, experiment, form evidence, present interpretation, criticize self-criticism, better understand the subject or decide in the direction of action, and that the skills presented are not just a reflection of critical thinking; it is also used. An integrated method that can be applied across subjects where a capability can be described and understood, on this basis, consistent assessment elements or aspects can be included in the curriculum to do so.

Through knowledge, the process of developing critical thinkers is formed. Accordingly, the thinking abilities of people to successfully act out of opportunities when they are able to use their critical capabilities, this knowledge must benefit them.

Not surprisingly, the development of critical thinking skills for individuals, taking into account these benefits and for the wider community.

The term "critical thinking" refers to a tradition that is protected by some, especially from a philosophical point of view, to a form of reflective thinking aimed at analysis, and to evaluate existing communications, information, and foundations, thereby the use of logic and reason is strictly and carefully considered any form of belief or knowledge.

Critical thinking requires the ability to recognize problems, to find effective tools, to solve these problems, to collect and disseminate relevant information, to use undeclared assumptions and values, language with understanding and precision; It is a good idea to test the conclusions and generalizations that come between proposals, to draw groundbreaking conclusions and generalizations, to restore the placement itself, to comment on information, to evaluate and evaluate arguments, to recognize the existence (or absence) of logical relationships.

Glaser's critical thinking ability involves three things:

1. Inclination to think about problems and topics that are part of a person's experience.
2. Know the methods of logical research and thought.
3. Some skill in using these methods.

Critical thinking is robust and understandable new knowledge, concepts, hypotheses and beliefs in accordance with relevant standards, such as truth and logic, for the purpose of analyzing and evaluating information, reasoning and situations. Critical thinking involves the ability of the subject to process and synthesize. In a way that allows you to use information wisely in performing tasks making informed decisions and effectively solving problems.

Critical thinking isn't just knowing the facts. Critical thinking involves the use of intelligence and logic to assess evidence and draw conclusions yourself. Instead of reading facts or responding to a textbook, critical thinking skills encourage students to move beyond knowledge of the information and to get into the very nature of what they really think and trust. One of the best ways to stimulate critical thinking is to be able to correctly fix questions.

Anyone who decides to develop critical thinking should draw a boundary between conclusions and observations. You can't argue without checking the data. You can only draw conclusions if you have accurate information. At the same time, during training you need to ensure that the sense of humor does not disappear. The ability to play jokes in itself and see humor in situations can help maintain a clear mind and express themselves freely on the problem.

Critical thinking is believed to be a natural process, a simple foundation of thought. However, life-styles in it are deviated from it. Nurturing and developing thinking means improving and accepting the quality of life. The thought process shapes the proper view of the world and develops logic. [5]

Many elements of critical thinking are often used in classes (the question of the day, etc.), but the basis remains a mystery behind the seven seals.

Instead, critical thinking applies to any area of activity. In fact, such an attitude towards the environment often has a negative character. But there is a type of thinking called critical, which does not aim to find the bad aspects of the subjects being considered. Understanding and treating a high level of reality that is designed to understand this part of mental activity. Critical thinking development technology is also available. Its essence is that everyone can assess the level of reliability of the information received and form a system of analytical views on how to interpret it, base conclusions.

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