

**PEDAGOGICAL FOUNDATIONS OF DEVELOPING CRITICAL THINKING OF
PRIMARY SCHOOL STUDENTS**

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Abstract: This article analyzes the development of critical thinking of elementary school students as a psychological-pedagogical research problem. The development of critical thinking skills increases students' ability to solve complex problems, think logically and make independent decisions, so these skills are an integral part of the educational process. The article examines various methods of developing critical thinking, including pedagogical approaches, the use of technology, social interaction, and the organization of the learning environment.

Key words: Critical thinking, process, didactics, mastery, ability, purpose, content, form, methods and methods, means and motives, primary education.

Абстрактный. В данной статье анализируется развитие критического мышления учащихся младших классов как проблема психолого-педагогического исследования. Развитие навыков критического мышления повышает способность учащихся решать сложные проблемы, логически мыслить и принимать самостоятельные решения, поэтому эти навыки являются неотъемлемой частью образовательного процесса. В статье рассматриваются различные методы развития критического мышления, включая педагогические подходы, использование технологий, социального взаимодействия и организации учебной среды.

Ключевые слова: критическое мышление, процесс, дидактика, овладение, способность, цель, содержание, форма, методы и методы, средства и мотивы, начальное образование.

Annotatsiya: Mazkur maqola boshlang'ich sinf o'quvchilarining tanqidiy fikrlashini rivojlantirishni psixologik-pedagogik tadqiqot muammosi sifatida tahlil qiladi. Tanqidiy fikrlash ko'nikmalarining rivojlanishi, o'quvchilarning murakkab muammolarni hal qilish, mantiqiy fikrlash va mustaqil qaror qabul qilish qobiliyatlarini oshiradi, shuning uchun bu ko'nikmalar ta'lim jarayonining ajralmas qismi hisoblanadi. Maqolada tanqidiy fikrlashni rivojlantirishning turli usullari, jumladan, pedagogik yondashuvlar, texnologiyadan foydalanish, ijtimoiy o'zaro ta'sir va o'quv muhitining tashkil etilishi kabi omillar ko'rib chiqiladi.

Kalit so'zlar: tanqidiy fikrlash, jarayon, didaktika, o'zlashtirish, qobiliyat, maqsad, mazmun, shakl, metod va usullar, vosita va motivlar, boshlang'ich ta'lim.

Critical thinking recognizes the importance of strengthening the education system to build students' thinking skills. Children's critical thinking skills mean, on the one hand, reasoning using fact-based knowledge and embracing open and inquiring thinking. At this point, the following words of our President Sh.M. Mirziyoyev come to mind: "Critical analysis, strict discipline and personal responsibility should be the daily rules of every leader's activity." If we teach critical analysis to our growing students from a young age, as the head of our state said, we believe that these students will become mature cadres of our country in the future. However, in order to achieve this, schools need to integrate more practical activities into the curriculum to improve critical thinking. Although teachers, psychologists and philosophers agree on the importance of

critical thinking, there is still no agreement on what the concept means, and there is still a debate about how teachers should be prepared to use it in practice.

The main purpose of this study was to explore how primary school teachers perceive this concept and how they bring critical thinking experience to their schools as a professional background. A total of twenty-one teachers in three European schools in Brussels, Belgium were interviewed through semi-structured interviews. The results of this study indicate that teachers have a good understanding of the concept of critical thinking. They consider critical thinking to be the ability to analyze facts through various strategies, to perceive other hypothetical situations, and to form and refine personal opinions about concrete facts. According to the teachers, these are the main characteristics of a critical thinker: thinking about different cultural issues, collaboration, analytical and open thinking. In school teacher education, the results show, on the one hand, that mind mapping, group discussion and critical thinking are relevant practices to consider for active learning and development in the classroom. On the other hand, they emphasize that their experience is still limited. Regarding their professional experience, they indicate that they have encountered project-based learning and the promotion of critical thinking through philosophy for children during teacher training. At the same time, they emphasize that there is still a need for additional support in this area through peer learning and the sharing of best practices in teacher training. Critical thinking and learning can only happen when educators understand and appreciate the diversity of ideas and experiences. Critical thinking "does not occur in a single-right-answer mentality process. Developing critical thinking is not an easy task. It is not a task that is completed and forgotten at a certain age. At the same time, there is no perfect path to critical thinking. But there is a set of specific learning conditions that help to form critical thinkers. To do this: - to give time and opportunity to acquire the experience of critical thinking; - to give students an opportunity to think; - acceptance of different ideas and thoughts; - ensuring the activity of students in the educational process; - it is necessary to convince students not to laugh; - to instill a sense of confidence in the ability of every student-youth to think critically; - it is necessary to appreciate the occurrence of critical thinking. In this regard, students should: - gain self-confidence and understand the value of their thoughts and ideas; - active participation in the educational process; - listen carefully to different opinions; - he should be ready to form his judgments and to return from them. In conclusion, it is worth noting that teachers should be better prepared to teach critical thinking through existing practices in order to be adequately prepared to promote it in primary education. Focusing on teachers' perceptions, this study helps to identify the rationale for promoting "practical contexts for critical thinking" in the context of the professional development of elementary school teachers. The relevance of the results can be used for future educational research and design among different stakeholders (teachers, school principals, policy makers, researchers) involved in innovative teaching methods in "Practical Contexts of Critical Thinking".¹

To study the level of students' critical thinking, it is important to observe their communication processes. The observation method is widely used to compare students' thinking and communication skills¹.

¹ Alavutdinova, N., & Abdurahmonova, M. Ijodiy fikrlash ko'nikmasini shakllantirish muammolari. O 'ZBEKIST, 87.

The method of monitoring the level of formation of students' critical thinking in diagnoses is of great importance. The observation method helps to study and analyze the development, mental development, dynamics of thinking, independent expression of conclusions, active point of view of students of junior school age.

Active critical thinking of elementary school students also depends on the stimulation of their nervous system. It appears in:

- they can overcome the difficulties they face in the process of expressing their opinion;
- show persistence in achieving the goal;
- they can perform tasks that are not that interesting for a long period of time while maintaining intensity and productivity during their educational activities;
- to be able to express a firm opinion by being productively active in various educational situations;
- striving for independence during communication and discussions;
- such as being able to show their unknown, undiscovered sides in new learning situations.

When creating a pedagogical system aimed at forming critical thinking skills in primary school students, it is necessary to seek answers to a number of questions:

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In what pedagogical and psychological conditions is critical thinking formed in elementary school students?

1 Khodjayeveva F.O. Teaching students to think critically and its important aspects. / Scientific-practical popular magazine "Modern Education", 2017, No. 6, pp. 43-47.

2. What are the requirements for critical thinking of primary school students?

3. What are the specific aspects of technology in the process of forming critical thinking skills in primary school students?

Formation of students' critical thinking skills in "Reading", "Natural Science", "Native Language" classes and extracurricular educational activities will give effective results.

We will also consider the process of forming critical thinking in students using the example of the "Reading" lesson:

The following didactic tasks offered to students in the 3rd grade "Mother Language" classes will strengthen their knowledge of the subject of their mother tongue and enrich their vocabulary, develop critical thinking skills:

Example 1:

Four of the five given words have one common sign. The fifth word does not correspond to them in content. Find it and mark it. Write the number of your chosen word on the answer sheet. Specify only one word and number.

a) a teapot, b) a bowl, c) a chair, g) a spoon, d) a spoon.

The first, second, fourth, and fifth words belong to kitchen utensils, and the third word belongs to the furniture category. So, no more words.

a) walk, b) jump, c) dance. g) to sit, b) to run.

By here, four words indicate movement, only one - sit down - indicates inactivity. Therefore it is redundant.

Example 2: Find the word that expresses the common feature among the given pairs of words. In this case, it is necessary to find and write the closest and most specific feature to these two things as much as possible from all the common features. Write your answer next to the word pairs.

Spruce-pine: correct answers: "Trees", "Evergreen plants", "Deciduous trees". The most correct answer is: "Pineleaf trees".

Rain - hail; correct answers: "Atmospheric phenomena", "Weather conditions", "Precipitation". The most correct answer is: "Precipitation".

The organization of native language classes in elementary grades with the help of educational tasks that serve to form critical thinking skills of students in this way, allows to organize their acquired knowledge and skills in a consistent system, improves the educational process. serves and ensures its effectiveness.

Creating problem situations in students' thinking activities, cultivates such qualities as curiosity, sharp intelligence, independence, interest in learning and striving for creativity.

Results of an empirical study. In our opinion, the use of problem-based learning methods is also important in the formation of critical thinking in elementary school students. Developing critical thinking skills by instilling news into their minds requires creating realistic pedagogical situations.

This process is designed with the help of various educational concepts and theories and applied to the institutions of the educational system.²

It is necessary to develop the ability of objective and emotional knowledge in the formation of students' critical thinking. For this, it is necessary to develop a set of didactic tasks, special methods, mechanisms of pedagogical influence on students.

The following can be concluded from the above remarks:

1. There is a need for special systematic work on the formation of critical thinking in students.
2. Critical thinking - strategies that can change the mindset of the learning audience is a complex, that is, the training becomes the creativity of the teacher and students. In such a process, students can master independent thinking and independent thinking through effective use of resources as a result of research and learning.
3. To create a favorable opportunity for creative thinking among elementary school students, to accept various thoughts and ideas expressed by students with tolerance, and to ensure their activity in the educational process, in every student it is necessary to establish confidence in his ability to think creatively, to regularly encourage his creative activities, and to develop mechanisms of pedagogical influence.

Based on our conclusions, we can make the following practical recommendations:

1. Although critical thinking can be defined in different ways, there is general agreement that its main component is the desire to achieve a satisfactory result, and this must be achieved through rational thinking and results-oriented work.
2. Pupils should gain self-confidence and understand the scope of their thoughts and ideas, actively participate in the educational process, listen carefully to different opinions, and form their own judgments. In order to teach students to think critically, in the course of educational training, questions that provide diverse thoughts, activity, risk, framing of thoughts, the value of thoughts, mutual exchange of thoughts, and critical thoughts. should be given priority.

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² Karimova, V. M., & Akramova, F. A. (2000). Psixologiya (ma'ruzalar matni). Nodira ALAVUTDINOVA, Muqaddas ABDURAHMONOVA.

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