

MODERN WAYS TO INSTILL ENVIRONMENTAL VALUES IN THE YOUNGER GENERATION

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Annotation: This article discusses the pedagogical importance of developing critical thinking in primary school students. It scientifically outlines how critical thinking helps students form independent thought, analyze problems, and make innovative decisions. Additionally, it presents methods of fostering critical thinking based on international experience, modern teaching strategies, and psychological-pedagogical approaches.

AIM: To identify pedagogical methods, technologies, and approaches that contribute to the development of critical thinking skills in primary school students and to examine their impact on the quality of education and students' independent thinking abilities.

MATERIALS AND METHODS: The research involved the analysis of modern pedagogical, psychological, and primary education methodological sources. Practical experiments included observation, interviews, testing, and diagnostic tools to assess students' levels of critical thinking. Lessons were also conducted using methods such as "concept map," "idea clustering," "problem-based questions," and the "Venn diagram."

DISCUSSION AND RESULTS: The results of the study showed that tasks and active methods focused on critical thinking development foster students' abilities in logical analysis, argumentation, and expressing alternative viewpoints. Lessons on critical thinking helped students articulate their thoughts logically and find independent answers. Encouraging metacognitive activity significantly enhanced students' capacity for autonomous learning and reasoning.

CONCLUSION: Developing critical thinking at the primary education level is a key pedagogical tool for enhancing students' intellectual potential. Innovative teaching methods, interactive strategies, and learner-centered didactic tools play a crucial role in this process. Guiding critical questions during lessons, organizing open discussions, and encouraging students to express opinions provide effective conditions for nurturing critical thinking.

Today, the processes of globalization taking place on a global scale, the unparalleled development of Science and technology, changes in the economic, ideological, social spheres, pressing problems associated with the development of society raise the need for rapid and correct decisions in young people, the formation of critical thinking. For this reason, we can see that most developed countries of the world emphasize the formation of critical thinking in the educational system from the initial grade. For example, in the educational system of Germany, South Korea, Russia, Finland, Japan, it is becoming important to teach students of small school age to critically assess life situations and make independent decisions.



Scientific research is being carried out in the world community to improve the process of ensuring personality maturity by forming critical thinking in students. Including, great attention is paid to the issues of introducing innovative forms and interactive methods of forming critical thinking in primary school students on the basis of personality-focused and problematic educational technologies and competency, value-oriented approaches. In our country, special attention is paid to 1, which is comprehensively developed, with independent personal views and, to its point of view, is focused on the upbringing of a generation with its own choice in life, a strict civic position, the necessary social qualifications for an independent and happy life in the younger generation, as well as the age-appropriate, step-by-step formation of qualities. Of course, the role of mentors and coaches in the implementation of such high tasks is incomparable.

Therefore, the Constitution of the Republic of Uzbekistan states that “the work of a teacher in our country is recognized as the basis for the development of society and the state, the formation and upbringing of a healthy, harmonious generation, the preservation and enrichment of the spiritual and cultural potential of the people, and the State takes care of the protection of honor and dignity of teachers, their social and Referring to the term” critical thinking”, this term first appeared in the second half of the 20th century, the Uzbek scientist S. Ghulomov argues that” newly understood ideas occur when they are examined, evaluated, developed, and applied, 3. Z. Gofurov, J. Tulenov, Q. Nazarov believes that "critical thinking" is understood as logical thinking and proving skills, with the help of which students read carefully, they will be able to conduct deep discussions and express their thoughts clearly and thoughtfully in writing” 4. American scientist J. According to Dewey, “only when students begin to deal with a certain problem does critical thinking appear in them” 5. Therefore, the most important question that is considered the starting point of the educational process, relevant to a situation or event, is the question of what kind of problem this phenomenon generates. In the educational process, there is a need to determine the level of independent thinking of students. Because, critical thinking is a component of independent thinking. Students ' levels of critical thinking are determined through a number of pedagogical techniques. For example, Ya. Yirasek, A. Tests developed by Kerns that determine the susceptibility of young people to critical thinking, D. B. Elkonin's "graphic dictation", a.L. Wenger's "drawing along Points", I. Schwansar's "diagnostics of mental development", O. Hasanbayev These include methodologies such as” diagnosing the abilities of younger school-age students”. German scientist M. Mauerman argues: "critical thinking is a focal point of thinking for a person, a natural way to engage in interaction with ideas and information. It is an activity that takes place in the course and extracurricular processes, allowing the student to strictly control information” 6. It can be seen from this that in the process, the opportunity is created for the reader to rethink the perceived information, to adapt it to himself.

Critical thinking is a high-level component of knowledge acquisition and independent thinking, a mental phenomenon that expands the possibility of an individual's objective perception of an event, phenomenon, being. n critical thinking, ideas and their importance are considered from the point of view of multifinality and compared to other ideas. In it, special attention is paid to analysis, comparison, interpretation, innovation, problem solving, and the readers are confident in the victory of creative ideas over evil ideas. The result of the analyzes carried out shows that in this mental activity, the ground is laid for the harmonization of ideas and opportunities with creativity, concentration and reanalysis of information. In this:

- 1) mentally preparing students to acquire critical thinking skills;



2) stabilizing students' confidence in the rigor of their thoughts;) the implementation of the practice of creating a pedagogical situation in students of a particular class, aimed at collective critical thinking, plays an important role.

The formation of critical thinking skills gives the student the following opportunities:

- the thought process accelerates;
- they are looking for ways to achieve it, setting a clear goal for themselves;
- the interest in obtaining knowledge in students, mastering new information increases;
- in the educational-cognitive process, activity is provided in students;
- students have an increased passion for listening and observing the colorful thoughts that have arisen among them. The concept of critical thinking D. An in-depth analysis by Halpern, according to which, " critical thinking is a healthy reflexive process, as well as critical thinking, which has a disinterested character, is to be impartial from one's own mistakes and seek healthy content. ritically minded people are able to present new ideas and new opportunities". In accordance with the content of the primary educational process, it is advisable to form a system of educational assignments that encourage students to think critically and introduce them into the educational process.

The development and training of didactic projects that serve to form critical thinking in primary school students is jaray Yun, as well as critical thinking, which has a disinterested character, is to be impartial and seek healthy content from one's own mistakes. Critically minded people are able to present new ideas and new opportunities". In accordance with the content of the primary educational process, it is advisable to form a system of educational assignments that encourage students to think critically and introduce them into the educational process.

Development of didactic projects that serve to form critical thinking in primary school students and the application to the educational process makes it possible to effectively develop critical thinking in students. In order to form critical thinking skills in primary school students, the use of innovative technologies in the learning process that encourage them to actively think and operate independently makes it possible to achieve the expected efficiency in this area.

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