

DEVELOPMENT OF CRITICAL THINKING IN STUDENTS IN THE PROCESS  
OF PRIMARY EDUCATION

Denov Institute of Entrepreneurship and Pedagogy

Department of Primary Education Methodology

Teacher

**Jumayeva Zokhida Muhammadjonovna**

4th year student

**Yuldosheva Maftuna Chori kizi**

**Annotation:** This article discusses the theoretical foundations, pedagogical conditions, effective methods and practical significance of developing critical thinking in students in the process of primary education. The results of the study show that the development of critical thinking increases students' independent thinking, problem-solving and decision-making competencies.

**Keywords:** critical thinking, primary education, interactive methods, problem-based learning, STEM, student competence

Introduction

In the context of globalization and the rapid development of information technologies, the education system is tasked with forming 21st century skills in students. Critical thinking occupies a special place among these skills. Critical thinking develops students' ability to analyze information, evaluate, identify problems, and draw well-founded conclusions. Due to the active development of thinking processes at primary school age, this period is considered the most favorable stage for the formation of critical thinking skills. Researchers recognize critical thinking as an important factor in students' independent decision-making and solving life problems.

The primary education period is a key stage in the intellectual development of a person. Therefore, the formation of independent thinking, analysis, and drawing conclusions skills in students is of urgent importance. Research methodology

The research used pedagogical observation, comparative analysis, scientific literature study and generalization methods.

The impact of interactive methods used in primary grades on critical thinking was analyzed.

Results and discussion

The analysis shows that the use of methods based on student activity is effective for developing critical thinking in primary education. In particular:

- Problem-based learning technology;
- Brainstorming;



- “Why?” method;
- Cluster and conceptual maps;
- Debate;
- Socratic question-and-answer method;
- Case study and project-based learning.

These methods increase students' thinking activity, form their reasoning, analysis and conclusion skills Research confirms that problem-based learning, Socratic discussion, and interactive tasks have a significant impact on the development of critical thinking.

The primary school teacher should act as a facilitator in the development of critical thinking. He should not be a ready-made knowledge provider, but rather a person who guides students to research, ask questions, and think independently about problems. It is important to ask open-ended questions, compare different points of view, and provide opportunities for students to justify their opinions.

The STEM approach is also recognized as an effective tool for developing students' critical thinking. During STEM activities, students analyze problems, conduct experiments, and develop practical solutions.

## Conclusion

The development of critical thinking in the process of primary education is an important factor in increasing the intellectual potential of students, forming independent thinking and problem-solving competencies. The use of interactive methods, problem-based learning and STEM technologies serves to effectively develop critical thinking skills. Therefore, it is advisable to widely use methods aimed at developing critical thinking in the process of primary education.

Table 1. Components of critical thinking

Component	Description	Skills
Analysis	Studying information	Comparing
Evaluating	Verifying information	Arguing
Interpreting	Explaining	Expressing an opinion
Drawing conclusions	Obtaining results	Decision-making

Table 2. Effective methods

Method	Purpose	Result
Brainstorming	Idea generation	Creative thinking
Problem-based learning	Problem solving	Independence
Cluster	Systematization	Analytical thinking



Debate Defense of opinion Arguing

Practical recommendations

It is recommended that the teacher use open questions, problem situations and project assignments during the lesson. This approach develops students' critical and logical thinking and allows them to connect knowledge with practice.

### Literature used:

1) Dzhumayeva Z.M. Development of the methodology for using the heritage of Central Asian thinkers in the formation of social thinking in students. Scientific and methodological journal of Entrepreneurship and Pedagogy 142-151 p

Elmurodova I.A. Methodology for teaching the subjects of the native language and reading literacy in primary grades based on interdisciplinary integration. - Tashkent: „Innovation-Ziyo”,2025. - 80 p

2) Panjiyeva.M. and O.J.Ergasheva. Primary education pedagogy, innovation. - 2024. - 280 p.

3) Elmurodova Lola Tadzhiyevna. Theory and technologies of developing children's speech. - Termez.2024. - 164 p.

4)K.Husanboyeva, M.Hazratkulov and Sh. Jamoldinova. Methodology of teaching literature in primary grades. - Tashkent: „Innovation - Ziyo”,2020. - 380 p.

