



FOSTERING THE DEVELOPMENT OF CRITICAL THINKING SKILLS IN STUDENTS

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Annotation: This article discusses the necessity of fostering the development of critical thinking among students in order to further enhance the quality of education in Uzbekistan. It emphasizes the importance of enriching their knowledge from an early age, guiding them towards independent thinking, and encouraging creative freedom.

Keywords: critical thinking, critical analysis, self-control, formation, development.

Annotatsiya: Ushbu maqola, O'zbekistonda ta'lim sifatini yanada yaxshilash maqsadida talabalarda tanqidiy fikrlashni rivojlantirishning zarurligini muhokama qiladi. Maqolada, ularning bilimlarini yoshligidan boyitish, mustaqil fikrlashga yo'l ko'rsatish va ijodiy erkinlikni rag'batlantirishning ahamiyati ta'kidlanadi.

Kalit so'zlar: tanqidiy fikrlash, tanqidiy tahlil, o'zini nazorat qilish, shakllanish, rivojlanish.

Аннотация: В этой статье рассматривается необходимость развития критического мышления у студентов с целью дальнейшего повышения качества образования в Узбекистане. Подчеркивается важность обогащения их знаний с раннего возраста, направляющая их на развитие независимого мышления и поощрение творческой свободы.

Ключевые слова: критическое мышление, критический анализ, самоконтроль, формирование, развитие.

The entire spectrum of life in Uzbekistan has become a field for deep reforms. In this process, it is impossible to avoid discussing the changes in the education system, which forms the foundation of the social sector. In recent years, practical efforts aimed at organizing all stages of the education system based on modern requirements have reached a decisive phase. Reforms aimed at raising the quality and content of education to a new level, developing a new mechanism for training skilled personnel, and updating curricula and textbooks are being implemented step by step. In order to contribute to the development of our country, it is essential to teach the growing younger generation critical thinking, as emphasized by Eastern scholars such as Al-Khwarizmi, Al-Farabi, and Ibn Sina. Through this, students will understand that the knowledge they acquire will have a significant impact on the development of society, which holds great importance in today's globalizing world.

When students fully and rapidly develop this knowledge, it becomes their belief, and their thinking and active critical reflection serve as a powerful tool. Specifically, the leader of our country also emphasizes in his statements: "Critical analysis, strict discipline, and personal responsibility should be the daily rules of every leader's activity." Many modern scholars, educators, psychologists, and methodologists are engaged in research on critical thinking. Specifically, works by V.V. Davidov, M.G. Davletshin, I.Y. Lerner, A.M. Matyushkin, M.I. Mahmutov, S. Rajabov, D. Shodiyev, and A.M. Umronkhodjayev analyze the principles of problem-based education, the types of generalization, and the

structure of organizing the educational process.

As Russian writer Leo Tolstoy noted: “Wisdom is not to know as much as possible, but to know which knowledge is the most necessary, which is less important, and which is absolutely essential.” The sociologist and philosopher G. Spencer stated: “If a person's knowledge is disorganized, the more they know, the more fragmented their thoughts become.” Therefore, it is necessary to teach students critical thinking and critical analysis from an early age so that they can become the highly qualified professionals of tomorrow.

What is critical thinking?

Critical thinking is a specific type of thinking in which conclusions are drawn through the analysis of facts. It is a form of thinking that is self-regulating, self-educating, self-monitoring, and self-correcting. Its essential condition is accepting strict standards for improving the mind and applying them attentively. Critical thinking requires the acquisition of skills in effective communication and problem-solving. A person with critical thinking skills is capable of reasoning logically and forming well-grounded arguments. The term “critical thinking” is used in international terminology to refer to a form of thinking that involves critique, evaluation, examination, and judgment. Here, the concept of critique does not mean blame in daily life but refers to intellectual capacity, encompassing meanings such as evaluation, clarification, judgment, and differentiation.

The intellectual foundations and etymology of critical thinking trace back to ancient times. For example, 2,500 years ago, the teaching practices and ideas of Socrates reflected concepts close to critical thinking. Later, in the works of medieval thinkers from the Near and Middle East, there was a significant interest in the various aspects of knowledge, its principles, structure, criteria, and its connection with human intellectual development and critical thinking.

The emergence of the theory of thinking and its continuous development began with the establishment of the science of thinking. The content of critical thinking is linked to the development of three external factors: the object, the goal, and the didactic foundations. The external aspect of critical thinking involves promoting relatively simple processes and maintaining the student’s overall work capabilities. This can be achieved through the following methods:

1. Alternating various methods, types, and educational activities to ensure the functioning of different brain centers.
2. Correct interaction between verbal expression and visualization in the learning process.
3. Physical and musical relaxation moments in lessons.
4. Encouraging positive emotions.
5. Using games and competitions as didactic tools.

The internal aspect of critical thinking primarily focuses on activating students’ thinking, encouraging imagination and creativity in the early stages. The main methods used in forming critical thinking are:

1. Independent work of students.
2. Elements of self-monitoring and mutual control.
3. A problem-based approach in the training of future primary school teachers.
4. Elements of the adaptive education system, and more.

Richard W. Paul describes critical thinking as a two-wave movement. The “first wave” is often referred to as “critical analysis,” a form of rational thinking that includes critique. According to Barry K. Beyer, critical thinking involves making clear, well-reasoned judgments. In the process of critical thinking, ideas must be proven, fully considered, and evaluated. The National Council for Critical Thinking in the U.S. defines critical thinking as “the intellectual, advanced process of converting information obtained through observation, experience, or reflection into concepts that guide beliefs and actions, applying, analyzing, synthesizing, or evaluating them.”

Modern scholars have expanded the traditional definitions of critical thinking to include creativity, imagination, exploration, excitement, empathy, knowledge linking, feminist theory, subjectivity, ambiguity, and absurdity. Some definitions exclude subjective experiences. According to Ennis, “critical thinking is the intellectual and disciplined process of conceptualizing, applying, analyzing, synthesizing, and evaluating information obtained through observation, experience, thinking, study, or association that

guides beliefs and actions.”

Critical thinking involves attention and mental activity. If critical thinking is introduced into the educational sphere, it will enhance students' brain activity and help them understand texts differently. Developing critical thinking is not an easy task; it is not something that can be completed at a specific age or simply forgotten. To learn critical thinking, one must care deeply about everything. Curiosity stimulates the mind and leads to discoveries, adventures, and the development of critical thinking, which enriches life.

Moreover, there are certain learning conditions that support the formation of critical thinkers, including:

- Providing students with time and opportunities for reflection.
- Accepting various ideas and opinions.
- Ensuring students' active participation in the learning process.
- Encouraging students not to fall behind in their thinking.
- Instilling confidence in every student's ability to think critically.
- Valuing the emergence of critical thinking.

Using the methodology of literature analysis, this article aims to contribute to the ongoing discourse on enhancing the preparation system for students' professional activities, with a specific emphasis on developing critical thinking skills. Synthesizing existing knowledge and identifying effective strategies can inform educational practices and policies to better equip students for the demands of the professional world.

Integration of critical thinking across disciplines

For the effective development of critical thinking skills, it is essential to integrate them across various academic disciplines. Rather than treating critical thinking as a standalone course, incorporating it into the curricula of different educational fields allows students to apply critical thinking abilities in real-world contexts. This interdisciplinary approach encourages students to analyze problems from diverse perspectives and enhances their ability to transfer critical thinking skills to their future professional endeavors.

Active learning strategies

Active learning strategies increase student engagement and foster the development of critical thinking skills. Encouraging collaborative projects, practical work, problem-based learning, and simulations allows students to apply critical thinking in practical scenarios. These activities promote higher-order thinking, analysis, synthesis, and evaluation, enabling students to gain a deeper understanding of their subjects and the real-world implications of their knowledge.

Scaffolding and managed practice

To assist students in developing critical thinking skills, educators must provide scaffolding and managed practice. This involves gradually increasing the complexity of tasks, offering clear instructions, and providing feedback and support along the way. By structuring learning experiences, educators can help students progressively develop their critical thinking abilities and their problem-solving skills in a supportive environment.

Assessment of critical thinking

Assessment methods should align with the goal of developing critical thinking skills. Traditional exams and multiple-choice questions may not effectively assess students' critical thinking abilities. Instead, performance-based assessments, such as portfolios, presentations, and projects that require the application of critical thinking in real-world contexts, offer a more accurate evaluation of students' skills. Rubrics that clearly define the criteria for assessing critical thinking can help both students and instructors understand expectations and progress in developing these skills.

In conclusion, critical thinking is not creative or intuitive thinking, nor is it the memorization of facts or understanding ideas. It involves selecting, checking, evaluating, developing, and applying new and understandable ideas and concepts. Once critical thinking is developed, individuals begin to correct their conclusions and think in a more focused direction. On the other hand, critical thinking enables a person to remain an individual, avoiding being swayed by provocations and maintaining a well-structured system of managing public opinion. Critical thinking applies to all areas of activity, often having a

negative character in the environment. However, a form of thinking called critical thinking does not aim to find faults in the topics being discussed. It is a higher level of understanding and objective interaction with reality. The technology of developing critical thinking allows everyone to evaluate the reliability of information and create an analytical system for interpreting and supporting conclusions.

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