

CRITICAL THINKING IN FUTURE ELEMENTARY STUDENTS

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Abstract: The formation of critical thinking in prospective elementary students is one of the important areas of the modern educational process. Critical thinking is not just the ability to memorize or reproduce data, but the ability to analyze, evaluate, compare and come to new results. It is this skill that helps students to achieve success not only in school, but also in various aspects of life. This article provides information on critical thinking in prospective elementary students.

Keywords: primary classes, critical thinking, analysis, assessment, results, discussion, question and answer, social skills, problems.

INTRODUCTION

The process of developing critical thinking for elementary students has its own characteristics. Children at this age are not yet completely ready to deeply analyze thoughts, but their interests and desire for learning are very high. Therefore, in order to develop critical thinking in the educational process, methods based on the age of Students, game and practical training should be used. For example, interactive lessons in question-and-answer form, identifying problems through stories and finding solutions to them, and group discussion, activate the thought process in children. The role of the teacher in the formation of critical thinking is incomparable. He should be the leader who not only gives students knowledge, but encourages them to think, ask questions, express their opinion. It is necessary for the teacher to listen to the opinions of students and direct them to analysis, respect and evaluate different views. It is also important to teach students the skills of reasoning, making arguments. Such an approach serves to develop independent thinking in students.[1]

MATERIALS AND METHODS

In the development of critical thinking, it is also of great importance to instill in students the skills of studying relationships, understanding and respecting the opinion of others. Children of this age often prioritize their opinion, but in the process of critical thinking, the ability to accept various points of view, to compromise is formed.[2]

This prepares them to be successful in society. One of the techniques used to develop critical thinking in practice is problem teaching. Students are presented with various life situations or scientific problems that are called upon to find solutions. In the process, students compare different opinions, choose the most optimal option and justify their decision.[3]

Such activity strengthens their logical thinking and encourages a creative approach. Game techniques are also effective in developing critical thinking. Through games, children learn to communicate, acquire new knowledge in an interesting way and exchange ideas. Critical thinking skills are strengthened by analyzing situations that occur during the gameplay, making decisions, and evaluating results. Games also serve to develop social skills in children. The introduction of technology into the educational process also contributes to the development of critical thinking.[4]

For example, through interactive presentations, educational multimedia tools, internet resources, students will have the opportunity to independently study various information. This increases their ability to think independently and solve problems. However, when using technologies, it is important that they are directed towards the development of critical assessment skills. Close cooperation with parents is also necessary in the formation of critical thinking. Parents should engage children in conversation on a variety of topics, listen to their opinions, ask questions, and encourage reflection. Such interactions with children at home support the educational process and strengthen students' thinking skills.[5]

RESULTS AND DISCUSSIONS

A.K.Markova studies the problems of methodological formation of experience in pedagogical professional activities and proposes the following pedagogical conditions professional direction of educational subjects; content of educational material; students have the necessary theoretical knowledge; their ability to work independently; interest in educational activities; step-by-step increase in the complexity of educational and cognitive activities of students; current monitoring of educational activities; step-by-step assessment of students' experience in intellectual and creative activities; the presence of urgent problems in the educational process; imitation of real conditions of professional activity in the process of study; implementation of an individual-differential analysis of the formation of practical experience of the intellectual potential of students.[6]

In the implementation of the methodology of intellectual development, pedagogical-methodological conditions are associated with the assimilation of new knowledge, taking into account the theoretical knowledge acquired by future primary school teachers as a specialist and the level of its content, the need to organize educational and methodological activities in self-education. It will be important to express and prove their point of view on the degree of performance of this methodological activity from an intellectual and creative point of view, and, of course, to devote the research work to the relevant topic. In the preparation of future specialists, it is necessary to ensure their origin from an intellectual point of view, giving priority to critical thinking methods in the process of methodological activity, that is, in the process of pedagogical practice.[7]

N. E. Shchurkova defines the methodological approach of any teacher by thirteen criteria of the discipline, that is, the qualities and abilities listed below can be inherent in each owner of a specialist working in educational organizations, to a greater or lesser extent: resourcefulness, efficiency, quick intelligence; being able to strategic planning; the ability to adapt quickly; the ability to correctly assess; the ability to; the ability to control large and small groups; the ability to correctly perceive reality and the ability to understand humor.[8]

The criteria for the professional and methodological activities of the teacher are considered especially important for teachers of the primary class. Quality personal qualities and critical thinking skills for each Specialist, taking into account the different behavior of students of the class to organize the pedagogical process, as a teacher, his ingenuity, methodological skills, development, strategic planning ability, quick adaptation to the new situation, fairness in terms of assessing the achievements of students. in connection with the change in the form of education, it is required to look at intelligence, which is characterized by the ability to organize Group, couple and teamwork, to make positive decisions in any situation.

Klimov E. A. professional competence is considered communicative, informational, regulatory and intellectual-pedagogical competence, since the communicative competence of primary school teachers is a professional integrative feature, the main parts of which include emotional stability (associated with flexibility); extraversion (reflects the appointed level and effective leadership); the possibility of direct unification and return of communication; language education; listening skills; rewarding ability; politeness; general ability, etc. Also, communicative competence, firstly, emphasizes that it is the personal qualities of the teacher in the process of personal development and self-development; secondly, an indicator of the teacher's awareness of the purpose, node, structure, methods and Means, specifics of pedagogical communication; mastering the necessary technological level; the quality of an individual psychological specialist; an attempt to constantly improve communicative activities; adaptation to the personality of a person as a fundamental value is also the ability to find an uncompromising solution to problems arising from pedagogical communication through intellectual methods.

The assessment system for student critical thinking should also be modified. While traditional assessment is more focused on memorizing and finding the right answer, critical thinking assessment takes into account students' ability to analyze, discuss, and base their opinion. This gives students the impetus to express their thoughts freely and to develop constantly. Curricula and teaching materials also need to be adapted to the development of critical thinking. Textbooks and manuals should include assignments that allow students to analyze, ask questions, and express their opinion, not just facts. This encourages independent thinking of students and further deepens their knowledge. In the development of critical thinking, it is important to take into account the cultural and social context. Each student learns from their social environment, family upbringing, and cultural values. Therefore, in the educational process, it is necessary to respect various cultures and thoughts, to teach them the skills of critical analysis. This helps students to form a global worldview.

CONCLUSION

In conclusion, the formation of critical thinking in future elementary students is a complex and multifaceted process. This process is carried out with the help of age-appropriate methods of students, teacher skills, Parent cooperation, modern technologies and adapted curricula. Critical thinking skills serve to shape children as independent, creative and responsible individuals and provide a solid foundation for their future success. Therefore, it is necessary to pay special attention to the development of critical thinking in the educational system.

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