

Developing Critical Thinking Skills of Primary School Students

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ABSTRACT

The article presents the results of the activities of teachers and students on the development of critical thinking skills and the development of their critical thinking skills in younger students, the content of educational materials, forms, methods and teaching aids. samples are analyzed.

KEYWORDS: *content of educational material, critical thinking, student activities, forms and methods of teaching*

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INTRODUCTION

In today's era of globalization and the ever-expanding scale of information, the intensification of information attacks requires students to be able to protect themselves from this information, to consider it critically and creatively without directly accepting it, and to distinguish what is important and useful to them through critical thinking. This is in the process of critical thinking.

Critical thinking of high school students is a personal system of socially and individually important critical qualities acquired in the process of upbringing and education. Critical thinking plays an important role in the structure of the personality of high school students, contributes to the knowledge or discovery of contradictions, mistakes and shortcomings in the process of social practice to overcome them, removes psychological barriers; teaches to accept constructive criticism correctly and to respond to it with business, develops an active life position. Critical thinking at school age is a deep self-awareness, the formation of self-esteem, the desire for self-improvement.

ANALYSIS OF THE RELEVANT LITERATURE

It should be noted that the research on the development of students' thinking in the education system and the increase of professional competence of teachers, pedagogical scientists R. Djuraev, B. Khodjaev, O. Gazman, E. Zeer, L. Tarita, E. Kazakova, E. Alexandrova, M. Pevzner, Performed by A. Maslow, A. Combas, and others.

Scientific-pedagogical and practical-technological aspects of reflexive observation of primary school students, improvement of communicative competence, preparation for effective communication technologies and techniques M. Abdullaeva, A. Nurmanov and others, 7 problems of mental education and their implementation in physics lessons Researched by Mamadiyorov, A. Abduvahobov. At the same time, the analysis of scientific sources showed that the problem of forming critical thinking skills in primary school students in general secondary schools has not been fully studied in a market economy and has not been adequately addressed in today's world.

Research methodology. According to a number of educators and psychologists, "critical thinking" is a system of judgments used to analyze events, which is the basis for the formation of reasonable conclusions and assessments. Critical thinking also means applying the results obtained in specific situations while improving them; critical thinking is highly shaped thinking; interprets concepts such as speech, a tool that promotes critical education; it is to say that it is to seek common sense and to give up one's own personal misconceptions; a critical thinker will be able to put forward new ideas, see new opportunities, and understand what is important to solve a problem.

There are several interpretations of this concept in modern psychology, but the general meaning is as follows: "Critical thinking is a complex process of thinking and personal decision-making, which begins with the acquisition of information and the formation of their attitudes. It's the ability to ask new questions, find evidence, analyze and draw conclusions to defend one's point of view."

A child who can think critically can always prove his point. Will be able to explain whether he agrees or disagrees with the opinion of the interlocutor.

Critical thinking contributes to the knowledge or discovery of contradictions, mistakes and shortcomings in the process of social practice, removes psychological barriers; teaches to accept constructive criticism correctly and to respond to it with business, develops an active life position.

The owner of critical thinking shows determination in solving problems. Controls the involuntary behavior of oneself and others. Be tolerant of unique ideas and views. Try to solve problems together. He listens intently to his interlocutor. Respects any opinion around. Resistant to uncertainties. He looks at the problem from different angles. Establishes a multifaceted connection between ideas. They also take a creative approach to views that are different from their own. Considers several possibilities of problem solving. The identifier raises questions. Draws different conclusions. He is critical of his own thoughts and experiences and evaluates them correctly.

Makes predictions, substantiates them, sets well-thought-out goals. Uses their knowledge and skills in a variety of situations. Actively perceives information. Critical thinking refers not to a negative judgment or attitude, but to a conscious attitude toward different district approaches.

ANALYSIS AND RESULTS

A student with the ability to think critically distinguishes between right and wrong decisions.

Draws correct conclusions from them and makes adjustments to the learning process. This is a very important quality, the reader observes himself throughout his thinking activity, controlling the consequences of the judgments he makes. They want their decisions to be approved and recognized by others, to be analyzed, and to try to justify their own truths. An independent, critical thinker has a deep understanding of the content and consequences of their actions. Students are formed in a free civil society with the ability to work independently, to think non-standard.

The specificity of the learning process in the primary grades, that is, the formation of critical thinking in students is based on the following processes:

- in the learning process, students are given tasks that require independent thinking;
- during the lesson, students are directed to perform certain tasks while completing certain tasks. In this process, students engage in active collaboration;
- critical thinking-oriented learning process does not consist of the collection of results, evidence and individual opinions, but of making personal conclusions and statements, processing information;
- in such lessons, the teacher's activity is to assess the level of effectiveness of the results, to establish a debate among the teacher-students through active research activities;
- critical thinking requires students to draw independent conclusions based on the results obtained.

In directing students to critical thinking in primary school reading lessons, it is advisable to rely on the following:

- require the student to substantiate his / her opinion;
- encourage them to examine the necessary evidence;
- referral to experts to verify the accuracy of their evidence; accustomed to direct examination of evidence;
- search for alternative explanations;
- identify other evidence based on perceptions;
- realization that unproven evidence is misleading;
- set problems based on a pattern;
- understand how effective practical data is;
- accustomed to selective reliance on data;
- acknowledging the inaccuracy and inaccuracy of their conclusions;

understanding that there is naturalness in every piece of evidence.

To activate the process of critical thinking of students, they can be given the following tasks:

1. Find other texts that are close to the topic of the text covered in the lesson.
2. Describe a life event that corresponds to the reality of the text covered in the lesson.
3. Compare the peculiarities of the two heroes whose character traits match each other.
4. Justify your point of view about the event in the text.
5. Defend your point of view during the debate.

CONCLUSIONS AND SUGGESTIONS

An analysis of the state of the problem of forming students' critical thinking shows that this issue is not given enough attention in secondary schools. Students' critical thinking does not develop purposefully, as a result of which students' ability to independently analyze events and facts, self-assess, make predictions, make optimal choices in a problematic situation, and critically understand what is not sufficiently developed.

Critical thinking in primary school students is a desire for self-awareness, self-esteem, self-improvement.

There is a need for special systematic work on the formation of critical thinking in students. This study demonstrates the need for special preparation of students for critical thinking in order to fully carry out the intellectual preparation of high school students.

The relevance of specially focused work on the formation of critical thinking in primary school students leads to the need to define the essence, role and place of critical thinking and self-criticism in the pedagogical process; to develop a system that allows to activate the development of critical thinking in the process of teaching a course of social sciences and a specialized course on applied logic.

An optimal model of critical thinking formation and diagnostics of qualitative indicators of critical thinking formation in students have been proposed.

1. Critical thinking of primary school students is a personal system of critical qualities of social and individual importance acquired in the process of upbringing and education. Critical thinking plays an important role in shaping the personality of primary school students.
2. An effective means of managing the formation process is to use a system of techniques and methods to solve problematic tasks that are a typical set of tasks and reflect the problematic situations that occur in daily life, as research has shown. Depending on the content of the teaching material, the equipment of the lesson, the individual characteristics of teaching, the level of preparation of students and the level of preparation of the teacher, different methods of forming critical thinking are used. As the level of development of students' critical thinking culture is formed, teaching methods will change in the direction of independent work.
3. In order to optimally develop critical thinking in primary school students, it is necessary to ensure the development of critical personality traits in the planning of the learning process. In doing so, the teacher must take into account a special system of work on the motivational, content and procedural aspects of thinking.

List of used literature:

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