

Didactic Basis of Formation of Critical Thinking in Primary School Students

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ABSTRACT

The article discusses the theoretical views of many modern scholars, educators, psychologists, and methodologists on the study of critical thinking.

KEYWORDS: *critical thinking, process, didactics, mastery, ability, purpose, content, forms, methods and techniques, tools and motives, primary education*

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INTRODUCTION

As our great thinkers Khorezmi, Farobi, and Ibn Sino have pointed out, the knowledge acquired by a child in the process of independent critical thinking has a great advantage in comparison with the knowledge acquired from a ready source. This more fully and rapidly evolving knowledge becomes a tool for students' beliefs, thinking, and active practical and critical thinking.

It is important to build students' interest in the learning process, to ensure their independence and activism, and to build a critical thinking process. In this case, the need to educate students and help them to observe freely must first be met by teachers[1].

LITERATURE ANALYSIS AND METHODOLOGY

It is known that in the existing scientific literature, the student's knowledge and skills of independent observation are often used in conjunction with the concepts of "intelligence", "intelligence", "thirst for knowledge". There are certain differences between these concepts, both pedagogically and psychologically. The great thinker Alisher Navoi, emphasizing that the concept of "mind" is a broader

concept than "knowledge", distinguished a number of levels and qualities. Some of these qualities also apply to knowledge.

According to J. Hasanbaev, H. Sariboyev, G. Niyazov, O. Hasanboyeva, M. Usmonboyeva, education is also important for children of primary school age (adolescence 11-12 years), but the increase in demand in some cases "slows down" the acquisition of science."Condition. Therefore, taking into account pedagogical and psychological coherence and continuity in the formation of critical thinking in students should be a constant focus of primary school teachers[2].

DISCUSSION

In order to increase children's interest in science and to determine their level of mastery, to predict, to use interpretive methods in the educational process, it is necessary to have a clear idea of the psychological and pedagogical features of the educational process. In order to develop children's critical thinking skills, a teacher must be able to objectively interpret this pedagogical process only if he or she has a clear idea of the numerical characteristics of students' individual

characteristics in the subject. Appropriate use of scales and comparison methods in pedagogical diagnostics is important.

When talking about quantity, it is necessary to analyze the meaning of the term "empirical relativistic". Properly written words in a dictation can constitute a "quantity of empirical facts." If in the dictation Asror wrote 44 words, Akbar wrote 34 words, and Mohira wrote 28 words without error, we mean not only that there are more correct words in Asror than Akbar and Akbar in Mohirani, but also that there are more correct words in Asror than Mohirani. Empirical facts are related to each other. Quantitative measurements should make this clear. However, it is difficult to measure the level of mastery of elementary school students, who read poetry expressively and fully reflect the composition of the work of art. Therefore, today there are the following scales according to the level of measurement:

- nominal scale;
- orderly scale;
- scale intervals
- relationship or proportion scale[3].

When primary school students' critical thinking levels are diagnosed, nominal scales are possible based on children's adjectives.

Of particular interest is the objectivity of data analysis in the implementation of pedagogical-psychological coherence and continuity in the formation of critical thinking in students. In a traditional evaluation system, objectivity in data analysis is low. For example, a single written work will be assessed differently by different teachers, meaning that the assessment will not be objective.

Reliability refers to the degree of reliability and accuracy of a particular characteristic studied. If a symbol is measured with a high degree of accuracy, its reflection level is connected to a single point on the scale. For example, when it comes to accurate and less accurate measurements, the distance is 4188 mm, or about 4 meters.

The degree of reliability of a measurement is determined by the reliability coefficient.

Validity is one of the important methodological requirements for measurement quality. Validity refers to the absolute certainty (or otherwise) that what is actually being measured has been measured.

The following types of guardianship are found in the test methodology:

Content guardianship,

The guardianship of the result,

Guardianship of the forecast,

The guardianship of constructivism.

In addition to the above three important requirements for measurement quality, there are other criteria in the literature. Inert cites the following criteria [4]:

- A. the size of the test (normalized tests);
- B. the comparability of the test (the test is compared to its twin, alternative);
- C. cost-effectiveness of the test,
- D. the usefulness of the test.

The use of popular observation methods to monitor students' mastery of science is often useful in diagnosing children's mental development. It is known that the observation method is more complex and is used to compare the impact of communication between young people, adults and young people, and their individual differences.

Consistent critical thinking levels in primary school students can also be determined through written assignments.

In order to determine the level of development of critical thinking in students, it is advisable to conduct communication classes with them on various topics. The level of critical thinking of students can be determined by the following indicators:

- The objectivity of the critical thinking expressed.
- The validity of the evidence on which such an opinion is based.
- Depending on the validity of the opinion expressed by the student.

In determining the level of critical thinking of students, it is necessary to create a pedagogical environment that is equally convenient for all of them.

The objectivity of the ideas expressed by students is of special pedagogical importance in the formation of critical thinking in students. When evaluating a student's written work, special attention should be paid to the objectivity and validity of the opinions expressed.

The reliability of a student's critical thinking is determined by the evidence he or she presents. The more convincing the evidence, the more convincing the opinion expressed. If an argument expresses the accuracy of an opinion, the same argument ensures the reliability of the opinion.

The guardianship of critical thinking determines the extent to which it exists. The guardianship of an idea clearly expresses its level, such as high-critical students, moderately critical students, or low-critical students.

Observing students' critical thinking processes is important for learning critical thinking. Observation is widely used to compare students' thinking and communication skills.

The method of observing the level of formation of critical thinking in students in diagnostics is important. The method of observation helps to study and analyze the worldview, intellectual development, dynamics of thinking, independent thinking in drawing conclusions, active point of view of primary school students.

The active critical thinking of primary school students also depends on their nervous system movements. It is manifested in the following:

- be able to overcome the difficulties they face in the process of expression;
- be determined to achieve the goal;
- be able to perform tasks that are not so interesting for a long time, while maintaining the intensity and productivity of their learning activities;
- be able to express themselves strongly and productively in a variety of learning situations;
- striving for independence through dialogue and discussion;
- be able to express their unfamiliar, undiscovered aspects in new learning situations.

A number of questions need to be addressed in creating a pedagogical system that focuses on developing critical thinking skills in primary school students:

In what pedagogical and psychological conditions is critical thinking formed in primary school students?

What are the requirements for critical thinking in primary school students?

What are the specific pedagogical and technological aspects of the process of developing critical thinking skills in primary school students?

Regular systematic training of students' critical thinking skills in reading, science, mother tongue lessons, and extracurricular activities is effective.

We will also look at the process of developing students' critical thinking in the Reading Lesson:

Alternatively, the following didactic assignments provided to students in Grade 3 Mother Tongue lessons will strengthen their knowledge of the mother tongue subject and enrich their vocabulary and critical thinking skills:

Example 1:

Four of the five words given have one common denominator. The fifth word does not fit them. Find it and mark it. Write the number of the word you selected on the answer sheet. Mark only one word and number.

a) teapot, b) bowl, c) chair d) reading, d) spoon. The first, second, fourth, and fifth words refer to kitchen utensils, and the third word refers to furniture. So, it's a superfluous word-chair.

a) walk, b) jump, c) dance. g) to sit, b) to run. There are four words on the ground for action, and only one for sitting - inaction. So it's a plus.

Example 2: From a given pair of words, find a word that expresses a common feature. Of all the common features available, it is necessary to find and write as closely as possible the closest and most specific feature to these two things. Write your answer next to the pair of words.

Spruce - spruce: correct answers: "Trees", "Permanent green plants", "Pine trees". The correct answer is: Pine trees.

Rain - hail; Correct answers: "Atmospheric events", "Weather conditions", "Precipitation". The best answer is: Rainfall. "

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS. The organization of mother tongue lessons in the primary grades with the help of learning tasks that help to develop the critical thinking skills of such students allows them to systematize their knowledge and skills. It serves to improve the learning process and ensure its effectiveness.

Creating problem situations in students' thinking activities develops such qualities as curiosity, sharp thinking, independence, interest in reading and creativity.

The use of problem-based learning methods is also important in developing critical thinking in primary school students. Developing critical thinking skills by inculcating innovations in their minds requires the creation of real pedagogical situations. This process is designed using various educational concepts and theories and applied to the institutions of the education system.

Students need to develop their objective and emotional cognitive abilities in the formation of critical thinking. This requires the development of a set of didactic tasks, special methods, and mechanisms for pedagogical influence on students.

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