

# Methodological Basis of Developing Critical Thinking of Future Teachers

Akhmedova Aziza Akmalovna

Senior Teacher, "Languages" Department, Tashkent Chemical Technology Institute

## ABSTRACT

The article deals with the development of critical thinking in the professional training of future teachers in the context of the implementation of educational programs and the achievement of educational results relevant to modern society. It deals with the methods of research of the critical thinking of students who will become teachers in future. The scientific conception that evaluation and reflexivity characterize a teacher is critical thinking as analytical.

**KEYWORDS:** *teacher, evaluation, reflexivity, critical thinking, learning methods, information analysis, identifying central issues, interpreting points of view, analyzing primary sources, comparing and generalizing, distinguishing fact from opinion, analyzing secondary sources.*

A modern teacher should not only possess these universal competencies themselves, but also be able to organize the educational process in such a way that students acquire critical thinking skills, such as: information analysis, identifying central problems, interpreting points of view, analyzing primary sources, comparing and generalizing, distinguishing fact from opinion, analyzing secondary sources, understanding cause and effect, synthesizing information, demonstrating a reasoned decision, making it; in the subject area - the ability to apply legal knowledge to assess legal norms and analyze legal situations, as well as formulate their own position in a specific situation. Obviously, the designated processes are two-sided, which determines the complexity of their formation.

On the one hand, a teacher of legal disciplines must master the required competencies during training, on the other hand, his training should allow him to form similar skills in students. Consequently, only a critically thinking teacher of legal disciplines is able to convey these skills to students, and the problem of tools for developing critical thinking in the space of student training is of paramount importance.

The reforms currently being carried out involve the introduction of pedagogical innovations into the educational system. Among them: a departure from traditional teaching of cognitive skills and abilities. Critical thinking is a necessary condition for the effective social and professional functioning of the individual. In the course of understanding various problems, the subject of thinking comes to identify such aspects that were previously unnoticed, this can confirm or, on the contrary, radically change the idea of the phenomena and processes under consideration.

At the present stage, five main points in the characteristics of critical thinking, identified by the American educator D. Klooster, are considered key in the development of this competence: its independence and individual character;

information as a starting point, not an end point of critical thinking; the beginning of critical thinking with asking questions and clarifying the problems being solved; its desire for convincing argumentation; and social character [1].

The situation of social change that has developed in the society is characterized by a variety of integration processes affecting the material and spiritual spheres of society, in particular education and upbringing as independent areas of the spiritual sphere. In such a situation, a teacher who ensures the education of a functionally literate individual, capable of self-development, self-realization, a person who recognizes the dignity of another individual, becomes in demand. The solution to this problem largely depends on whether the teacher has generalized methods for solving pedagogical problems, criteria for their evaluation, whether he is able to carry out a reflexive selection of methods for solving problems and evaluate the results obtained.

Evaluation and reflexivity are characteristics of the teacher's critical thinking. The teacher's critical thinking, as substantiated in our study, includes the evaluation of the course of reasoning (leading to conclusions, inferences), pedagogical facts and phenomena (taken into account when making pedagogical decisions, when solving pedagogical situations and problems) and reflection of the thought process, mental and practical activity. Evaluation and reflection, conditioned by the properties of thinking (flexibility of thinking, the pace of development of thought processes; breadth of mind; depth; independence; consistency of thought and criticality) and intellectual and personal qualities (openness to new things, criticality of mind, divergent and convergent thinking, lability of thinking, stereotypical thinking, impulsive thinking, reflexivity of thinking), are carried out on the basis of the categorical apparatus of the teacher's thinking, ensuring the harmony of conclusions, identifying methodological blunders, etc. Critical thinking of a teacher does not mean negativity of judgments or criticism, but a pedagogically appropriate understanding of the diversity of principles, content, methods, etc. of teaching and upbringing students, allowing to substantiate judgments and make pedagogical decisions that meet the goal of the teacher's activity, interests, and needs of students.

The word "critical" in this context means "analytical", that is, "based on analysis". The starting point for the formation of critical thinking of a student - a future teacher is the acquisition of empirical knowledge about critical thinking at the time of his admission to the university and its subsequent theoretical analysis. The study of critical thinking of first-year students implements the scientific and theoretical function of pedagogical science, which is associated with the display of pedagogical reality (in our case, the display of the state of critical thinking of future teachers) as it is. In terms of the formation of critical thinking

of a future teacher, it is important to determine the level of students' thinking when they discover the problematic nature of a pedagogical situation, when they solve pedagogical problems. We are talking about situational and supra-situational levels of thinking that accompany the teacher's activity when he/she discovers a problematic situation and solves it. Let us reveal what is understood in science by problematicity and problematic situation. An analysis of scientific literature shows that issues related to the disclosure of the content of the concepts "problematicity" and "problematic situation" were covered in sufficient detail in the works of M.M. Kashapov and Yu.N. Kulyutkin. Problematicity, as M.M. Kashapov emphasizes, is an integral feature of cognition that expresses the subjective state of the knower and naturally follows from the relationship of cognition to being, an object or a phenomenon; it is the initial non-givenness and incomplete predetermination of the final result or final stage, of thinking as a process.

The problematicity that a situation acquires when a contradiction is discovered in it gives rise to the process of thinking aimed at removing this contradiction. Removing the contradiction is the process of solving a specific pedagogical task by the teacher. The main thing, from the point of view of M.M. Kashapov, is that the discovery of the problem activates cognitive motivation, thinking activity.

The content of the problematic identified by the teacher as a pedagogical phenomenon serves as the main criterion for determining the dominant level of problematicity when solving both pedagogical tasks and pedagogical situations. "Problematicity as a subjective reality has levels of existence: situational and supra-situational, the specificity of which lies in the different content and direction of solving pedagogical situations. M.M. Kashapov, developing the ideas of Yu.N. Kulyutkin about the tasks of the supra-situational level, which "are solved not in any one separate situation, but throughout the entire educational work of the teacher", introduces the terms "supra-situational level of problematicity detection" and "situational level of problematicity detection". The situational level of problematicity detection is determined by the influence of specific conditions of pedagogical activity, it is associated with the teacher's clarification of the causes of the contradiction and ways to remove and overcome it. The changes that occur in the subject in the process of resolving a problem situation are mainly associated with the reconstruction of the methods of implementing professional activity, and "the implementation of the supra-situational level of detecting the problematic gives a certain (new) meaning to the professional activity of the teacher." M.M. Kashapov finds theoretical prerequisites for identifying the supra-situational level of detecting the problematic nature of a situation in the idea of "going beyond" the initial level of a specific situation. In the conditions of detecting the supra-situational problematic nature of a situation, the teacher invariably retains, preserves the context of the holistic activity, and counteracts the non-activity fragments of the pedagogical process. "Going beyond" the current, private moment of one's activity, the current pedagogical situation is impossible without reflection. Reflection as an understanding of the achieved results of activity becomes the basis for the teacher's choice of values. The reflexivity of pedagogical thinking in this case is manifested primarily in the motivational orientation of cognitive activity, in the teacher's selection of significant aspects of the object.

Reflection stimulates cognitive activity, since it, revealing a deviation from the model, which is (maybe) the expected result, guides the teacher to search for optimal ways to achieve the goal. We believe that due to the suprasituational level of thinking, the future teacher can go beyond a specific situation, comprehend and realize their activities, analyze them, which becomes the starting point for choosing the most optimal ways to solve a specific pedagogical problem. Enrichment of intellectual experience in the educational process occurs through the rational inclusion of critical thinking techniques in the context of training

However, thinking is not only an activity, but also a continuous mental process of analysis, synthesis and generalization of constantly changing, i.e. new and therefore still largely unknown circumstances of the life of a given subject that is formed within it. Unlike theoretical thinking, the task of which is to search for general patterns and, consequently, abstraction from everything particular and individual, practical thinking is carried out in the conditions of specific, holistic, individually unique situations. The task of practical thinking - the application of general knowledge to specific situations of activity substantiates the indicative nature of the teacher's thinking (thinking presupposes a system of actions and operations of an indicative nature, the concept of "thinking" covers a special set of indicative actions occurring in the internal plane of consciousness.

The study confirmed that the most promising and effective way of developing critical thinking is the use of active methods and forms of organizing the educational process: didactic game, business game, "brainstorming", discussion, scientific and practical conference, educational and research work, which can be used by students during their pedagogical practice. In this regard, students' pedagogical practice plays an important role in the formation of critical thinking, during which it is possible to analyze and identify the levels of formed critical thinking of students of pedagogical faculties of universities - future teachers, creating an atmosphere of interaction, teaching the correct perception of criticism, and thus choosing an active life position. The study confirmed the importance of skills and abilities to develop creative and critical thinking and teach these types of students of pedagogical specialties of universities, which ultimately determine the level of professional competence of the teacher. The productivity and effectiveness of the educational process as a whole depends on how the teacher will be able to teach critical thinking, ensure perception, memorization, understanding, comprehension and other thought processes. Thus, the study proved that critical thinking is a necessary component of the professional competence of the teacher who directs the educational process in the direction of critical thinking. For the developed program for training teachers with skills and abilities of critical thinking, the theoretical foundations and framework of the program were determined, based on the approaches and methods of leading scientific centers engaged in the development of methodology and technology of critical thinking: psychological and pedagogical tools for the process of assessing cognitive activity, productive thinking, psychology, constructivist approaches to education, critical practice, etc.

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