

SYSTEM OF USING PEDAGOGICAL TECHNOLOGIES IN TEACHING STUDENTS TO CRITICAL THINKING

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Annotation

This article discusses the main content of teaching students to think critically - developing their independence, creativity, competence and research skills.

Keywords: Critical thinking, independence, creativity, competence, research, development of self-confidence, perception.

Introduction

Forming a socio-economic policy in line with world standards and the market economy of the new Uzbekistan requires the training of highly qualified specialists who meet the requirements of the times and the use of pedagogical technologies to teach students to think critically.

Therefore, today, the educational process of continuous educational institutions, especially higher educational institutions, which ensure the deep development of skills and qualifications of the youth of our country, and education in the chosen profession, is advanced, scientific and theoretical. practical provision with a new and modern methodology based on

The main purpose of teaching students to think critically is to develop their independence, creativity, competence and research skills.

Critical thinking is the necessary professional knowledge, the ability to work with information: gathering information, "active reading", analyzing the quality of information, and a unique aspect of the socialization of students that occurs on the basis of mastering skills and competencies. is interpreted as a form.

The development of students' critical thinking does not happen by itself, but includes specific stages planned based on specific goals. If the formation of critical thinking in a student begins with reading, studying and analyzing the given information, then it is explained by the level of assimilation of the scientific and theoretical information given to them.

Methods

The level of physiological, psychological and physical preparation of a person for carrying out professional activities based on the training of critical thinking theoretical knowledge, practical skills and qualifications, as well as the acquisition of spiritual and moral qualities.

Development of students' critical thinking is the future professional activity of a future specialist in the conditions of objective and subjective education, assimilation of requirements, adaptation to the activity process, level of professional competence.

In fact, the solution of these issues implies the goal of forming a highly moral person through the fundamental reform of the existing education and training system in our republic and the formation of a continuous education system. Therefore, higher educational institutions have a great role in educating a well-rounded person, forming him as a specialist, and having a decent professional and social position in the society. Forming and developing students' critical thinking is not an easy task. Of course, for this, the following specific environment and conditions should be created that help the formation and development of critical thinking:

- to create an opportunity for students to think independently and teach them to listen carefully;
- acceptance, sorting, critical and creative evaluation of various ideas and thoughts;
- ensuring students' activity in the educational process;
- convincing students that they should not be laughed at when they express their critical opinions;
- to make each student feel confident that they are capable of critical thinking;
- should appreciate the emergence of critical thinking.

Analysis and Results

In this regard, students actively participate in the educational process, gain self-confidence and understand the value of their own thoughts and ideas, patiently, attentively listen to different thoughts and ideas, and He should form his critical opinion. It takes time to develop critical thinking. For this purpose, it is necessary to facilitate the students to express their critical thoughts in their own words, to exchange critical thoughts, to be able to fully and clearly express their ideas. In order to have freedom in critical thinking, students should ask for permission before actively engaging in critical analysis and expressing their opinions about favorable and unfavorable ideas. Allowing for critical analysis is based on the principle of mindfulness.

There are several models for organizing and conducting the critical thinking process:

- giving time and opportunity to gain critical thinking experience;
- to give students the opportunity to think;
 - acceptance of different ideas and opinions;
 - to enable active participation of students in the educational process;
 - to convince students that no one will laugh at them;
 - convincing each student that he is capable of critical thinking;
 - appreciate the emergence of critical thinking;
- active participation in work;
- exchange ideas with friends and teacher;
- being able to listen to others' opinions;

The elements of critical thinking are:

- critical thinking is independent thinking;
- information is the beginning of critical thinking;
- critical thinking begins with questioning and identifying the problem that needs to be solved;
- critical thinking seeks reliable evidence;
- critical thinking is social thinking.

In order to develop critical thinking, it is necessary to distinguish the following 4 forms of perception in the organization of the thinking process:

1. Perception as a whole. It is a form of perception that gives general knowledge about the subject or subject.
2. Explanatory perception. In this type of perception, students illuminate the interrelationships of ideas and events, discuss their essence, combine ideas and information related to various fields of science, even externally related events.
3. Personal perception. Students reflect the structure of personal experience and knowledge that they already have in the process of understanding new knowledge.
4. Critical perception. Putting the content to one side, analyzing it, evaluating its relative value, accuracy, usefulness, and importance within the framework of students' knowledge, understanding, and acceptance.

In conclusion Of course, in teaching students to think critically, it is determined by the formation of a conscious attitude towards the events taking place in our society through social, economic, political, legal, socio-psychological situations, along with the use of four forms of thinking.

Students differ from each other in that they resist unpleasant situations and realize their ideas despite them. In the development of students' critical thinking, it is necessary to assess the specific circumstances of the emergence of critical thinking in them, and always shows what they are capable of as an individual, a person, a subject of activity. To conclude, the use of pedagogical technologies in the development of critical thoughts through information collection, analysis, comparison and thinking provides an opportunity to solve important tasks.

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