

“FOSTERING CRITICAL THINKING SKILLS”

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Abstract: *The article presents the technology and stages of developing students' critical thinking skills in schools, academic lyceums, vocational colleges and technical schools, and higher education institutions. The creation of a specific environment and conditions that contribute to the formation and development of critical thinking is also indicated.*

Keywords: *brainstorming, critical thinking, insert method, leader, cluster.*

It is known that if a person does not have a critical attitude to what he knows and masters, there will be no independence of thinking in cognitive activity. The issue of educating independent, free and critically thinking young people is the most urgent task for Uzbekistan. Therefore, when organizing the educational process in schools, academic lyceums, vocational colleges and technical schools, and higher education institutions, it is necessary to activate the cognitive activity of students and improve their independent and critical thinking abilities. However, critical thinking does not form by itself. They need to gain experience, skills and qualifications in obtaining useful information and ideas.

Critical thinking is not a subject of study, but a result of teaching. It is the consideration of ideas and their significance from a multi-minded perspective and their comparison with other ideas. The first stage is called the invitation stage. In the invitation stage, students can receive a task using interactive methods and make a list of what they know or think they know through the “Brainstorming” method. In this case, “Brainstorming” is carried out individually or in pairs, and then with the

participation of the whole group. A student writes the ideas from the “Brainstorming” process on the board, regardless of whether they are right or wrong. Then the teacher can ask the students questions that are directly related to the topic, but have not been discussed. During this stage, it is important for the teacher to speak as little as possible and allow the students to speak more.

The main task of the student leader is to act as a guide and listen carefully to the opinions of students who do not fully master the subjects in the classroom or group, are slow in the learning process, and whose thinking skills are not sufficiently developed. At this stage, several important types of pedagogical activity are implemented. First, the student actively participates in restoring what he knows about the subject. This forces him to analyze his knowledge and begin to think about the topic that will soon be considered in detail. It should always be remembered that if information is offered to the student without being connected with the existing knowledge, it will soon be forgotten. Because the educational process is a process of acquiring and accumulating new knowledge.

The second stage is the stage of comprehension. At this stage, the student enters into communication with new information or ideas. This communication can take the form of reading a text, watching a film, listening to a speech, or conducting experiments. This stage is the stage in the teaching process where the teacher has the least influence on the student. It is at this stage that the student should participate independently and actively in this work. There are such teaching strategies that always maintain the activity of students whose activity is slow and whose thinking abilities are not sufficiently developed. For example, there is the insert method (an interactive system of signs for effective reading and critical thinking), proposed by Vagan and Estes in 1986 for personal observation. The insert method is a powerful tool that allows students to actively monitor their own understanding in the reading process. The implementation of the comprehension stage is important in the process of acquiring knowledge, because if the student's ability is weak, the teacher may miss the

opportunity to teach him. In traditional education, unfortunately, such situations often occur.

The third stage is the thinking stage. In this stage, students consolidate new knowledge, integrate new ideas and concepts into existing ones, and assimilate them. It is during the thinking stage that several important goals are planned. First, students should try to express new ideas and information in their own words. This is essential for generating new ideas and critical thinking.

The importance of the induction stage of critical thinking is that it strengthens the student's ability to use new knowledge for an independently chosen purpose. In understanding the second stage of expressive thinking, new information is connected with the information activated in the induction stage. Achieving understanding of new educational materials is an important task of this stage. Forming and developing students' critical thinking is not an easy task. Of course, for this, the following specific environment and conditions must be created that contribute to the formation and development of critical thinking:

- provide students with opportunities for independent thinking and teach them to listen attentively;
- accept, sort, critically and creatively evaluate a variety of ideas and opinions;
- ensure the active participation of students in the learning process;
- firmly assure students that they will not be ridiculed when they express their critical opinions;
- instill in each student a sense of confidence in their ability to think critically;
- appreciate the emergence of critical thinking.

In the exchange of ideas, students are also required to listen carefully, to refrain from forcing their own system of views on the speaker, and to correct other speakers. In this way, students have the opportunity to benefit from the general ideas of others. As a result of a wide-ranging discussion, students' ability to analyze and identify their own ideas will further increase.

Clustering. “Cluster” is a Latin word meaning “to cluster together.” Clustering is a pedagogical strategy that helps students think freely and freely about a topic. It only requires identifying a structure that allows connections between ideas to be made. It is not a simple form of thinking, but rather a way of thinking about brain activity.

The rule of clustering is implemented in the following ways:

1. Write down all the ideas that come to your mind. Do not discuss these ideas, just write them down.
2. Ignore spelling and other factors that delay the letter (text).
3. Do not stop writing until the time allotted to you is up.

If you stop coming to your mind with ideas, draw something on paper until new ideas come.

4. List as many ideas as possible that can be connected. Do not limit the flow of ideas and the connections between them.

In conclusion, it can be said that the aim is to arouse the interest of students in the event (phenomenon, rule) or fact being studied, and to create in them the need to ask questions. Then, the questions asked are expressed in the form of certain hypotheses and an attempt is made to test them.

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