THEORETICAL FOUNDATIONS FOR THE DEVELOPMENT OF CRITICAL THINKING SKILLS IN STUDENTS

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Annotation: *At a time when the process of globalization is going on all over the world, when the world is full of databases, we really need the younger generation, who can easily extract what they need from the information. We, educators, can educate such young people only by developing critical thinking skills in them. This article reveals the theoretical foundations for the development of students' critical thinking skills.*

Keywords: *thinking, mentality, student, information, rationality, skepticism, egocentrism, sociocentrism.*

O'QUVCHILARDA TANQIDIY FIKRLASH KO'NIKMASINI RIVOJLANTIRISHNING NAZARIY ASOSLARI

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Annotatsiya*: Butun dunyo bo'yicha globallashuv jarayoni ketayotgan, dunyo ma'lumotlar bazasi bilan to'la bo'lgan bir paytda axborotlar orasidan o'ziga kerak bo'lganlarini osonlikcha ajrata oladigan yosh avlod bizga juda kerak. Bunday yoshlarni biz pedagoglar faqatgina ularda tanqidiy fikrlash ko'nikmasini shakllantirgan holda tarbiyalay olamiz. Ushbu maqola o'quvchilarda tanqidiy fiklrash ko'nikmasini rivojlantirishning nazariy asoslarini ochib beradi.*

Kalit so'zlar*: fikrlash, tafakkur, o'quvchi, axborot, ratsionallik, skeptitsizm, egosentrizm, sotsosentrizm.*

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ НАВЫКОВ КРИТИЧЕСКОГО МЫШЛЕНИЯ У СТУДЕНТОВ

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Аннотация: *В то время, когда во всем мире идет процесс глобализации, когда мир переполнен базами данных, нам очень нужно молодое поколение, которое легко может выделить из информации то, что ему нужно. Мы, педагоги, можем воспитать таких молодых людей, только формируя у них навыки критического мышления. В данной статье раскрываются теоретические основы развития навыков критического мышления учащихся.*

Ключевые слова: *мышление, умонастроение, школьник, информация, рациональность, скептицизм, эгоцентризм, социоцентризм.*

Introduction. In the educational system that has been changed, the current production of leading personnel is considered one of the productions placed before pedagogues. Naturally, as the President said, every young generation should have a sufficient level of critical thinking [1].

At this point, it should be mentioned that critical analysis and critical leadership personnel should be educated from a young age. As we know, human activity is mainly divided into 3 types: a) game; b) reading; c) labor. The skill of critical thinking begins in

the study activity and gradually improves in the work process. That's why one of the old peadago products of the day is to make students think independently, distinguish between useful and useful information in the process of globalization, which is full of different information, and children can be independent. production of qualified personnel. This control is done through critical thinking.

Object of research and used methods. In Uzbekistan, systematic clarification is being carried out step by step in the process of reforming education, creating educational quality and radically updating education, producing a modern mechanism for training qualified personnel, updating educational programs and textbooks. A clear example of this is the introduction of the national curriculum and the creation of "New Generation Textbooks". Nowadays, we are witnessing the implementation of students by studying and memorizing. Learners today need critical thinking. Because textbooks based on the national curriculum, first of all, require students to think critically.

The obtained results and their analysis. Especially today, employers are looking not only for highly skilled and skilled workers, but also for those with good communication skills, quick adaptation to different situations, and easy access to information. The fact that they are looking for personnel who can collect and analyze them, solve problems quickly and creatively, summarize received information without difficulties, and use their ideas effectively and accurately, once again clearly shows the relevance of this topic. Because these characteristics can be formed by a person by developing the skill of critical thinking.

Critical thinking is needed not only in study and work, but also in our daily life. Most importantly, such thinking prevents a person from making various wrong decisions. All of us have been in this situation at least once. For example, all of us have at least once made a bad decision in a store, in a relationship, or in our personal behavior, only to realize later that it was wrong and ill-advised. we regretted. Critical thinking prevents us from making such mistakes by teaching us to be careful, accurate, and logical when making important decisions in life.

The main part. The term critical thinking is defined differently in different sources. Let's consider some of them.

Criticism (kritikos) – It comes from multi-meaning words such as "criticism", "evaluation", "examination". In literary sources, the word criticism is defined as evaluating something, analyzing it, discussing it.

Thinking – It is an active and coordinated process, like reading, writing, speaking and hearing, in which lies some truth.

Critical thinking – is considered a special type of thinking, in which conclusions are made by analyzing information. In particular, it includes concepts such as rationality (in which knowledge can be determined only through consciousness), skepticism (thinking with doubt about relatively new information), impartial analysis and fact-checking.

What is critical thinking?

In short, critical thinking is the art of self-directed, disciplined, controlled, and self-correcting thinking. Critical filtering serves to overcome such factors as egocentrism (in which a person becomes attached to his own actions and has difficulty changing his mind) and sociocentrism (inability to control the vision of a person's effective and solution-oriented approach).

Many interpret critical thinking as seeing both sides of a problem. There are also those who criticize something and consider it a shortcoming. In fact, critical thinking is

the highest level of thinking, and it is the clear thinking of a person. Those points and ideas represent a unique logic of dependency checking, software management, evaluation, problem solving, and critical thinking.

About the history of critical thinking.

To begin with, the concept of critical thinking is one of the rich perspectives that have been developing over the last 2,500 years, and its origins go back to antiquity. The first views on critical thinking are associated with Ancient Greece, and the intellectual roots of critical thinking go back to the teachings and practices of Socrates. By examining people's inability to rationally justify their credible claims to knowledge, Socrates discovered that an educated citizenry and a quality workforce are based on critical thinking. He advises his students not to look at the appearance of information, but to accept what is necessary, understanding its content. Later, Aristotle and Plato enriched his views in their manuscripts.

In the Middle Ages, the tradition of systematic critical thinking was expressed in the writings and teachings of thinkers such as Thomas Aquinas, who emphasized that one's own thinking must pass the test of critical thinking, and that it is always a necessary step to develop one's ideas systematically. stated that

During the Renaissance (XV-XVI centuries) in Europe, many scientists began to think critically about religion, art, society, human nature, rights and freedom. They proceeded with the assumption that most areas of human life need research analysis and criticism. Among these scholars were Colet, Erasmus and Moore in England. A little later, in France, Descartes wrote a book on the study of critical thinking, The Rules of Reason. In it, Descartes emphasized the need for a special systematic arrangement of the mind in order to direct it to thinking. In his work, he expresses the need for thinking for awareness and accuracy, he developed a method of critical thinking based on the principle of systematic doubt. Descartes emphasized the need to base thinking on careful thinking through reasonable assumptions, and mentions that every part of thinking should be questioned, tested with doubt.

During the Italian Renaissance, Machiavelli's "The Prince" critically evaluated the politics of the time and laid the foundation for modern critical political thought. He refused to consider it as a job for those in power. On the contrary, he critically analyzed the accusations of the authorities and laid the foundation for a policy thinking that reveals the real agenda of the politicians there, and from it the many contradictions and inconsistencies of a harsh, cruel world.

This term began to take root in pedagogy in the middle of the 20th century. In 1933, John Dewey emphasized that the main purpose of education is to evaluate thinking. After that time, scientists stopped to develop learning, not memorization and learning. For example, Michael Scriven introduced the idea that "teaching critical thinking should be a part of education". In the 1950s, quality workforce and physical education, critical thinking were taught as part of the school curriculum and were accepted as "essential" skills for life.(Parmal Mukesh)[2]

At the beginning of the 20th century, many scientists abroad conducted their scientific work on critical thinking. , John Dewey was one of the first to reveal the meaning of critical thinking. In his 1910 work, How to Think, Dewey noted, "If we accept a new opinion or a new instant, we do not think critically and use our reflections to a minimum." Dewey has repeatedly emphasized in his work that after critical thinking.[3]

In the last thirty years, foreign scientists in the USA Kory Rusch "Development of critical thinking in education", Jennifer h. Reed "Effects of a cognitive thinking model on students", Susanna Massa in Italy "The role of the teacher in developing critical thinking in young children in primary education", Merinda Rose in Australia "Thinking critically about critical thinking: Teachers in a private institution Examining Their Concepts of Critical Thinking" by Parimal Mukesh Bhatt "What are teachers' concepts of critical thinking and how do they develop students' critical thinking? Problem Solving in London Secondary Schools", Y. Nakagawa's own understanding of critical thinking in his works entitled "A Phenomenographic Study of Critical Thinking in Japanese Primary Education" and developed their views.

The topic of critical thinking has also attracted the attention of Russian scientists. Researches on critical thinking were analyzed by L.S. Vygotsky, A.N. Leontiev, S.L. Rubinstein. In particular, L.S. Vygotsky in his work "Thinking and speech" evaluates this term as a type of intellectual activity of a person and defines critical thinking as a high level of understanding, acceptance, objective approach to information. In his opinion, a person who begins to think should set a goal for himself and develop such a setting for himself to achieve the right result, a person should be able to motivate himself in his independent work. When there is a huge stream of information, a person should be able to think rationally and separate important material from it and understand it independently.

The concept of "critical thinking".

In an era of social and political change, increasing globalization, information and communication technologies, and economic knowledge, the quality of thinking, including critical thinking, has become critical to the global standard of living and economic competitiveness. is an important resource for increasing. (A. Koh)

We often understand the word critical as negative and fault-finding. When our friends or relatives tell us about our shortcomings or mistakes, we come to the understanding that he is criticizing me. In fact, it also means making the right decision or coming to the right conclusion from critical observations. Based on this, we can say that critical thinking is clear and rational thinking. Put slightly differently, critical thinking is disciplined thinking guided by clear intellectual standards.

As Gerald Nosich said, to be a critical thinker is not only to remain the same person as before, embodying the best qualities, but it is an important factor that transforms a person into a different person.

In recent years, the interest in teaching students to think critically has attracted teachers on a global scale. Schools are the key to developing critical thinking among citizens today. (F. Hernandez) Qualified teachers can develop students' critical thinking skills. (D.S. Martin) Critical thinking has become as important as learning and reading these days.

Critical thinking skills embody several intellectual standards. The most important of them are clarity, accuracy, correctness, relevance, stability, logic, perfection and fairness.

Learning critical thinking helps in developing the following characteristics in a person:

- Understanding the arguments and views of others;
- Critical evaluation of received information and views;
- To support one's personal thoughts and views. [4]

So, if the formation of critical thinking is so important and necessary, why is it not developed in everyone? Why can't we always think critically? Because there are

some factors that prevent the formation of critical thinking skills, and people find it difficult to overcome these obstacles. These are:

- lack of sufficient information about the origin of the message
- bias
- influence of peers on each other
- the same thinking as everyone else
- inability to accept news, staying in the old
- not wanting to hear other people's opinions
- to have a wrong idea

Especially since these aspects are common among schoolchildren of younger age, it is primary schoolchildren who have difficulty with critical thinking. A primary school teacher should not only teach students, but also help them overcome some obstacles that prevent them from thinking.

It should not be forgotten that developing critical thinking is not an easy task. It is not a task that is completed and forgotten at a certain age. Therefore, there is no age limit for the formation of critical thinking. Both a seven-year-old child and a seventy-year-old person can form and develop critical thinking skills. At the same time, there is no single way to develop critical thinking. But being free from some of the aspects listed above will greatly help us to become a critical thinking person.

Summary. In short, the formation of critical thinking skills significantly contributes to a person's understanding of the discussed information and problems. The development of critical thinking in students makes it easier to critically evaluate the knowledge they learn during the lesson.

It is clear that most people easily believe what they hear. Historically, they have accepted without question the fact that the earth is the center of the universe, that demons cause disease, or that slavery is justice. And critical thinking helps us to clean the human mind from false information by independently analyzing information that is not clear in our daily life.

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