American Journal Of Philological Sciences
(ISSN – 2771-2273)
VOLUME 03 ISSUE 06 PAGES: 115-121
SJIF IMPACT FACTOR (2022: 5. 445) (2023: 6. 555)
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY
Publisher: Oscar Publishing Services

OSCAR PUBLISHING SERVICES

Research Article

Journal Website: https://theusajournals.com/index.php/ajps

TECHNOLOGY FOR THE DEVELOPMENT OF CRITICAL THINKING IN THE EDUCATIONAL PROCESS

Submission Date: June 10, 2023, Accepted Date: June 15, 2023,
Published Date: June 20, 2023
Crossref doi: https://doi.org/10.37547/ajps/Volume03Issue06-18

Ashurova Nodira Rafiqovna
Andijan State Pedagogical Institute Ermekbayeva Nurjamol Jalilovna Osh State University, Uzbekistan

ABSTRACT

The lesson is the main form of organizing the pedagogical process, in which the teacher constantly guides the students in their individual learning, pair work, collective learning and other activities, taking into account the characteristics of each of them. The types of work, tools and methods that create favorable conditions for the thorough mastering of the fundamentals of the subject studied by all students directly in the educational process, as well as for the education and development of students' intellectual abilities and spiritual strength are used. The technology of developing critical thinking for quality organization of this process helps to organize lessons creatively and interestingly, while being supported by a large team of teachers as a process that meets individual requirements in modern times. The articles makes new lesson material interesting, learn without forcing teaching, most importantly, makes recommendations that critical thinking beyond boundaries is necessary for the successful development of both the learner and the teacher in the learning process. After all, thinking is a process of cognitive activity of a person, which is inextricably linked with speech aimed at purposeful, generalized and mediated reflection of the surrounding reality, finding and discovering new things.

KEYWORDS

Thinking, critical thinking, observation, experience, reflection, reasoning, reflection.

INTRODUCTION

American Journal Of Philological Sciences
(ISSN – 2771-2273)
VOLUME 03 ISSUE 06 PAGES: 115-121
SJIF IMPACT FACTOR (2022: 5. 445) (2023: 6. 555)
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY
Publisher: Oscar Publishing Services

The main problem facing education in the current era of globalization is to reveal the abilities of each student, to educate a person who is ready for life in a high-tech, competitive world. In the implementation of the state educational standard in the educational process, it is necessary to switch to an educational strategy in which the student becomes the subject of the educational process, who really comes to school to "learn", that is, not only what is given by the teacher acquiring knowledge, but also applying it in life and independent learning, requires the ability to express one's opinion about what one has learned. This goal can be achieved by using elements of an effective teaching approach, including innovations such as interactive lesson planning, design, problem-based learning, and the development of critical thinking.

Literature review. Here we want to focus on the process of critical thinking. Critical thinking is the ability to analyze information from the point of view of a logical and personal-psychological approach to apply the obtained results in standard and non-standard situations; the ability to raise new questions, develop different arguments, make independent, thoughtful decisions. The technology of developing critical thinking was proposed by American scientists (C. Meredith, C. Temple, J. Steele) in the 90s of the 20th century as a special teaching method [1,1-67].

What is meant by critical thinking? Critical thinking is a type of thinking that helps to be critical of any information, not to accept anything without proof, but at the same time to be open to new ideas, proposals and methods. In critical thinking, you will improve your freedom of choice, your ability to find an accurate answer based on your assumptions, and your ability to make the right decision in any situation.

Critical thinking is not about finding a flaw in any information, but it develops the ability to read, analyze, and express one's own attitude to the studied knowledge. The purpose of this educational technology is to develop mental abilities of students, which are necessary not only for studying, but also for everyday life. , is the creation of a learning environment designed to observe, confirm, refute or expand knowledge about the world around us, new ideas, feelings or thoughts.

Signs of critical thinking include:

- positive experience;

- independent, responsible thinking;

- reasoned thinking (allows to make a decision based on reliable evidence);

- multifaceted thinking (manifested in the ability to consider the same event from different angles);

-individual thinking (forms a personal culture of working with information);

American Journal Of Philological Sciences
(ISSN – 2771-2273)
VOLUME 03 ISSUE 06 PAGES: 115-121
SJIF IMPACT FACTOR (2022: 5. 445) (2023: 6. 555)
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY
Publisher: Oscar Publishing Services

-social thinking (the activity is performed in pairs and in a team, the main method of interaction is discussion).

We study the technology of developing critical thinking as an integrated system that forms the skills of working with information; we consider it as a set of different methods aimed at first of all to interest the student (to stimulate research, creative activity in him), then to create conditions for his mastery of the material, and finally, to help generalize the acquired knowledge.

In methodical literature, the technology of critical thinking is based on the three-level structure of the lesson, which consists of difficulty, understanding and reflection. [2.272]

Discussion and result. The first stage is called the difficulty stage, in which the existing knowledge and ideas about what is being learned from memory are updated, personal interest is formed, and the goals of considering a particular topic are determined. A modern teacher can create a problematic situation by skillfully asking questions, showing unexpected properties of an object, telling what he saw, creating a "gap" situation in the way of solving an educational problem; In the call phase in the text, "introduction, comments, stimulating examples" work.

During the implementation of the call phase, the following is performed:

1. Students can freely express their point of view on the subject being studied, without being afraid of making mistakes, without being afraid of being corrected by the teacher.

2. It is important to record the statements, they will be important for each of the following activities. However, there are no "right" or "wrong" statements at this stage.

3. It would be appropriate to combine individual and collective work. Independent work allows each student to update their knowledge and experience. Group work allows you to hear other opinions, express your point of view without the risk of making mistakes. The exchange of ideas can also contribute to the development of new ideas, which are often unexpected and effective; the emergence of interesting questions, the search for answers to them stimulates the study of new material. In addition, often some students are afraid to express their thoughts to the teacher or immediately to a large audience. Working in small groups allows these students to feel comfortable.

At this stage of the activity, the teacher's task is to encourage students to remember what they already know about the topic under study, to ensure the exchange of conflicting ideas in groups, to correct and systematize the information received from students. However, they should not be criticized even if their

American Journal Of Philological Sciences
(ISSN – 2771-2273)
VOLUME 03 ISSUE 06 PAGES: 115-121
SJIF IMPACT FACTOR (2022: 5. 445) (2023: 6. 555)
OCLC – 1121105677
Publisher: Oscar Publishing Services

answers are incorrect or incorrect. An important rule at this stage is: "Every student's opinion is valuable."

The following methods are effective for implementing the call phase:

- In the implementation of this stage, "known data", key words for creating a rough list of a story;

- material systematization (graphic): clusters, tables; true and false statements; mixed logic circuits, etc.

The second stage is the stage of understanding (implementation of meaning), at this stage the student is connected with new information and systematization of the acquired knowledge is carried out. The student will have the opportunity to think about the nature of the object being studied, will learn to formulate questions due to the correlation of old and new information. At the end, the student can form his position. At this stage, it is very important to be able to independently monitor the process of understanding the material using a number of techniques.

- establishing contact with new information;

- an attempt to compare new information with existing knowledge and experience;

- focus on finding answers to the questions and difficulties that have arisen before;

- drawing attention to unclear material, trying to raise new questions;

- the desire to observe the process of getting acquainted with new information, to pay attention to what exactly attracts their attention, which aspects are not so interesting and why;

-preparation to analyze and discuss what is heard or read.

At this stage, the teacher can be a direct source of new information. In this case, his task is to show it clearly and interestingly. If the student is working with the text, the teacher controls the activity of the work, attention in reading. To organize work with the text, the teacher offers various methods for thoughtful reading and thinking about what has been read.

The Methodists of the pedagogical technology for the development of critical thinking emphasize that sufficient time should be allocated for the implementation of the semantic stage. If students are working with the text, it would be wise to allow time for a second reading. This is important because some issues need to be seen in a different context to clarify the textual information.

It is effective to use the active reading method to implement the comprehension stage:

"v", "+", "-", "?" marking using symbols. (as you read, they are placed in the margins on the right);

American Journal Of Philological Sciences
(ISSN – 2771-2273)
VOLUME 03 ISSUE 06 PAGES: 115-121
SJIF IMPACT FACTOR (2022: 5. 445) (2023: 6. 555)
OCLC – 1121105677
Publisher: Oscar Publishing Services

keeping various records, such as double diaries, journals; searching for answers to the questions asked in the first part of the lesson, etc.

The third stage - the thinking (reflection) stage is characterized by the fact that students actively reconstruct their main ideas in order to consolidate new knowledge and introduce new concepts into them. Thus, there is a "transfer" of new knowledge and the formation of one's own reasonable idea about what is being studied on its basis. Analyzing one's own mental operations is the core of this stage.

Reflective analysis is aimed at clarifying the meaning of new material, building a further learning direction (for example: this is clear, this is unclear, you need to learn more about it, it would be better to ask a question about it, etc.) But this analysis is not very useful in the course of the lesson if it is not presented in oral or written form. It is in the process of verbalization that in the process of independent perception, the confusion of thoughts in the mind is structured and turned into new knowledge. Questions or doubts can be resolved. It may be perfectly acceptable to accept some judgments as one's own. Other judgments call for discussion. In addition, in the process of sharing ideas about what they read or heard, students have the opportunity to realize that the same text can lead to different evaluations that differ in form and content. Thus, the thinking stage actively promotes the development of critical thinking skills.

The activity of the teacher is to return the students to the initial notes - proposals, make changes, additions, give creative, research or practical assignments based on the learned information.

Students' activities are aimed at connecting "new" information with "old" information using the knowledge gained in the comprehension phase.

The following methods are effective at this stage:

-filling clusters, tables, establishing cause-and-effect relationships between information blocks;

-return to key words, true and false statements;

- answers to the given questions;

- organization of oral and written roundtable discussions;

- organization of various types of discussions;

- writing creative works (cinquain, essay).

Cluster is a graphic method of organizing material. Semantic units of the text are highlighted and graphically arranged in a certain order in the form of a stack. The cluster system covers a large amount of information. The main concept, idea is located in the center, large semantic units are shown on the sides, connected to the central concept by straight lines. These can be words, phrases, sentences expressing

American Journal Of Philological Sciences
(ISSN – 2771-2273)
VOLUME 03 ISSUE 06 PAGES: 115-121
SJIF IMPACT FACTOR (2022: 5. 445) (2023: 6. 555)
OCLC – 1121105677
Publisher: Oscar Publishing Services

thoughts, facts, images, associations related to this topic.

Acceptance of "True or False Statements". Statements may be suggested at the beginning of the lesson, and then students are asked to decide whether the statements are true or not, based on their answers. After getting acquainted with the basic information (the text of the paragraph, the lecture on this topic), students return to these statements and evaluate their reliability using the information obtained in the lesson.

Accepting the "Question Table". Techniques that form the ability to work with questions are of great importance in the technology of developing critical thinking. While traditional teaching is based on ready-made "answers" provided to students, critical thinking technology focuses on questions as the main task. The driving force behind this activity is thinking. An idea only survives if the answers prompt further questions. Only students with questions truly think and seek knowledge.

- organization of oral and written roundtable discussions;

At the thinking stage, all the above methods "work". Tables, diagrams are the basis for further work: exchange of ideas, essays, research, discussions, etc. But the technique can also be used separately, for example, after learning the material, students' topics can form clusters (systematization of the material).

- organization of various types of discussions;

Party "Plus - minus - fun". Completing the table helps to organize information processing at the stage of understanding. New information is entered into the table, the relevant columns are filled in while reading a paragraph or listening to a lecture. This technique can also be used in the reflection phase.

In any case, gradually getting acquainted with new information, connecting it with the existing one, is a way of actively working with the text. This technique is aimed at renewing the emotional relationship with the text. When reading the text, it is suggested to display the following information in the relevant sections of the table: positive from the student's point of view in the "PLUS" column, negative in the "MINUS" column, the most interesting and controversial facts are entered in the "INTERESTING" column. "INTERESTING" column "There are questions" column, this table can be changed. When using this technique, information is not only more actively perceived, systematized, but also evaluated. This form of organizing the material allows discussion and discussion of controversial issues.

- writing creative works (cinquain, essay).

Conclusion. Acceptance of "Essay". Essay is a very common genre of written work in Western pedagogy, and in Russian schools this form has recently become more and more popular. It is recommended to use the

American Journal Of Philological Sciences
(ISSN – 2771-2273)
VOLUME 03 ISSUE 06 PAGES: 115-121
SJIF IMPACT FACTOR (2022: 5. 445) (2023: 6. 555)
OCLC – 1121105677
Publisher: Oscar Publishing Services

essay as a small written task, usually at the stage of understanding and processing what has been read. The variety of essay forms is determined by three main factors:

- time spent on it;

- the ability to create logical compositions (in logic already known to us, for example, difficulty, presentation of theses, arguments, conclusions);

-You can offer 5 to 10 minutes to write an essay, an essay can be a serious task to complete in your spare time. Creating an essay for a student is a task aimed at better understanding the text, but for a teacher, essays become one of the most important diagnostic tools in the process of accompanying students. [3.175]

In short, this education implements the following advantages of technology:

- Increases responsibility for the quality of one's education.

-Developing skills for working with texts of any type and large amount of information; students learn the ability to integrate information.

-The ability to develop one's own thinking is formed on the basis of understanding various experiences, ideas and concepts, building logical chains of conclusions and arguments (develops systematic logical thinking).

- Development of creative and analytical skills, ability to work effectively with other people; the ability to clearly, confidently and accurately express one's opinion to others is formed.

-Technology is most effective in learning material that can be used to create engaging, informative text.

REFERENCES

1. C. Meredith, C. Temple, J. Steele., Reading, writing and discussion in every discipline. Guidebook III 1998. pp. 1-67.
2. Zair-bek, S.I., Mushtavinskaya, I.V. Developing Critical Thinking in the Classroom: A Teacher's Guide. - M.: Education, 2004 - 175p.
3. Polat, E.S. New pedagogical and information technologies in the educational system: Manual. - M. Academy, 2003 - 272p.
4. Kirilova, N.B. Media education in the era of social modernization: Pedagogy. - 2005 - Issue 5, pp. 13-21.