American Journal Of Philological Sciences
(ISSN – 2771-2273)
VOLUME 04 ISSUE 07 PAGES: 28-33
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY

Publisher: Oscar Publishing Services

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

Research Article

DEVELOPMENT OF ANALYTICAL AND CRITICAL THINKING SKILLS OF FUTURE EDUCATORS IN A DIGITAL EDUCATIONAL ENVIRONMENT

Submission Date: July 10, 2024, **Accepted Date:** July 15, 2024,
Published Date: July 20, 2024
Crossref doi: https://doi.org/10.37547/ajps/Volume04Issue07-06

Xaitov Bekzod Shuxratovich
Doctoral student at Kokand State Pedagogical Institute, Uzbekistan

ABSTRACT

This article describes the main features of the structure of development of analytical and critical thinking skills of future pedagogues in the digital educational environment.

KEYWORDS

Digital education, information-communicative, competence, development, pedagogue, analysis, critical thinking, problem-based education.

INTRODUCTION

The reforms being carried out in the Republic of Uzbekistan are aimed at developing the country socially, economically, spiritually and educationally, and at educating the young generation as a well-rounded person. Today, the issue of youth education is interpreted as one of the priority tasks of the country.

For example, as stated in the Decree of the President of the Republic of Uzbekistan dated June 27, 2018 on the state program "Youth is our future", "Those who have modern knowledge and skills, take responsibility for the worthy future of the country" "Education of competent, goal-oriented and energetic young people is the most important condition for stable and rapid development of the country".

An important means of fulfilling this condition is the wide use of advanced and modern technologies of education in order to further improve the educational work in educational institutions trained by highly

American Journal Of Philological Sciences
(ISSN – 2771-2273)
VOLUME 04 ISSUE 07 PAGES: 28-33
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY
Publisher: Oscar Publishing Services

educated specialists, to increase the quality and efficiency of teaching. One of such advanced technologies in modern pedagogy is the technology of problem-based education. One of the technologies used in the organization of effective teaching in higher education institutions in the era of rapid development of modern science and technology is problematic teaching technology. Because it is education aimed at developing students' thinking, creative approach, creative abilities and activities. Therefore, the main task of problem-based education is: it is a technology that focuses on active learning, encourages creativity, creates various rational-heuristic approaches to the problem, forms a scientific-research method, and develops perceptive abilities, and it is an educational interest. means to serve for. Problem-based education is one of the methods that bring a creative, active, initiative person to adulthood and prepare him for activity and experience, which is considered the main goal of society.

Pedagogical sources emphasize that problematic educational technology is not new. The great pedagogues of the past Ya. A. Komensky, J. J. Rousseau, I. G. Pestalozzi, F. A. Disterweg, K. D. Ushinsky and others have searched a lot for ways to organize an interesting learning process aimed at developing the mental powers and abilities of learners, and to some extent who were able to achieve this.

At the beginning of the 20th century, the idea of implementing and popularizing problem-based education in school practice developed rapidly in foreign countries, and in the 20-30s of this century, the foundation of problem-based education was laid. Its founder was the American philosopher, psychologist and pedagogue D. Dewey (1895-1925). He founded "problematic education" in the experimental school he founded in Chicago in 1894, and in his pedagogical-psychological work "How We Think", written in 1909, he presented a method based on dry memorization and memorization existing at that time. He contrasted traditional education with problem-based education aimed at developing the learner's thinking and mental abilities, and substantiated its scientific and practical aspects.

D. Dewey (1933) developed a psychological mechanism for solving problems that arise in life in the second edition of this book. According to him, any problem can be solved with the intelligence given by nature. Because human ability can serve it. For this, it is necessary to put problems in the educational process and properly organize teaching activities aimed at solving them. Teaching a child to think, search, and research is problematic education.

In the development of the theory of problem-based education, the American psychologist Dj.Bruner put forward the idea that "in the process of learning new knowledge, the structure of educational information

American Journal Of Philological Sciences
(ISSN – 2771-2273)
VOLUME 04 ISSUE 07 PAGES: 28-33
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY
Publisher: Oscar Publishing Services

and intuitive (intuitive) thinking should prevail." In his opinion, intuitive thinking should be the leader in the development of knowledge structure and mental activity in problem-based education. Because together they serve to develop the child's mental abilities. In this matter, since 1923, even during the former Soviet regime, this direction of education began to develop under the heading "Complex-project", and based on the ideas of D. Dewey, there was an opinion that the class-lesson system was outdated. However, in 1932, according to the decision of the Central Committee of the Communist Party of the Soviet Union (b), this direction was considered ineffective and its further development was not allowed.

The further development of critical education is associated with the name of Western European scientists, and its scientific and pedagogical foundations were developed by the famous Polish pedagogue Vincent Okon in the 50s of the 20th century. In the content of his theory, organizing problematic situations, which are the sum of cognitive actions, formulating a problem, involving students in solving the problem, checking the conclusions drawn by students, helping them to systematize and strengthen the acquired knowledge. was to set up a settlement.

In the 60s of the 20th century, S. L. Rubenstein, A. V. Brushlinsky, Methodist scientists N. A. Menchinskaya, T. V. Kudryavsev from the former Soviet didacts and psychologists made a significant contribution to the development of problem-based education technology. They noted that mental actions, thinking process, logical direction of activity should be expressed in the acquired knowledge.

According to T.V. Kudryavsev, problem-based educational technology is a process that represents a mental state that is solved by students working together with the teacher. For this reason, the creation of a problem situation in this process can be called a didactic event consisting of an internal feeling that directs the intellectual activity of the learner to a specific goal, forms the need for knowledge, and as a result, leads to understanding the essence of unknown phenomena.

Accordingly, according to the teaching of the Russian psychologist A.M. Matyushkin, in a problematic situation, without stating the novelty, on the contrary, it is necessary to implement the conditions necessary to lead to the novelty, the uncertainty related to the activities, means and conditions that are considered necessary to open in this case. , the ability to solve the given problem, the task, the fundamentals of science with the help of thinking processes, to create a problem situation and to solve it, to find the unknown, novelty, ambiguity that is sought in it, as well as the need to acquire new knowledge emphasized the need to achieve through formation.

American Journal Of Philological Sciences
(ISSN – 2771-2273)
VOLUME 04 ISSUE 07 PAGES: 28-33
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY
Publisher: Oscar Publishing Services

In the 1990s-1995s of the 20th century, Uzbek pedagogues, psychologists, and methodologists put forward certain ideas about enriching the theoretical content of problematic educational technologies and implementing them in the practice of educational institutions based on new requirements. In particular, after gaining independence, our republic rapidly developed through socio-economic development, spiritual and cultural life, strived to build a legal democratic state and civil society, and its political, economic, cultural, and spiritual significance in the global community. At a time when the status is increasing day by day, serious attention was paid to the education system. In the future, this problem will affect all aspects of people's life and economy, including industry, agriculture, construction; It is improving because it requires employees working in spiritual and educational fields to be knowledgeable, business-minded, and proactive. Such specialists are trained only by higher education institutions.

Taking this into account, this issue is specifically noted in the "Concept of the Development of the Higher Education System until 2030" of the Republic of Uzbekistan and the creation of new strategic forms, methods, and tools of teaching and training in educational institutions. , and for this, it was shown that it is necessary to apply problem-based education technology to the higher education process, and it was noted that problem-based education can provide practical help in solving the following issues:

- to develop independent thinking and creative abilities of learners;
- create an opportunity to acquire scientific knowledge and master the methods of practical application;
- formation of students' scientific outlook with the help of acquired scientific knowledge;
- being able to demonstrate creative abilities and activities in practice;

At the 1X session of the Oliy Majlis of Uzbekistan (August 29, 1997) in his speech on the topic "A perfect generation is the foundation of the development of Uzbekistan", he said that "The main task of the teacher is to form the skills of independent thinking in students and to educate children with conscious discipline." ” had emphasized that it should be. This call is consistent with the requirements of the "New Law" on "Education". That's why these documents encourage today's teachers and students to make wider use of the type of education that encourages independent thinking, research, and creativity. This type of education today is organized by problematic educational technologies.

Any teacher, educator, who uses problem-based learning technology, should first of all know the tasks that problem-based learning can solve. These are:

American Journal Of Philological Sciences
(ISSN – 2771-2273)
VOLUME 04 ISSUE 07 PAGES: 28-33
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY
Publisher: Oscar Publishing Services

- formation of initial skills of independent mastery of the basics of science in students;
- to develop independent thinking and creative abilities in students;
- introduction of methods of mastering and practical application of students' scientific knowledge with the help of problematic technologies;
- education of students' scientific worldview based on acquired knowledge;
- formation of students' skills to solve educational problems (a new topic always seems to be a problem for the student) independently or partially with the help of the teacher;
- formation of experience of creative activity, etc.

The essence of the teacher's activity in problem-based teaching is that he needs to explain the most complex laws, concepts and facts. That is, in the process of education, it is necessary to create a problem situation and create an opportunity to solve the problem. In this case, the student himself is directed to solve the problem. As a result, students' activities are organized in such a way that they independently draw conclusions by analyzing the facts and get a general idea of the studied topic. When explaining the expression of concepts, rules, theorems, and laws, students develop the ability to independently implement tasks such as planning, constructing, inventing or creating new situations, composing texts, writing poems, and drawing pictures, and with the help of this, attention, will, such qualities as creative imagination, hypothesis, and analysis are developed. Thus, problem-based teaching can be called education that moves from performance to creativity. Methodologist A.K. Gulomov stated that problem-based educational technology is teaching aimed at mastering new knowledge through the use of creative thinking and creating scientific-research works.

It occurs in the following cases:

- when there is a need to apply knowledge in a new situation;
- if there is a disproportion between the problematic task and its execution;
- new information is unknown to the students, and the existing knowledge is not enough to interpret it, and certain difficulties have to be overcome;

The didactic feature of problem-based education is that it turns learners into subjects rather than objects of education. For this, knowledge of the importance of problem-based teaching forms the basis of creative thinking and develops creative abilities with the help of problem situations created by the pedagogue and independent activities aimed at solving them, serves for purposeful mastering of educational results. In the process of organizing problem-based education,

American Journal Of Philological Sciences
(ISSN – 2771-2273)
VOLUME 04 ISSUE 07 PAGES: 28-33
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY
Publisher: Oscar Publishing Services

conducting research in the student, setting up educational activities and, on this basis, independent study and analysis of information and conclusions in the educational subject, creative assimilation of new knowledge, it is required to embody such qualities as drawing a conclusion.

CONCLUSION

Problem-based education is education aimed at purposeful assimilation of educational results by developing scientific knowledge, problem situations created by the pedagogue and independent activity of learners aimed at solving them, creative ability.

REFERENCES

1. Стоунер Т. Информационная революция: наука, экономика, технологии. - М., 1993. -С.335.
2. Толковый словарь узбекского языка. Том 1. - Т.: Национальная энциклопедия Узбекистана, 2006. - 19 с.
3. Мои слители _ Греция. Лошадь мифа к логике. - Москва: Эксмо -пресс, Харьков: Фолио, 1998. - С. 774.
4. Shukhratovich, Khaitov Bekhzod. "Innovative Methods of Developing Communicative Competence of the Head of Educational Institution." American Journal of Social and Humanitarian Research 3.5 (2022): 196-202.
5. Haitov, Bekzod. "Methods of Improving Communicative Competence of the Head of Educational Institution." Scienceweb academic papers collection (2022).
6. Khaitov, Bekzod Shukhratovich. "FORMATION AND DEVELOPMENT OF THE WORLDVIEW OF SCHOOL DIRECTORS IN UZBEKISTAN. IN SCALE FINNISH SYSTEMS EDUCATION."Educational Research in Universal Sciences 2.3 (2023): 287-292.
7. Khaitov, Bekzod Shukhratovich. "OF INFORMATION CONSUMPTION CULTURE IN STUDENTS." Science and innovation Special Issue 7 (2023): 571-573.
8. Khaitov, Bekzod Shukhratovich. "METHODS FOR IMPROVING THE INFORMATION AND COMMUNICATION COMPETENCE OF THE HEAD OF A GENERAL EDUCATION INSTITUTION DURING THE EDUCATIONAL PROCESS." Galaxy International Interdisciplinary Research Journal10.12 (2022): 928-931.
9. Khaitov, B. (2022). METHODS FOR IMPROVING THE INFORMATIONAND COMMUNICATION COMPETENCE OF THE HEAD OF A GENERAL EDUCATION INSTITUTION DURING THE EDUCATIONAL PROCESS. Scienceweb academic papers collection.
10. Khaitov, B. S. O‘QITISHNING DOLZARB MASALALARI RESPUBLIKA ILMIY-AMALIY
11. KONFERENSIYASI