

Developing Students' Critical Thinking Competencies on The Basis of An Integrative Approach in The Educational Process

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Abstract: This article discusses the issues of developing students' critical thinking competencies on the basis of an integrative approach in the educational process. It analyzes the possibilities of forming students' independent thinking, skills of analyzing problem situations, and making social and moral decisions through integrative methods.

Keywords: Critical thinking, integration, integrative approach, competence, educational process.

Introduction: Today, in a rapidly developing world, the education system is required not only to educate a knowledgeable and well-brought-up individual, but also to develop a person who can think creatively, independently, and critically, who possesses active social skills, is responsible, and is capable of making independent decisions. In countries with highly developed education systems, such as Singapore, Finland, and the USA, special attention in educational strategies is given not so much to providing knowledge as to forming personal competencies in students. Taking example from world countries, Uzbekistan has also in recent years been implementing reforms in the education system based on the competency-based approach. Therefore, developing students' critical thinking ability on the basis of integrated education in the educational process is considered one of the urgent pedagogical problems.

At present, in the modern education system, special attention is being paid to developing students' critical thinking, independent thinking, and creative thinking on the basis of an integrative approach. In particular, the application of an integrative approach in the educational process, as well as the development of critical and social thinking, are regarded as important scientific directions of pedagogy.

The integrative approach is an approach aimed at ensuring interdisciplinary connection in the educational process and at mastering knowledge in a holistic manner. Through this approach, students connect the knowledge they have acquired in different subjects and gain the opportunity to apply it in real-life situations. Integrative education develops students' logical thinking; helps them understand knowledge more deeply; and creates problem situations for critical thinking.

The theoretical foundations of the integrative approach began to be studied deeply in pedagogy and didactics from the second half of the twentieth century. In their research, Russian scholars V. S. Lednev, I. Ya. Lerner, and M. N. Skatkin substantiated the idea of integrating the content of education and emphasized that interdisciplinary connection increases the effectiveness of the educational process.[1] In their opinion, integrative education serves the systematic and holistic assimilation of knowledge in students. A. V. Khutorsky рассматривает the integrative approach in close connection with competency-based education and substantiates the importance of ensuring the unity of theory and practice in the educational process.[2] According to the scholar, the integrative approach develops students' competencies for approaching

problem situations comprehensively and making independent decisions.

Critical thinking expresses a person's ability to understand, analyze, evaluate a problem, and draw a well-grounded conclusion. This concept has been widely studied in pedagogy and psychology. J. Dewey interprets critical thinking as reflective thinking and considers it a process of consciously analyzing a problem situation and drawing conclusions based on evidence [3]. R. Ennis explains critical thinking as a type of logical and conscious thinking aimed at determining what should be done or what should be believed, and defines it as a set of skills and dispositions [4]. According to P. Facione, critical thinking consists of the abilities to analyze, evaluate, draw conclusions, and justify one's opinion, and it ensures a person's intellectual independence [5]. L. Paul and E. Elder define critical thinking as disciplined thinking directed toward consciously controlling the thinking process and achieving logical clarity and consistency [6]. Among local scholars, N. Sayidahmedov considers critical thinking an important pedagogical factor that forms in students the ability to think independently, analyze problem situations, and justify their position [7]. R. Mavlonova recognizes critical thinking as one of the main competencies formed in the educational process and inseparably connected with a person's creative and logical thinking [8]. B. Xodjayev emphasizes that critical thinking increases students' activity in the educational process, encourages debate, and develops conscious decision-making skills [9].

Critical thinking competence consists of a student's abilities to analyze, evaluate, compare information, identify cause-and-effect relationships, and draw well-grounded conclusions. This competence shapes the student not as a receiver of ready-made knowledge, but as an active thinking subject. A student who possesses critical thinking approaches given information with doubt, compares different points of view, can defend his or her opinion on the basis of evidence, and strives to find a creative solution to a problem.

In the educational process, the development of critical thinking competence on the basis of an integrative approach is carried out through the following pedagogical mechanisms: first, integrated educational tasks and problem situations activate students' analytical and logical thinking; second, the introduction

of project and research activity into the educational process develops students' skills of working independently with information, selecting evidence, and substantiating conclusions.

Also, the use of interactive methods such as debate, case study, conceptual map, and cluster within the framework of the integrative approach strengthens students' reflective activity. These methods encourage the student to appear as an active subject in the educational process, to justify his or her opinion, and to evaluate alternative points of view.

As a result, the educational process organized on the basis of an integrative approach serves to systematically develop students' critical thinking competence and to prepare them to make conscious decisions in complex educational and life situations.

CONCLUSION

In conclusion, it can be said that the educational process organized on the basis of an integrative approach is an effective pedagogical mechanism for developing students' critical thinking competence, and its wide introduction into educational practice serves to improve the quality of education.

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