

# Methodology for Developing the Intellectuality of Future Primary School Teachers on The Basis of Critical and Creative Thinking

Pardaboyeva Dilnoza

The main teacher of Department of Pedagogy at Practical Sciences University in Tashkent, Uzbekistan

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**Abstract:** This article discusses the methodology of using critical and creative thinking in the intellectual development of future elementary school teachers. Critical thinking allows the teacher to deeply analyze problems and make logical decisions, while creative thinking helps the teacher organize lessons creatively and increase the interest of students. This not only increases the quality of primary school teacher training, but also has a positive effect on the overall efficiency of the education system.

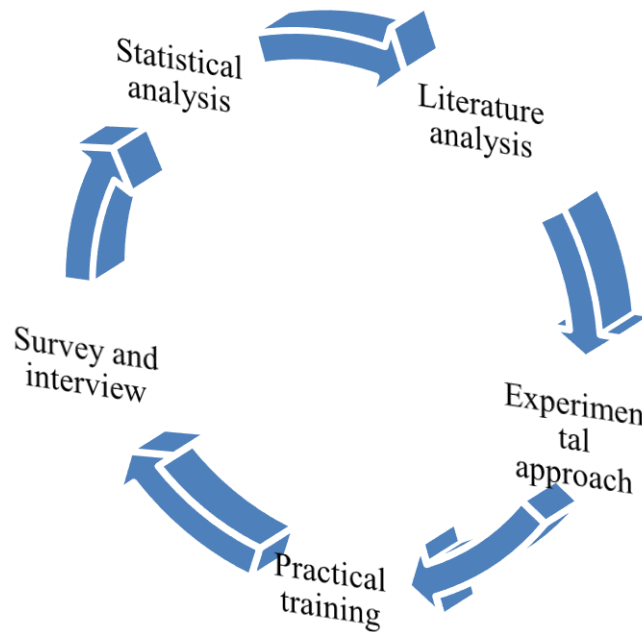
**Keywords:** Primary school teachers, critical thinking, creative thinking, method, development, methodological approaches.

**Introduction:** In our country, currently, changes in the educational system and modern requirements are not limited to providing only knowledge to teachers of primary classes, but also the task of developing their critical and creative thinking skills. At the same time, there is a need to assess the impact of methods for developing critical thinking in future primary school teachers, improve the methodological system for organizing methodological activities based on critical thinking, develop pedagogical technologies based on critical thinking. Such an approach to primary education is relevant to the formation of life skills in accordance with the requirements of an individual-oriented educational strategy, to clarify the pedagogical-psychological and methodological features of the development of creative abilities. As a result of comprehensive reforms in improving the quality of continuing education in our country, the introduction of advanced pedagogical and information technologies into the educational process, increasing

the efficiency of quality educational services in higher education, providing methods for the development of social intelligence in students in the context of rapidly changing globalization have expanded. In the development strategy for the further development of the Republic of Uzbekistan "to further improve the system of continuing education, support the creative and intellectual potential of the younger generation and create conditions for realization. were defined. In this regard, it is envisaged to educate future primary school teachers of higher education institutions as an innovative, intellectually developed person who contributes to competitive, public discussion, is critical, has mastered the most advanced cognitive and methodological approaches.

## RESEARCH METHODS

The study used research methods to analyze methodological approaches to the development of critical and creative thinking abilities of future primary school teachers (Figure 1)



**Figure 1**

Literature analysis. Foreign and domestic scientific sources, articles and books on the development of critical and creative thinking were analyzed. This analysis helped to determine the basic principles of modern pedagogical methods and the possibilities of their practical application. Particular attention was given to scientific foundations such as Bloom's taxonomy and Torrance's creativity tests.

Experimental approach. 50 participants were selected from the students of the primary education direction for the study. Participants were divided into two groups: experimental and control group. Training was conducted with the experimental group on the basis of a special methodology aimed at developing critical and creative thinking. And with the control group, classes were conducted in the traditional way.

Practical training. To develop critical and creative thinking, analysis of problem situations, project work, question and answer sessions and creative assignments were organized. In these activities, students acquired new knowledge and formed thinking skills through the use of various techniques.

Survey and interview. A survey was conducted with

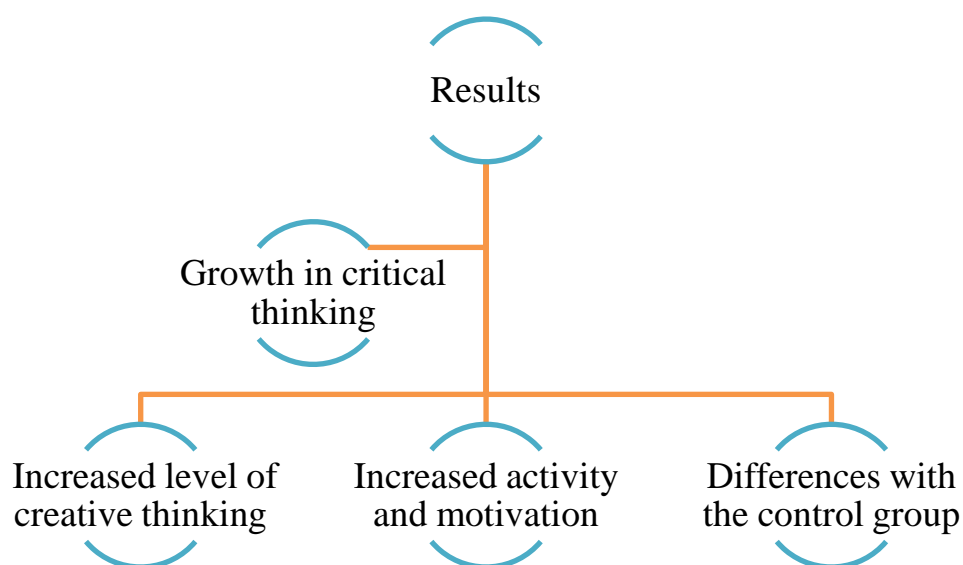
students before and after classes. In it, their critical and creative thinking skills, interest in classes and self-confidence were evaluated. In-depth interviews with students were also organized and their opinions on new methodological approaches were taken.

Statistical analysis. The data obtained during the experiment was processed using mathematical and statistical methods, and the results were expressed in the form of graphs and tables. The differences between the experimental group and the control group were analyzed and the effectiveness of the methodology was evaluated.

With the combination of the above methods, the possibilities of developing critical and creative thinking among students were studied in depth and scientifically based conclusions were drawn.

**Analysis and results.**

According to the results of the study, we can observe that the effectiveness of the methodology developed to develop the critical and creative thinking abilities of future primary school teachers is manifested in several aspects (Figure 2).



**Figure 2**

An increase in the level of critical thinking. While the level of critical thinking of students before the experiment was 65%, after training on the basis of a special methodology, this figure reached 80%. This showed a significant increase in problem analysis, cause-and-effect relationship identification, and logical decision-making skills among students.

Increased level of creative thinking. The level of creative thinking, initially at 70%, increased by 85% after training. Students showed the ability to offer various new ideas, develop non-standard approaches and show creativity in the performance of creative tasks.

Increased activity and motivation. Students were more active in training and felt more confident in completing assignments. According to the survey, 90% of students claimed that the new methodology increased their interest in the course process.

Differences with the control group. A significant difference was found between the results of the experimental group and the control group. The growth in critical and creative thinking skills in the experimental group was 20-25% higher than in the control group. This proves the effectiveness of a special methodology.

The results obtained show that the development of critical and creative thinking significantly increases the intellectual potential of primary school teachers. This in turn also has a positive effect on the quality of their training. In order for the critical thinking skills of students to be strong, it is necessary to conduct more practical classes based on the analysis of problem situations. At the same time, it was found that it is effective to use open-ended questions and project-based teaching methods in the educational process to develop creative thinking. The process demonstrated

the importance of analyzing problem situations, seeking answers to logical questions, and organizing various controversies in order to develop students' critical thinking skills. For example, when students were taught teamwork to find answers to problematic questions during the course of the class, it was observed that they increased their critical thinking skills through mutual exchange of ideas. In addition, the effectiveness of training based on creative tasks, project work and open questions was noted in the development of creative thinking. During these sessions, students developed non-standard approaches to various problems and showed their creative abilities. For example, when children were instructed to create interesting stories or independently solve problem situations, they showed their creative potential more widely. The study also found that students had increased activity and enthusiasm in the course process. This is explained by the fact that methods that develop critical and creative thinking strengthen the motivation of students and build self-confidence among them. These approaches focus students on independent thinking and creativity in the future, rather than being limited to increasing theoretical knowledge alone.

However, some difficulties were also observed in the study. The students' difficulty in completing critical and creative thinking assignments in the early stages has been largely attributed to the inadequacy of their knowledge on specific topics and sluggishness in making open statements of their own opinions. Therefore, it became known that it is necessary to make the methodological approaches used at the initial stage more flexible and develop them in stages, taking into account the level of knowledge of students. In the future, it is recommended to more broadly introduce these techniques, to study the results more widely,

applying them to groups of students of different ages and other pedagogical directions. This not only increases the quality of the training of elementary teachers, but also has a positive effect on the overall effectiveness of the educational system.

## **CONCLUSION**

From the results of the study, it was confirmed that methodological approaches aimed at developing the critical and creative thinking abilities of future primary school teachers are effective. Analysis of problem situations, debate, and question-and-answer sessions have been shown to be important for the development of critical thinking. And in the development of creative thinking, creative tasks, project work and non-standard approaches turned out to be the most effective methods. The practical significance of the study is that there is an opportunity to apply the developed methodology to other student groups in the direction of pedagogy, as well as to further improve it. In the future, it is recommended to apply this methodology to student groups of different ages and conduct additional research on the assessment of long-term results. This approach contributes significantly to improving the quality of primary education and the training of teachers who meet the requirements of modern society.

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