

Formation Of Critical Thinking Skills Of Primary School Students Through Folk Art

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Abstract: The topic of forming critical thinking skills in primary school students through folklore studies the importance of folklore in the development of students' thinking abilities. The research conducted on this topic aims to teach students to critically analyze examples of oral folk art, such as fairy tales, folk tales, proverbs, and sayings, and to enhance their logical thinking and argumentation skills.

Keywords: Critical thinking, students, fairy tales, folklore, problem solving, methods, evaluation, good, evil, cunning.

Introduction: On December 29, 2022, at the exhibition of modern textbooks "Improving the quality of education - the only correct way to the development of New Uzbekistan!" at the International Congress Center, President Shavkat Mirziyoyev noted: "It is necessary to pay special attention to the issues of developing skills (critical thinking, creativity, collaboration, communication) in the "4K" skill, critical thinking, creative approach, teamwork, and communication skills in students, which are most necessary for a person of the 21st century"[1] and..."textbooks should not be limited to memorizing dry information or simply teaching reading and writing, through which students will learn not only subjects, but also life skills necessary in the 21st century," and about the obligations of teachers in the preparation of new textbooks..."today textbooks are changing. Accordingly, teachers must also change"[2], - strengthens the practical-methodological and scientific-methodological support aimed at developing critical thinking skills in primary school students, identifies didactic opportunities in their teaching, and further strengthens their implementation in practice. Based on the above requirements, the development of critical thinking skills in primary school students based on examples of oral folk art is important for today. These issues increase the relevance of the topic.

LITERATURE REVIEW

The concept of "critical thinking" entered pedagogical

science in the mid-20th century. The term critical thinking was first used by K. Popper. According to it, every living organism performed the function of "solving" problems. The surrounding information is considered as confirmation or refutation of the meaning of the world as a living organism, which predicts this phenomenon. In such a situation, critical thinking works as a way to search for truth and eliminate mistakes.

Among foreign and CIS countries, V.S.Bibler, B.Burshtein, A.V.Brushlinsky, M.Vertheimer, D.V.Vilkeev, Dj. Gilford, N.G.Dayri, A.Z.Zak, G.I.Ibragimov, A.A.Ivin, Z.I.Kalmikova, F.Klike, I.Ya.Lerner, A.N.Luk, A.M.Matyushkin, M.I.Makhmutov, S.O.Rubinshtein, B.M.Teplov, O.K.Tikhomirov, I.Frolov, V.S.Shubinskiy, E.D.Bono, J.Daniya, M.Lipman, D.Halpern, D.Klouz.

According to A.E. Petrov, critical thinking has a reflexive character, in which a person studies their own thinking and its correctness. A. Veretennikova, in defining critical thinking, presents it as a system of mental states, characteristics, and processes aimed at forming evaluation. Based on the concept of developing education, A.V. Korzhuev and V.A. Popkov argue that teaching cannot be equated solely with receiving information.

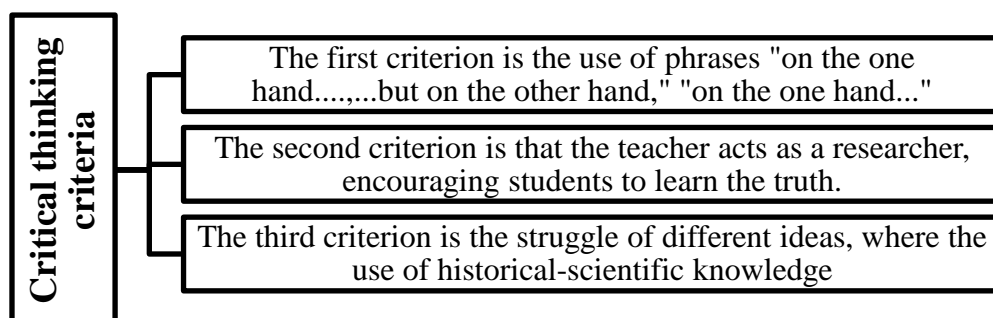
Critical thinking is a form of thinking that is self-regulating, self-educating, self-controlling, and self-correcting. A prerequisite for this is the acceptance of

strict norms for improving consciousness and their careful application. Critical thinking requires mastering the skills of effective communication and problem-solving, as well as overcoming the egocentrism inherent in our nature. At the heart of egocentrism lies the phenomenon of a person's inability to recognize and understand the possibility of the existence of views that contradict their point of view. Due to the predominance of excessive self-confidence in a person, they imagine that the mental states of others, the system of evaluation, are identical to their own [4].

METHODOLOGY

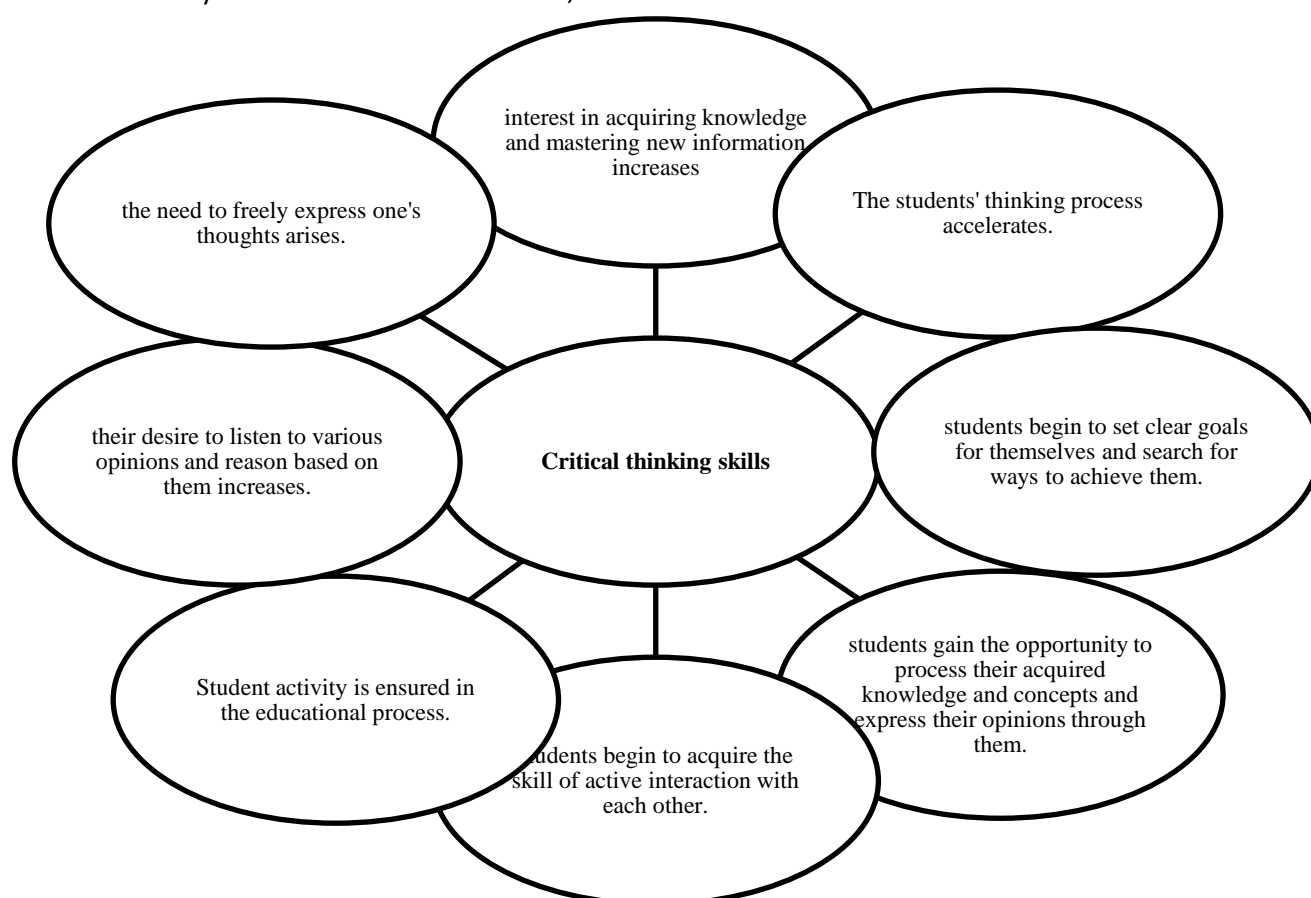
To solve these problems, it will be necessary to improve teaching methods, improve teachers' qualifications, and effectively integrate folklore into the curriculum.

If the information does not meet the criteria of critical thinking, it loses its educational value. They are carried out according to the following criteria. (Fig. 1)



Also, in the dissertation of N.I. Merzhshkina, some bad events are initially perceived as "good," and good events are initially considered as "bad." Thus, the

formation of critical thinking skills provides the student with the following opportunities. (Fig. 2)



According to the American scientist J. Dewey: "Only when students begin to deal with a particular problem does critical thinking appear in them. Therefore, the most important question related to a situation or phenomenon, which is considered the starting point of

the educational process, is the question of what problem this phenomenon causes. Only by dealing with a specific problem does the reader truly think." [5]

Based on critical thinking, students develop assessment, knowledge, skills, and abilities. When

considering critical methods, the following can be particularly emphasized:

- ✓ The student's desire to create constructive partnerships with the teacher and partners;
- ✓ The ability to express one's opinion without relying on the opinions of others. That is, the desire to know information;
- ✓ Solve the set tasks using non-traditional methods;
- ✓ Comprehensive study of the transmitted information, identification of the causes of various phenomena.

The main goal of our research work is:

1. Revealing the pedagogical content of the formation of critical thinking skills in primary school students;
2. Determination of criteria for assessing the level of critical thinking of primary school students in the educational process using the example of oral folk art; and the development of their pedagogical methods;
3. Theoretical substantiation and experimental testing of the system of work on the effective formation of students' critical thinking using the example of oral folk art;
4. Development, substantiation, and implementation of a variant of the optimal model for the formation of critical thinking, taking into account the obtained results;
5. The pedagogical process is aimed at understanding the role and place of students' critical thinking and self-criticism.

RESULTS

The role of oral folk art in the formation of critical thinking skills in primary school students is very important. However, several issues may arise during this process:

1. It is important to clearly define how oral folk art is integrated into the curriculum and how it influences the development of critical thinking skills. It is necessary to have clear instructions on what materials should be presented to students and how they should work with a critical approach.
2. Teachers must have the necessary knowledge and experience to effectively use oral folk art in the formation of critical thinking skills. Some teachers may not know how to use these materials, which can negatively affect the quality of education.
3. Each child may have different abilities and interests in developing critical thinking skills. Difficulties may arise when considering different age groups and individual characteristics of students.
4. There may be a lack of materials of oral folk art

prepared in accordance with modern pedagogical goals. It is necessary to create materials that teach students how and to what extent to think, that are interesting and understandable to them.

5. A misunderstanding of the cultural context of oral folk art and the disregard for the associated moral values can lead to problems in the formation of critical thinking skills.

CONCLUSION/RECOMMENDATIONS

In the course of our research work, we came to the following conclusions and proposals when building a system of learning tasks to develop students' critical thinking skills:

- a) increasing the number of methods aimed at the conscious development of a culture of thinking and a culture of critical thinking;
- b) to help students identify and reveal contradictions, errors, and shortcomings during the lesson;
- c) teach to correctly accept constructive criticism and respond to it with business acumen;
- d) it is necessary to develop an active life position.
- e) should be applied depending on the content of the educational material, the equipment of the lesson, the individual characteristics of teaching, the level of knowledge of students, and the teacher's level of preparedness.
- f) It is necessary to ensure the development of students' critical thinking qualities.

In conclusion, the use of folklore in the educational process serves as an effective method for strengthening students' critical thinking skills, preserving cultural heritage, and preparing them for moral values.

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