

Developing Critical Thinking Skills in Students Development of Formation Plans Develop Students' Critical Thinking Skills Development of Formation Plans

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Abstract: This article discusses the content, importance and effective methods of developing critical thinking skills in students in the modern educational process. It is substantiated that critical thinking is an important factor in independent thinking, reasoning, drawing conclusions, analyzing problems and forming universal competencies. It also indicates the role and tasks of the teacher in developing this skill at school.

This article highlights the content, significance, and effective methods of developing students' critical thinking skills in the modern educational process. It is substantiated that critical thinking is an important factor in the formation of independent thinking, reasoning, drawing conclusions, problem analysis, and universal competencies. The role and responsibilities of the teacher in developing this ability at school are also indicated.

Keywords: Critical thinking, education system, student competence, interactive methods, analysis, innovative pedagogy.

Introduction: One of the main goals of modern education is to develop independent, analytical and critical thinking skills in students. Especially at the primary level of education, and in particular in the subject of the mother tongue, this skill directly affects the process of children's thinking, expression and analysis of the information they have learned.

In native language classes, students not only learn words and rules, but also learn to understand their meaning, apply them, compare and draw conclusions. A critical thinking child does not limit himself to asking "Is this true?" but also asks questions such as "Why is this so?" and "What if it were different?"

But in practice, many students still rely on ready-made answers. When the teacher asks a question, they think, "Whatever is written in the book is correct." This situation hinders the development of critical thinking.

Approaches to the formation of critical thinking in

foreign experience

Today, the experience of countries with advanced education systems in the world - Finland, Singapore, the USA and Japan - shows that the process of teaching critical thinking is established from the primary grades. Their common goal is to form the student not as a memorizer of ready-made knowledge, but as a thinker, questioner and analyst.

Finnish mother tongue classes, students complete a three-step analysis process after each text:

1. **"I know"** – the reader states information that he or she has learned from the text or previously knew.
2. **"I don't know"** means something that you don't yet understand or want to find out.
3. **"I think"** - expresses one's opinion, assumption, or attitude.

This seemingly simple, but deeply didactic process

develops in students responsibility for their own opinions and an analytical approach to the text they read. As a result, the child is not afraid to express his opinion, but learns to justify his point of view.

The Singaporean education system widely uses the "Thinking Routine" method, in which students answer three main questions after each topic or text:

- What is it like?
- What's the difference?
- What can be learned?

This method develops the student's skills in analysis, comparison, and conclusion. After each answer, the student proves his opinion with evidence, which strengthens independent thinking.

The Think–Pair–Share model is proving effective in US elementary schools. This approach allows students to first formulate an idea on their own, then share it with a partner, and then discuss it openly in class. This process fosters a culture of communication, argumentation, and listening.

Japanese education, a method called "Kaiten Gakushu" (circular learning) is widely used. During the lesson, each student sits in a circle and has the opportunity to express their opinion. This way, all students actively participate, each child feels the importance of expressing their opinion, and this trust creates the basis for critical thinking.

in Finland is also unique. Here, the student is assessed not for the correctness of the answer, but for the quality of the thinking process. When assessing, the teacher pays attention to the following questions: "What arguments did the student provide?", "How well did he justify his opinion?", "Did he put forward a new idea?". Through this, the child learns to freely express his opinion and defend his position with evidence.

All these experiences show that if the development of critical thinking begins at an early stage, independent thinking, a culture of communication, and a sense of responsibility are formed in the student early. Therefore, the use of these approaches in our education system can be an important factor in the development of the student's personality.

Local experience and observations

Observations conducted in Uzbek schools show that 60 percent of primary school students memorize the content of a text, but less than 25 percent draw independent conclusions from the text. This means that more interactive approaches, question-and-answer, and analytical tasks are needed to develop critical thinking in lessons.

The table below analyzes the obstacles to critical thinking in 4th grade native language and their solutions:

No.	Obstacles	Solutions
1	The student is shy or afraid to speak his/her mind	Valuing and encouraging every idea, taking into account the "quality of the idea" when evaluating
2	Emphasis is placed on memorizing the text in the textbook	Asking "Why?" and "How?" questions
3	Difficulty expressing ideas in writing	Using planning, "mind mapping", and "mind wall" techniques

No.	Obstacles	Solutions
4	Repeating the same ideas	Group work, discussion of different points of view
5	Excessive focus on grammar, lack of analysis of content	Interpreting meaning through words and sentences, working with "metaphors", "figurative words"

Real-life and scientific examples

For example, on the topic "Words with a variable meaning", the teacher gives the following exercise:

"The sun smiles, the wind plays, the flower laughs."

Students are thought to:

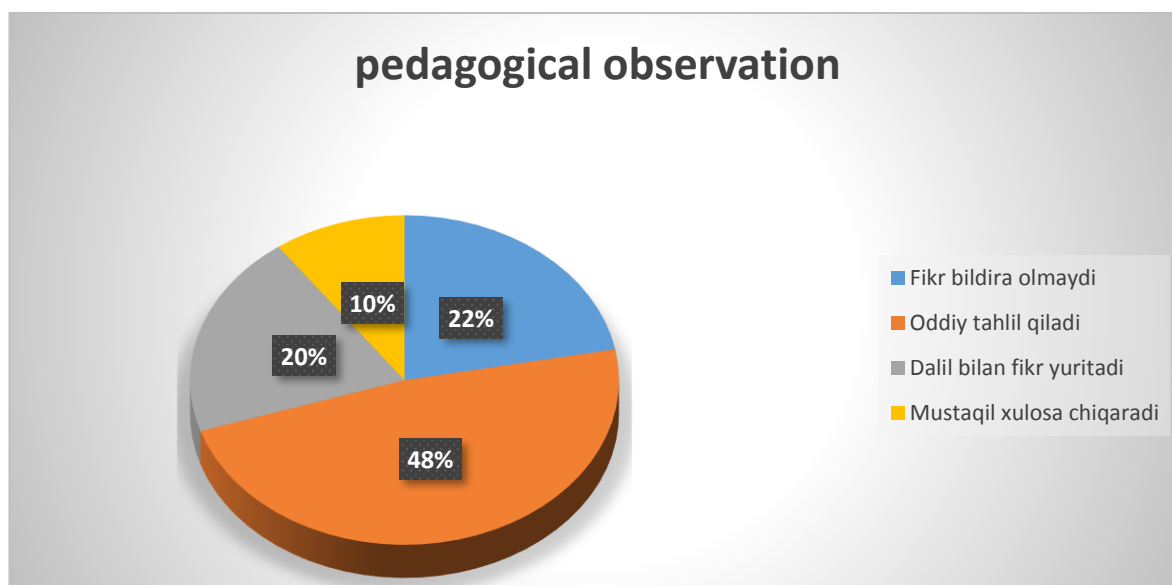
— "These statements liken human behavior to nature, but in reality, smiling or playing is a human behavior," says one.

— "So, the words are used figuratively here," the conclusion is drawn.

Such exercises develop the student's ability to analyze the meaning of words and connect ideas with reason.

Or, when an approach similar to the Finnish methodology was used as a test on the topic "Text and its Parts", students were not only able to distinguish the introductory, main, and concluding parts of the text, but also moved on to analyzing it by asking the question "What would the text be like if there was no introduction?" This increased the depth of their thinking.

Diagram: Levels of critical thinking in 4th grade students (in the subject of mother tongue, observation result)



The diagram shows that most students are still in the reasoning stage. Therefore, every question and task in the lesson should be analytically oriented.

Proposed solutions and their practical application

1. Using tasks such as "Justify your opinion", "Compare two opposing opinions", "Do you agree

with the author's opinion?":

• Method of application:

In a 4th grade native language lesson on the topic "Text Types", students are given two types of texts - one about nature, one about human activity.

Questions:

o "What are the similarities and differences between these two texts?"

o "Does the author's opinion agree with yours? Why?"

o "What evidence is presented in this text?"

• **Practical benefits:**

The reader does not just read, but analyzes the idea in

the text, understands the author's position, and learns to justify his or her opinion.

• **Recommendation to the teacher:**

Don't judge an idea as "right or wrong," but analyze it as "reasonable or unreasonable."

2. "I know – I don't know – I think" chart:

Stage	Student activity	The role of the teacher
At the beginning of the lesson	Writes down his/her knowledge on the topic. ("I know")	It stimulates the students' thinking.
During the lesson	Analyzes new information, identifies areas of uncertainty ("I don't know")	It guides the reader.
At the end of the lesson	Writes his own conclusion: "I think" is the stage of independent formation of his opinion.	Encourages argumentation.

• **Practical benefit:** the student observes his/her own thinking, feels the growth of his/her knowledge during the lesson, and learns to control his/her own thought process.

3. Teaching students to express their opinions in writing (short essay, story, final conclusion):

• **Application method:** After each text, the following small writing tasks are given:

o "Write the lesson you learned from the text in 3 sentences."

o "If you were the author, what ending would you write?"

o "If you were to choose a character you liked, what would you do differently?"

• **Practical benefit:** Written thinking strengthens the student's thinking, develops logical expression, reasoning, and analysis skills.

4. Organizing a debate or analytical conversation in group work:

• **Method of application:**

For the topic "Language Etiquette", the class is divided into two groups:

o Group 1: "You should always speak in literary language."

o Group 2: "In some cases, colloquial language is also natural."

The groups defend their opinions with evidence, with the teacher acting as a moderator.

• **Practical benefits:**

The student learns to express his or her opinion in communication, listen to others, and practice a culture of debate.

5. Introducing the "Thought Rating" system:

• **Method of application:**

Evaluation of essays or text analysis written by students is carried out based on the following criteria:

Indicator	Score	Note
Logicity of the idea	2	Is the idea supported by evidence?
Language culture	1	Grammatical and stylistic correctness.
Independence	1	Did he express his own point of view without copying from others?
Creativity of thought	1	Is there a new, unusual approach?

- **Practical benefits:** In assessment, the student is recognized for the thought process, not the “right answer.” This encourages the student to think freely and independently.

CONCLUSION

Developing critical thinking through native language lessons is not just about learning the rules of the language, but also about forming a culture of thinking. This process serves as the basis for the student's independent learning, correct decision-making, reasoning, and social expression skills in the later stages. Foreign experience shows that as a result of teaching critical thinking at an early stage, students naturally develop 21st century skills such as communication, analysis, and reasoning. Therefore, every native language lesson in our schools should teach students not only to “write correctly”, but also to think correctly.

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