WEB OF SEMANTIC Universial Journal on Innovative Education

Volume 2 Issue 10, Year 2023
ISSN: 2835-3048
https://univerpubl.com/index.php/semantic

Improving the Methodology of Developing Critical Thinking in Students

Xurramova Sanobar Mahmadmurot qizi
Teacher of Termiz State Pedagogical Institute

Article Information

Received: Aug 13, 2023
Accepted: Sep 14, 2023
Published: Oct 25, 2023

Keywords: *students, critical thinking, critical analysis*

ABSTRACT

One of the conditions for the development of critical thinking in the article is to monitor your understanding when working with the studied material. It is this task that is the main task in the learning process at the stage of understanding the content. The important point is to get new information on the topic.

This technology is a system of strategies and methodological techniques designed for use in various fields of science, types and forms of work. This allows you to achieve educational results such as the ability to work with an ever-increasing and constantly updated flow of information in various fields of knowledge; the ability to clearly, reliably and correctly express one's opinion (verbally and in writing) in relation to others; the ability to develop one's own opinion based on the understanding of various experiences, ideas and concepts; ability to solve problems; the ability to study independently (academic mobility); ability to cooperate and work in a group; the ability to build constructive relationships with others.

In the process of expanding the information space, the formation of critical thinking is of particular importance. Critical thinking in teaching activity means a set of qualities and skills that determine the high level of research culture of a student and a teacher, as well as "evaluative, reflective thinking", where knowledge is not the end, but the starting point.

Three stages of critical thinking development technology:

Awakening stage. Often, the lack of educational efficiency is explained by the fact that the teacher builds the educational process based on the goals set by him, which means that these goals are initially accepted by students as their own. In fact, goal setting by the teacher is carried out in advance, which allows him to more accurately design the stages of the educational process, to determine the criteria of its effectiveness and diagnostic methods. At the same time, many well-known didactic scientists (J. Dewey, B. Bloom, etc.) who developed the ideas of a constructivist approach to teaching in their research, it is necessary to give the student the opportunity to set educational goals for himself. , they believe. to create the necessary inner motive of the process itself. Only then can the teacher choose effective methods to achieve these goals. Let's remember what we learned? Usually this is information on a topic we already know. When is it easier for us to make a decision? Whenever what we do, even if indirectly, is consistent with existing experience.

Thus, if the student is given the opportunity to analyze what he already knows about the studied topic, this will create an additional incentive for him to form his own goals and motives. It is this task that is solved at the evocation stage.

The second task to be solved at the stage of difficulty is the task of activating the students' knowledge activity. Often we see that some schoolchildren do not make significant intellectual efforts in class, while others prefer to wait for the time to complete the proposed task. Therefore, it is very important that everyone participates in the work aimed at the implementation of their experience during the testing phase. An important aspect of the implementation of the Challenge stage is the systematization of all the information that emerged as a result of the students' free statements. This is necessary for them, on the one hand, to see the collected data in a "summary" categorical form, while this structure can include all opinions: "correct" and "incorrect" ri". On the other hand, organizing the expressed thoughts allows you to see contradictions, inconsistencies, unclear thoughts, which determines the direction of further research in the process of learning new information. And for each of the students, these areas can be individual. The student decides for himself which aspect of the studied topic to focus on and which information requires only verification for reliability.

The stage of understanding the content (realization of mine). This stage can be called the semantic stage in another sense. In most classes at school, where new material is being learned, this stage takes the longest. Most often, acquaintance with new information occurs in the process of its presentation by the teacher, less often - in the process of reading or watching video or computer educational programs. At the same time, during the implementation of the semantic stage, students come into contact with new information. The rapid pace of presentation of new material in the listening and writing method practically excludes the possibility of understanding it.

One of the conditions for the development of critical thinking is to monitor your understanding when working with the studied material. It is this task that is the main task in the learning process at the stage of understanding the content. The important point is to get new information on the topic. If we remember that during the difficulty stage, students have determined the directions of their knowledge, during the explanation process, the teacher has the opportunity to emphasize according to the expected and asked questions. The organization of work at this stage may be different. It can be a story, lecture, individual, pair or group reading or watching a video. In any case, it will be individual reception and monitoring of information. The authors of the pedagogical technology of developing critical thinking say that the main task during the implementation of the semantic stage is to maintain the activity of students, their interest and the inertia of movement created during the difficulty stage. In this sense, the quality of the selected material is important.

First, the text or message containing the information may not meet the requirements of the new subject student. They may be too complicated or they may not contain the answers to the questions asked in the first step. In this regard, it is a little easier to organize the study of a new topic in the listening mode. However, taking into account the psychological characteristics of lecture perception, special techniques should be used to increase attention and stimulate critical thinking. It is more difficult for the organization to work in the form of study. But the authors of the pedagogical technology for the development of critical thinking emphasized that reading a lot stimulates the process of more critical thinking, because it is an individual process in itself, which is regulated by the speed of perception of new information. not put. Thus, in the process of reading, students will have the opportunity to re-read unclear things, note down the most important passages, and refer to additional sources.

Secondly, the teacher does not always actively use possible methods of attracting attention, although these methods are well known. These are problematic questions, graphic presentation of the material, interesting facts and comments in the process of explaining the story. In addition, there are thoughtful reading techniques.

Another case cannot be ignored. As in the first stage of working in the mode of critical thinking development technology, in the semantic stage, students continue to actively build learning goals independently. In the process of getting acquainted with new information, setting goals is carried out when they are added to existing knowledge. Students can find answers to previously asked questions, solve problems that have arisen. The initial stage is a difficult task. But not all questions and difficulties can be solved. It is important for the teacher to encourage the students to ask new questions, to search for answers through the context of the information that the students are working with.

At the comprehension stage, students:

1. Make contact with new information.
2. They try to compare this information with existing knowledge and experience.
3. They focus on finding answers to questions and difficulties that have arisen before.
4. Pay attention to ambiguities, trying to raise new questions.
5. They tend to observe the process of familiarization with new information, what exactly attracts their attention, which aspects are not so interesting and why.
6. Prepare to analyze and discuss what you hear or read.

At this stage, the teacher:

1. Can be a direct source of new information. In this case, its task is to make it clear and attractive.
2. If the students work with the text, the teacher controls the activity level of the work, attentiveness in reading.
3. To organize work with the text, the teacher offers various methods for thoughtful reading and thinking about what has been read.

The authors of the pedagogical technology for the development of critical thinking emphasize that sufficient time should be allocated for the implementation of the semantic stage. If students are working with the text, it would be wise to allow time for a second reading. This is important because some issues need to be seen in a different context to clarify the textual information.

Reflection stage. Robert Boostrom states in Developing Creative and Critical Thinking: “Reflection is a specific type of thinking... Reflective thinking means focusing. It means careful weighing, evaluation and selection.' In the process of thinking, new information is assimilated and becomes one's own knowledge. Analyzing the functions of the first two stages of the technology of developing critical thinking, we can conclude that, in fact, reflective analysis and evaluation cover all stages of work. However, thinking about the steps of invocation and implementation have different forms and functions. At the third stage, reflection of the process becomes the main goal of schoolchildren's and teachers' activities.

Reflective analysis is aimed at clarifying the meaning of the new material, building the next learning direction (it is understandable, it is not clear, you need to learn more about it, it would be better to ask a question about it, etc.). But this analysis is not very useful if it is not put into oral or written form. It is in the process of verbalization that in the process of independent perception, the confusion of thoughts in the mind is structured and turned into new knowledge. Questions or doubts can be resolved. In addition, in the process of sharing ideas about what they have read or heard, students have the opportunity to realize that the same text can lead to different evaluations that differ in form and content. Some comments from other students may be accepted as their own. Other judgments call for discussion. In any case, the thinking stage actively promotes the development of critical thinking skills.

Technology for developing critical thinking.

The main problem facing education at the current stage is to reveal the abilities of each child, to educate a person who is ready for life in a high-tech, competitive world. In the process of implementing the federal state educational standard, it is necessary to switch to such an educational strategy, in which the student becomes the subject of the educational process, who really comes to school to "learn", i.e. "Teach yourself", not only receiving the knowledge given by the teacher, but also applying and applying it in life. This goal is supported by the use of elements of the activity approach, including innovations such as interactive lesson planning, design, problem-based learning, and the development of critical thinking.

Critical thinking is the ability to analyze information from the point of view of a logical and personal-psychological approach to apply the obtained results in standard and non-standard situations; the ability to raise new questions, develop different arguments, make independent, thoughtful decisions.

The conclusion is that educational technology is the development of mental abilities of students, which are necessary not only for studying, but also for everyday life. The main idea is that students actively cooperate with the teacher, consciously reflect the learning process, to observe, confirm, reject or expand knowledge about the world around them, new ideas, feelings or thoughts. is to create such a learning environment.

REFERENCES:

1. Mirziyoyev Sh.M. We will build our great future together with our brave and noble people. "Uzbekistan" 2017.
2. Mirziyoyev Sh.M. Together we will build a free and prosperous, democratic country of Uzbekistan. "Uzbekistan" 2016.
3. Sayidakhmedov N. The essence of new pedagogical technology. "Public education", 1999, issue 1, page 98.
4. M. Ochilov. New pedagogical technologies. (text of lectures), Karshi - 2000. p. 188.
5. N.N-Azizkhojayeva Pedagogical technologies and pedagogical skills. Study guide.-T.: Writers' Union of Uzbekistan Literary Fund Publishing House. 2006, 109 p.