DEVELOPMENT OF STUDENTS' CRITICAL THINKING SKILLS AS A METHODOLOGICAL PROBLEM

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Abstract. *In this article, it is shown that teaching young students to think critically is one of the priority and necessary requirements of today's society for the education system, and the importance and methods of* their implementation in primary classes are shown based on many years of experience.

Key words: *critical thinking, technology, method, problem situation, primary education, skills, practice, education.*

Today, humanity is immersed in the world of information. The amount of information available to a person is increasing dramatically compared to the possibilities of processing it. In addition, more than half of the information received is not reliable. In order to educate today's students towards perfection, they should critically analyze the information they receive, extract the main ones from the flow of information, form their own attitude towards the received knowledge, unnecessary, unreliable and unnecessary information. It is very important to develop skills such as data rejection. A person is not born with such abilities, they must be developed in a child.

Currently, the problem of developing the critical thinking of elementary school students is that, due to the development of non-standard thinking skills, new ways of solving problems are opened, difficult tasks are solved, discoveries are made, and inventions appear. Currently, the increasing demands of society for an educated, creative, initiative person who can make decisions independently, offer new ideas and ways to solve a specific problem, successfully form critical thinking in primary school students from a young age in the educational system. requires teaching.

M. Scriven, an American scientist studying critical thinking, emphasized the need to teach critical thinking skills from a young age, and believed that learning it can be put on a par with learning to read and write [3, 68]. Teaching critical thinking is not an easy task, the earlier it starts, the more successful the learning process will be. According to most psychologists, by the age of 11-12, a person already has a certain way of thinking, which in the future will help the child achieve success or will be able to solve a problem [2, 85].

In this sense, from the very beginning, it is necessary to consider the development of critical thinking in elementary school students as a demand of the times, and to establish the use of acceptable methods of its implementation [1].

In the educational process, the following problems should be taken into account when organizing teaching using critical thinking technology in educational classes:

1) lack of sufficient motivation in learning activities of young students;

2) inability to apply knowledge and skills acquired by students at school in life situations;

3) low level of thinking, inability to analyze one's decisions and draw conclusions;

4) it is important to solve the shortcomings of schoolchildren, such as the inability to distinguish a priority task or problem, by forming critical thinking, because by instilling critical thinking in students, a person who can think like a young person is created, and studying at school the foundation is laid for the success of the course and the success of the individual as a whole.

Many methods of developing critical thinking technology are described in the literature. But according to the age characteristics of young students, it is impossible to use all of them, many technologies should be "reworked" for this category of young people.

At this young stage of children's development, there are the greatest opportunities for a sense of responsibility, interest in the world around them, and mastery activities in education. In our opinion, it is necessary to start the formation of critical thinking for children of primary school age by using the most effective and age-appropriate methods among the many different methods, and this process will continue to improve in the future.

The purpose of this work is to share examples of methods that are suitable for developing critical thinking for young students and that I use in my practice.

We can see the manifestation of human thinking in solving problems. It is important to teach young people the skills to ask thoughtful questions and develop their thinking skills before they start brainstorming. In fact, we often give children the answers they need to learn and not the problems they need to solve.

The main pedagogical conditions that help to form critical thinking, taking into account the psychological, age and individual characteristics of children, are:

- creating a comfortable emotional environment for the formation of critical thinking in children of primary school age;

- to ensure goodwill, openness, emotional upliftment and create an atmosphere of joy in communication between junior schoolchildren and adults.

- to enable children's initiative and independence.

For this, it is important to use specially designed forms and methods that help young people to develop their abilities to analyze thinking, establish connections, find similarities, and distinguish important aspects [4, 24].

In this sense, in my activity, I use the following methods to regularly teach students to think critically [5, 61]. One of the ways to develop critical thinking is the method of

problem-based learning, in which students who find a solution to any given problem are happy to elevate themselves to the position of the first discoverer. It is effective to offer a variety of tasks that allow the development of unique critical thinking in classroom and extracurricular activities.

Assignments in extracurricular activities allow students not to be afraid to submit their results to the judgment of classmates and the teacher. In addition, the child should first disagree with the comments, after the discussion, after defending his result, not under the pressure of the teacher, but after the discussion, alone with himself. it is important to make corrections to his work.

It is also important to use the "True and False Statements" method for elementary school students at the introductory stage of lessons or at the stage of strengthening theoretical material. A number of statements on the subject to be considered are invited to the judgment of the readers. They choose the "correct" statements based on their experience or intuition. In any case, they adapt to the study of the topic, highlight the main points, and the element of competition allows you to keep your attention until the end of the lesson.

Also, in order to find out how well the students have understood the topic, several simple questions and problems with incorrect elements are offered, and the development of elements of critical thinking, such as being able to identify and justify errors by comparing opposing opinions, is achieved. In addition, using the method of brainstorming on the topic with the proposal of various ideas will increase their thinking activity and help them understand the essence of the topic.

In short, the main result of our education is to use technology methods for developing critical thinking to give every student more opportunities to discuss, think, and think outside the classroom.

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