

TALABALARNING TANQIDIY FIKRLASHINI RIVOJLANTIRISH MUAMMOSINING PEDAGOGIK-PSIXOLOGIK JIHATLARI.

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Annotatsiya. Oliy ta'lim tizimi tanqidiy fikrlashni rivojlantirish, talabalarni hayotiy muammolarni hal yetishning ijodiy yo'llarini yegallashga yo'naltirish, o'z-o'zini rivojlantirish va o'z-o'zini tarbiyalashga mo'ljallangan.

Tanqidiy fikrlashga olib boradigan aniq-ravshan yo'llar yo'q. Biroq o'qitish shartlarining muayyan to'plami borki, uning yordamida tanqidiy fikrlovchilarni tabiyalash mumkin.

Kalit so'zlar: xotira, aqliy faoliyat, tanqidiy fikrlash, esda saqlash, tushunish, g'oya, qiziquvchanlik, muhokama, dalil, tasdiqlash.

ПЕДАГОГИКО-ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ПРОБЛЕМЫ РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ СТУДЕНТОВ.

Аннотация. Система высшего образования призвана развивать критическое мышление, ориентировать студентов на овладение творческими способами решения жизненных задач, саморазвитием и самообразованием.

Нет четких путей к критическому мышлению. Однако существует определенный набор условий обучения, которые можно использовать для воспитания критически мыслящих людей.

Ключевые слова: память, мыслительная деятельность, критическое мышление, запоминание, понимание, идея, любопытство, обсуждение, доказательство, подтверждение.

PEDAGOGICAL-PSYCHOLOGICAL ASPECTS OF THE PROBLEM OF DEVELOPING STUDENTS' CRITICAL THINKING.

Annotation. The system of higher education is designed to develop critical thinking, to orient students towards mastering creative ways of solving life problems, self-development and self-education.

There are no clear paths to critical thinking. However, there is a specific set of learning environments that can be used to develop critical thinkers.

Key words: *memory, mental activity, critical thinking, memorization, understanding, idea, curiosity, discussion, proof, confirmation.*

Critical thinking is a positive skill that allows us to successfully meet the requirements of the 21st century, helping us to understand more deeply what we are studying and doing. In the literature, you can find various definitions of this concept. Before talking about this concept, let's look at some mental activity skills, but they cannot be called critical thinking. Remembering is the most important thinking process, without which the learning process cannot be carried out, but it is fundamentally different from critical thinking. The computer's memory is much better than ours, but remembering does not mean critical thinking. Most teachers value the development of memory more than any thinking, and in tests and exams they mainly check the scope of students' memory. But supporters of critical thinking mean more complex types of mental activity. Another type of “uncritical thinking” that is indispensable for the learning process is related to understanding complex ideas. In biology and mathematics, history and literature, students sometimes “struggle” a lot to understand what the teacher says or what is written in the textbook.

Comprehension is a complex mental process, especially if the educational material is difficult. For example, a student is struggling to understand a complex theorem. Of course, complex mental processes are taking place in his brain, but this cannot yet be called critical thinking. While we are working on understanding the ideas of others, our own thinking is initially weak: in this case, we only perceive what has been created by someone before us, while critical thinking occurs when new, already understood ideas are examined, evaluated, developed and applied. Remembering evidence and understanding ideas are prerequisites for critical thinking, but they do not constitute critical thinking in their entirety.

Critical thinking is a complex process of creatively combining ideas and possibilities, rethinking and reconstructing concepts and information. It is also a process that occurs simultaneously at several levels of active and interactive cognition.

A critical thinker is less susceptible to deception and, having his own system of views, is free from various dangers. In critical thinking, ideas and their significance are considered from a multifaceted perspective and compared with other ideas. This is the highest level of thinking, which is an intellectual activity, in which special attention is paid to analysis, comparison, interpretation, application, argumentation, innovation, problem solving or evaluation of the thought process. Critical thinking develops communication and teamwork skills. Critical thinking brings excitement to the learning process, making lessons a joy for both the teacher and the student.

Developing critical thinking is not easy. It is not something that can be taught at a certain age and forgotten. There are no clear-cut paths to critical thinking. However, there is a certain set of teaching conditions that can help to nurture critical thinkers. In particular, the following conditions are necessary:

1. Provide time and opportunity to gain experience in critical thinking.
2. Give students the opportunity to think.
3. Accept different ideas and opinions.
4. Allow students to actively participate in the learning process.
5. Reassure students that no one will laugh at them.
6. Reassure each student that he or she is capable of critical thinking.
7. Value the emergence of critical thinking.

At the same time, students:

1. Must develop self-confidence and understand the value of their own ideas and opinions.
2. Must actively participate in the educational process.
3. Must listen to different opinions with respect.
4. Must be willing to form their own opinions or refrain from doing so.

The elements of critical thinking are:

- critical thinking is independent thinking;
- information is the beginning of critical thinking;
- critical thinking begins with identifying a problem that needs to be posed and solved;
- critical thinking seeks reliable evidence;
- critical thinking is social thinking.

First, critical thinking is independent thinking. When the lesson is created according to the principles of critical thinking, each participant has his own idea, assessment and belief, excluding others. We can only think like this for ourselves.

So, only when thinking has a single-ordered character, it can be called critical thinking. Students should have the freedom to use their mind, thinking and find answers to even the most complex questions on their own. Each student decides for himself how to think. Thus, independence is one of the most important aspects of critical thinking.

Secondly, information is not the result of critical thinking, but its beginning. Knowledge is considered a motivating factor that encourages a person to think critically. Sometimes it is also said that “it is difficult to think with an empty head”. To create a complex thought, it is necessary to process a lot of “raw material” - facts, ideas, texts, theories, information, concepts. Critical thinking is possible at any age: not only students, but even first-graders have life experience and knowledge. Children's thinking skills are further improved as a result of education. Even very young children are capable of

critical thinking and completely independent thinking. It is thanks to critical thinking that the usual cognitive process acquires individuality and clarity, coherence and productivity.

Thirdly, critical thinking begins with identifying a problem that requires posing and solving a question. Humanity is curious by nature. When we notice something new, we naturally want to know its essence. When we see some historical monument, we have a desire to get inside it. "In the whole animal kingdom," writes the chemist and philosopher Michael Polonius, "beginning with the simplest form, the worm, perhaps even the amoeba, we observe the movement of literary prudence, the activity of inquiry not dependent on the immediate satisfaction of a need: the striving of every living being to control its environment with intelligence" [1,41-b].

Curiosity is an indispensable characteristic of any living being. This characteristic is especially strong in young children. However, the real process of cognition at any stage is determined by the student's problem-solving. The search for answers to questions arising from his own personal interests and needs.

American philosopher and educator J. Dewey said that critical thinking emerges in students only when they begin to deal with a specific problem. "The most important question that is considered the starting point of the learning process, related to a situation or event, is the question of what kind of problem this event creates." "Only when struggling with a specific problem and looking for his own way out of a difficult situation, does the student really think" [2, 34-b]. From this it can be concluded that the teacher, preparing for the lesson, needs to identify the range of problems that students may encounter, and then prepare students to formulate these problems independently. Thanks to critical thinking, studying turns from the old "school" work into a purposeful, meaningful activity, and during this activity students perform real mental work and solve real life problems. They seek and find answers to questions that interest them by gathering evidence, analyzing texts, comparing equally strong points of view, and using the capabilities of the team. Fourth, critical thinking seeks convincing evidence. A critical thinker finds his own solution to a problem and supports this decision with reasonable, well-founded evidence. He recognizes that there may be other decisions, but tries to prove that the decision he has chosen is the most logical and reasonable in comparison with others. Any convincing argument consists of three main parts. Argument - the center of the argument, its content (sometimes it is called a thesis, main idea, or principle). The argument is supported by several arguments. Each of the arguments, in turn, is supported by evidence.

Statistics, a passage of text, personal experience, in general, any ideas that help to prove this convincing argument and can be recognized by other participants in the



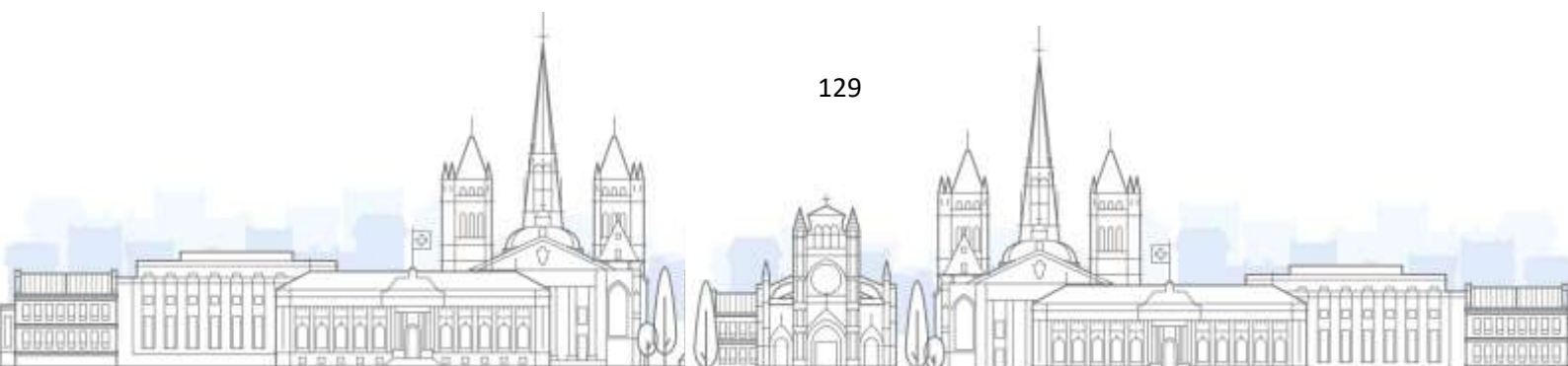
discussion can be used as evidence. All of the above-mentioned parts of persuasive argument rest on the fourth part, the basis. The basis is the starting point of some guiding calculation, common to the speaker, the writer, and his audience, and it is the basis for all persuasive arguments. Persuasive arguments are only effective when they take into account the existence, or exaggeration, or acceptance of counterarguments. The recognition of other points of view further enhances the power of persuasive arguments. Armed with highly convincing arguments, a critical thinker can challenge even the most established opinion, and in practice, it is impossible to change such a person's opinion. Fifth, critical thinking is also social (every person is a social organism). Any idea is only sharpened when it is shared with others, or as the philosopher Hannah Arendt wrote:

“Being in someone’s presence makes me whole” [3,5-b]. When we argue, read, participate in discussions, object, and exchange ideas with others, we clarify and deepen our point of view. That is why teachers working in the direction of critical thinking strive to use various forms of working in pairs or groups in their materials, effectively use debates and discussions, and use various forms of students’ presentation of their written work. In general, any critical thinker works with a team and solves tasks that are much broader than just constructing his own personality. That is why a teacher working in the direction of critical thinking pays more attention to the formation of qualities necessary for effective mutual exchange of ideas, such as: restraint, learning to listen to others, responsibility for one’s own opinion. Thus,

these teachers manage to bring the learning process closer to real life outside the classroom.

Critical thinking is more clearly manifested in writing. In writing, it is possible to observe the thinking process, and this also creates convenience for the teacher. The student who writes is always active. He always thinks independently, and in doing so, he uses all the knowledge he has. He puts together sufficiently reliable arguments to strengthen his opinion.

In addition, it is social in nature. Because the writer writes for the reader. The most valuable thing for the student is the teacher's interest in his work and respect for him, the opportunity to share his thoughts with classmates, other teachers, parents, and even strangers. Therefore, writing can be considered the most important tool for critical thinking.



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