



**DEVELOPMENT OF CRITICAL THINKING BASED ON PROBLEM-BASED
TEACHING**

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ABSTRACT

In this article, opinions were expressed about the development of critical thinking based on problem-based teaching.

KEYWORDS

Thinking, criticism,
teaching, innovation,
method, interactive, project

Introduction

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. What is meant by critical thinking? Critical thinking is a type of thinking that helps to be critical of any statement, not to accept anything without evidence, but at the same time to be open to new ideas and methods. Critical thinking is a prerequisite for freedom of choice, quality of forecast, responsibility for one's own decisions.

The purpose of this is educational technology - 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. Signs of critical thinking include:

positive experience;

independent, responsible thinking;

reasoned thinking (allows to make a decision based on reliable evidence);

multifaceted thinking (manifested in the ability to consider the same phenomenon from different angles);

individual thinking (forms a personal culture of working with information);

social thinking (work is done in pairs, in groups; the main method of interaction is discussion).

The technology for developing critical thinking is an integrated system that forms the skills of working with information; a set of different methods aimed at first of all to interest the student (to stimulate research, creative activity in him), then to create conditions for mastering the material, and finally, to help generalize the acquired knowledge.

Critical thinking technology is based on the three-level structure of the lesson: difficulty, understanding, thinking.

The first step is difficulty

At the stage of recalling from memory, the existing knowledge and ideas about what is being studied are updated, personal interest is formed, and the goals of considering a particular topic are determined. The teacher can create a problem situation by skillfully asking questions, showing unexpected properties of the object, telling what he saw, creating a "gap" situation in the way of solving the educational problem; "introduction, comments, stimulating examples" work at the call stage in the text.

During the implementation of the call phase:

1. Pupils can express their own point of view on the subject being studied, without fear of making mistakes or being corrected by the teacher.
2. It is important to record statements, each of them will be important for further work. However, there are no "right" or "wrong" statements at this stage.
3. It would be appropriate to combine individual and collective work. Personal work allows each student to update their knowledge and experience. Group work allows you to hear other opinions, express your point of view without the risk of making mistakes. The exchange of ideas can also contribute to the development of new ideas, which are often unexpected and effective; the emergence of interesting questions, the search for answers to them stimulates the study of new material. In addition, often some students are afraid to express their thoughts to the teacher or immediately to a large audience. Working in small groups allows these students to feel comfortable. At this stage of the work, the role of the teacher is to encourage students to remember what they already know about the topic under study, to ensure the exchange of conflicting ideas in groups, to correct and systematize the information received from students. However, they should not be criticized even if their answers are incorrect or incorrect. An important rule at this stage is: "Every student's opinion is valuable."

The second stage is understanding (realization of meaning)

At the stage of understanding, the student comes into contact with new information and organizes it. The child has the opportunity to think about the nature of the object being studied, learns to formulate questions due to the correlation of old and new information. There is the formation of one's own position. At this stage, it is very important to be able to independently monitor the process of understanding the material using a number of techniques.

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.

The activity of the teacher is to return the students to the initial notes - proposals, make changes, additions, give creative, research or practical assignments based on the learned information.

Students' activities are aimed at connecting "new" information with "old" information using the knowledge gained in the comprehension phase.

The following methods are effective at this stage:

filling clusters, tables, establishing cause-and-effect relationships between blocks of information;

return to key words, true and false statements;

answers to questions;

organization of oral and written roundtable discussions;

organize various types of discussions;

writing creative works (cinquain, essay).

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