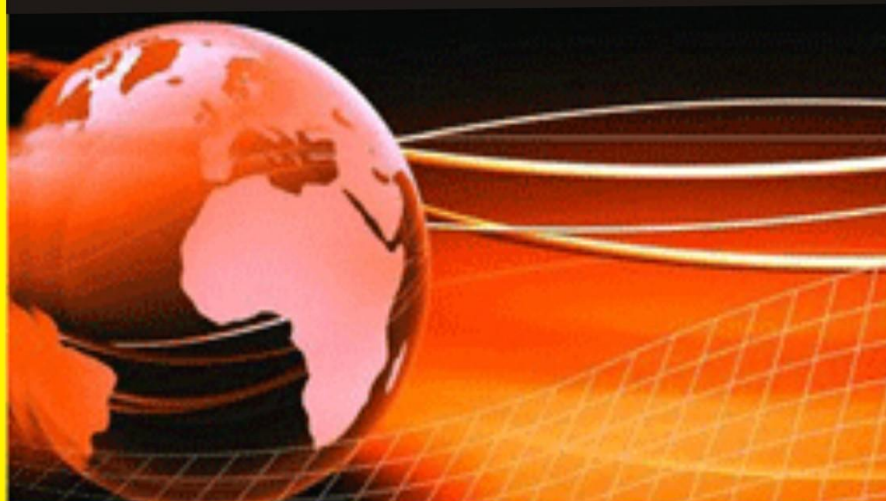


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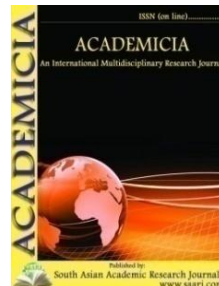
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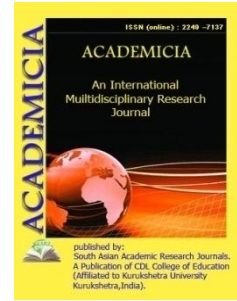
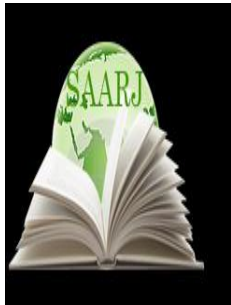
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PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS FOR THE DEVELOPMENT OF CRITICAL THINKING OF STUDENTS

Akramova Gulbakhor Renatovna*

*Associate Professor,
Department "Theory of primary Education",
Candidate of Pedagogical Sciences,
Bukhara State University. Bukharacity,
The Republic UZBEKISTAN

ABSTRACT

The article is determined by the social order of society and the state for a creative, purposeful person with critical thinking, able to create new and transform existing ways of organizing educational activities. Modern educational programs provide a large amount of information for children, however, applying this knowledge is very problematic. Therefore, the application of critical thinking development technology allows the teacher to build a lesson in the form of group lessons, create an atmosphere of partnership in the classroom, and jointly find a solution to the problem. Thus, the use of this technology in the educational process ensures the productive development of the child's intellectual abilities.

KEYWORDS: *Critical Thinking, Education, Pedagogical And Psychological Aspect, Development.*

INTRODUCTION

Educational technology for the development of critical thinking is one of the new in Russian didactics. Developed at the end of the last century by American scientists C. Meredith, D. Steele and C. Temple, it involves the formation of a certain system of mental and communicative qualities in students that ensures effective work with information material. [1]

It is very problematic to motivate a modern child to cognitive activity in conditions of a large information flow. In our opinion, this is due to the low level of development of thinking, and above all, critical.

The criticality of the mind is the ability of a person to evaluate his own and others' statements, objectively verify the conclusions made. These behavioral skills are acquired by children during the training session. Responsibility for this process passes to the teaching staff, therefore, the teacher should build the lesson in such a way that each of his pupils is involved, and most importantly, can show all their individual characteristics.

Starting to investigate the problem posed, it is necessary to reveal the main psychological and pedagogical features of adolescent children, since our work is aimed at studying this category of schoolchildren, and also characterize the development of critical thinking in the middle link of a general educational organization.

Taking into account the age characteristics of children is one of the main pedagogical principles for building the educational process. Given this trend, the teacher distributes the workload, establishes the most favorable lesson course and student rest time. Also, this feature affects the choice of forms and teaching methods.

Adolescence is characterized by shifts in thinking, in cognitive activity. Children at this age are no longer satisfied exclusively with the external data of objects; they have an interest in the essence of the thing in question. Students are trying to trace a causal relationship, based on this, they have a large number of questions when studying new material. In the course of preparing and conducting the lesson at the middle level, it is important to pay attention to making the learning process problematic, which means that the child himself must formulate difficult questions and develop the ability to make theoretical conclusions. Also, one of the most important tasks of the learning process in adolescence is the development of independent work skills, the development of creative abilities during the preparation of necessary tasks.

It is worth noting that “the periods of rising energy and activity of adolescents bring a lot of concern. Often they are accompanied by mischief, pranks, a desire to show their strength, physical and moral superiority. These “breakdowns” in behavior just speak of the semi-childish and semi-adult adolescents, the lack of ability to seriously, responsibly approach the consideration of their actions and actions. All this, of course, complicates training and education.” [2]

Periods of a child’s life: primary school age, adolescence or adolescence, and senior school age.

Compared with primary school age, adolescence is characterized by a period of qualitative changes in the communicative development of the individual.

An individual style of speech is formed, its structure is complicated, speech is filled with more complex terms.

One of the central moments in the development of a teenager is the emerging sense of "maturity." It determines the desire of adolescents to acquire the skills and qualities that characterize an adult, and forms the basis for the formation of responsibility - the most important personality characteristic that distinguishes a socially mature person from a socially immature one. Responsibility is the main component of social competence.

Thus, during this period, a more complete formation of “I - concept” begins, which reflects an objective attitude to oneself and one’s actions, i.e. if a child has passed the stage of a primary school student, then he can express his own self-esteem adequately, rationally to his actions.

The next distinctive moment of the period of adolescence is the need for communication with peers. If in primary school, children are more interested in interacting with a teacher, then middle-level students give the leading role to friends and classmates. For the child, the sphere of groups that are formed at the level of the class or even the whole school becomes an important task. There is a need to assert oneself in a leading environment, and here our words are confirmed about the growing role of "I - concept" in the life of the younger generation.

So, from the above facts, we can already say that this category of students has its own distinctive features. Turning to the question of critical thinking in the middle link, it is also necessary to note the specific characteristics of this age period of children.

"In the psychological and pedagogical literature there is no clear definition of the boundaries of adolescence, they are not defined differently by different researchers and cover the period from 10 (11) to 16 (17) years (L.S. Vygotsky, A.V. Mudrik, I.S. Kon, G.S. Abramova, V.S. Mukhin, N.N. Tolstykh, D. B. Elkonin, D.I. Feldstein and others). Traditionally, adolescence is associated with teaching children in middle school. These are children from 10-11 to 14-15 years old. " [3]

In adolescence, there is a need for serious independent activity, which can be implemented as part of the school curriculum. Here, an important point is the right choice of "independence", since you need not only to learn to act, to defend your views and interests, but also to be able to take into account the points of view of other people. Also, one must not fall under the influence of another's will, when one can act according to a simple pattern, while considering himself a self-affirming person.

According to many scholars, adolescence is considered one of the most difficult, this can be explained by the following facts: the beginning of the teenage period coincides with the transition of students from primary to secondary. This is the age when a child says goodbye to childhood and moves from a learning game to a more conscious environment. At this time, children are calm in relation to the educational sphere, but there is an expansion of the circle of interaction, both among the teaching staff and among peers, how no one can say how students perceive this process.

In terms of training, significant changes are also taking place, as noted above, the game remains at a younger stage. A variety of academic subjects is becoming familiar to adolescents. A large amount of information can affect the fact that teaching for a child will become a formality, and here the teacher's participation in the process of the lesson is important, it should motivate students to make it clear how important the process of acquiring new knowledge is for their future lives.

In adolescence, the prerequisites are fully created for the student to participate in the regulation of his own educational activity, which will characterize him as the subject of this activity.

In order for a student to become a subject of educational activity, he must have a system of distinct ideas about his abilities in solving various kinds of self-regulation tasks, and a system of skills and abilities related to these ideas must be developed. A schoolchild will be able to acquire these skills only in real activities, first together with an adult who will show how this is done, help in organizing his own efforts to achieve the goal, and direct activity in the right direction. In the future, the student tries to organize his activities aimed at achieving goals first formulated by the teacher, and then independently.

Based on the analysis of scientific literature, we can say that the creation of conditions for the development of a student who knows how to learn contributes to the development of all elements of educational activity, and this allows students to become not only objects of influence from adults, but most importantly, to become subjects of the educational process.

“In grades 5-6, activities are carried out through class hours. In the 5th grade, the content is aimed at getting to know your "I", emphasis is placed on the statement: "I am."

In the 6th grade, students continue to expand their own ideas about themselves, to deepen their knowledge of individual typological features. By the end of the 6th grade, adolescents form an “image of I”, consisting of physiological, psychological, moral and other personality traits - “What Am I?”.

Based on the formed “image of I” in the 7th grade, students are offered a form of work on self-determination and self-knowledge, where students, together with a psychologist, are actively looking for the answer to the question: “Who Am I?”. The content of the activity at this stage is work aimed at self-acceptance of the formed "image of the Self."

In the 8th grade, the main content is to help not only in self-acceptance, but also in self-presentation by students of their own characteristics, capabilities, and personal qualities to others. In the 9th grade, work continues in this direction, with the emphasis shifting from self-acceptance and self-presentation to self-determination and self-determination, work is underway to develop personal qualities relevant to the basic needs of this age - self-determination: the ability to self-knowledge, introspection and self-determination, self-confidence, readiness for choice, responsibility, purposefulness (the ability to set and achieve goals), self-criticism, independence, emotional and behavioral flexibility, willpower, etc. ”

Thus, “adolescence is a time of a serious restructuring of the personality, when psychological neoplasms, social views and attitudes are formed. This is the period when the child has a need for self-affirmation among the surrounding peers. "At this stage, it is very important that close people are located next to the child, who would have had the right impact on him, sent him in the right direction."

So, based on the foregoing, we can say the following: the adolescent period, in our opinion, is one of the main points in the development of self-regulation of activity. It was at this time that the teenager was ready for new types of educational interaction, he was interested in fulfilling the tasks of the teacher and the forms of organizing his own, independent activity. These facts must be taken into account by the teacher in preparation for the education of adolescent children.

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The scholarly paper provided invaluable insights on the topic. It gives me immense pleasure in conveying to your good self that our Editorial Board has highly appreciated your esteemed piece of work.

We look forward to receive your other articles/research work for publication in the ensuing issues of our journal and hope to make our association everlasting.

Thanking you once again

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