

CURRENT RESEARCH JOURNAL OF PEDAGOGICS

Metadata Indexing
Impact Factor
- 8.145

ARTICLE INDEXED ON



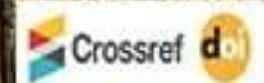
2022

VOLUME - III

ISSN - 2767 - 3278

SJIF 2021:5.714

DOI - 10.37547/crjp





CURRENT RESEARCH JOURNAL OF PEDAGOGICS

(CRJP)

SJIF(Impact Factor)- 6.013

DOI-10.37547/crjp

Volume 3 Issue 04, 2022

ISSN 2767-3278

Master Journals

United States of America

<https://masterjournals.com/index.php/crjp>



Platform &
workflow by



OJS / PKP



HARVARD
LIBRARY



METADATA
INDEXING

Articles In This Issue

1. Abdurakhmon Numanjanov, & Ikboljon Ovhunov. (2022). SOFTWARE FOR CONSTRUCTION PRODUCTS AUTOMATED STORE MANAGEMENT PROCESS. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 3(04), 1–3. <https://doi.org/10.37547/pedagogics-crjp-03-04-01>
2. Sevinch R. Khazipova. (2022). THE EFFECTIVENESS OF THE USE OF INNOVATIVE TECHNOLOGIES IN RUSSIAN LANGUAGE LESSONS. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 3(04), 4–10. <https://doi.org/10.37547/pedagogics-crjp-03-04-02>
3. Owuor Yvonne. (2022). THE STUDENT ACCOMMODATING SCHOOL APPROACH IN KENYA: AN ASSESSMENT OF THE JOB OF DIRECTION AND GUIDING IN SECONDARY SCHOOLS. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 3(04), 11–14. <https://doi.org/10.37547/pedagogics-crjp-03-04-03>
4. Dr. Dilnoza U. Jumanazarova, & Shaxzod A. Saydamov. (2022). THE ROLE OF PILGRIMAGES IN THE SPIRITUAL LIFE OF THE LOCAL POPULATION. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 3(04), 15–18. <https://doi.org/10.37547/pedagogics-crjp-03-04-04>
5. Ikboljon A. Ovhunov. (2022). DEVELOPMENT AND PROSPECTS OF VIRTUAL EDUCATION TECHNOLOGIES. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 3(04), 19–21. <https://doi.org/10.37547/pedagogics-crjp-03-04-05>
6. Yarmatov Raximboy Baxramovich, & Tuychieva Dilnoza Ikrom qizi. (2022). PROBLEMS OF IMPROVING PROFESSIONAL TRAINING OF FUTURE HISTORY TEACHERS. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 3(04), 22–27. <https://doi.org/10.37547/pedagogics-crjp-03-04-06>
7. Israilova Dildora Atxamovna, & Abdunazarova Nargiza Fatxullayevna. (2022). IMPROVING METHODOLOGY OF TEACHING ENGLISH TO PRESCHOOL CHILDREN THROUGH FAIRY TALES (ON THE EXAMPLE OF PREPARATORY GROUPS). *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 3(04), 28–32. <https://doi.org/10.37547/pedagogics-crjp-03-04-07>
8. Imamova Umida. (2022). THE CONCEPTION OF DEVELOPING THE COGNITIVE COMPETENCE OF THE STUDENTS OF HIGHER EDUCATION USING INNOVATIVE TECHNOLOGIES. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 3(04), 33–39. <https://doi.org/10.37547/pedagogics-crjp-03-04-08>
9. Z.D. Rasulova. (2022). TECHNOLOGIES FOR TEACHING STUDENTS TO CRITICAL THINKING. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 3(04), 40–43. <https://doi.org/10.37547/pedagogics-crjp-03-04-09>
10. Karimova N.A. (2022). METHODS AND TOOLS FOR CAREER-ORIENTED TEACHING OF STUDENTS IN BIOLOGY CLASSES. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 3(04), 44–47. <https://doi.org/10.37547/pedagogics-crjp-03-04-10>
11. Shokhida A. Pazilova. (2022). DEVELOPMENT OF BASICS OF ELECTRICAL ENGINEERING AND ELECTRONICS IN HIGHER MILITARY EDUCATION. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 3(04), 48–51. <https://doi.org/10.37547/pedagogics-crjp-03-04-11>
12. Isakulova Baxtigul Khujamovna, & Abdullayeva Nafisa Shavkatovna. (2022). IMPROVING THE METHODOLOGY OF TEACHING ENGLISH TO PRESCHOOL CHILDREN THROUGH DIDACTIC GAMES (ON THE EXAMPLE OF PREPARATORY GROUPS). *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 3(04), 52–56. <https://doi.org/10.37547/pedagogics-crjp-03-04-12>



TECHNOLOGIES FOR TEACHING STUDENTS TO CRITICAL THINKING

Submission Date: April 09, 2022, **Accepted Date:** April 17, 2022,

Published Date: April 30, 2022

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-03-04-09>

Journal Website:
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Z.D. Rasulova

Associate Professor of Technological Education, Bukhara State University, Uzbekistan

ABSTRACT

The article addresses issues such as creating new insights in students through critical thinking, helping them to rebuild their previous knowledge and imaginations, and creating a broad basis for longterm understanding of new information.

KEYWORDS

Elements of critical thinking, thinking involves, problem solving skills, interpreting.

INTRODUCTION

Teaching critical thinking is also relevant to the task of forming qualified personnel who can find their place in a highly professional, creative and socially active life, as outlined in the National Training Program. Before we talk about this concept, let's look at some mental activity skills, but they are not critical thinking. Remembering is the most important process of thinking, and without it, the learning process is

impossible, but it is very different from critical thinking. Computer memory is much better than any of us, but remembering does not mean critical thinking. Most educators value memory development more than any other type of thinking, focusing on students' memory levels in tests and exams. But proponents of critical thinking, on the other hand, refer to more complex types of mental activity.



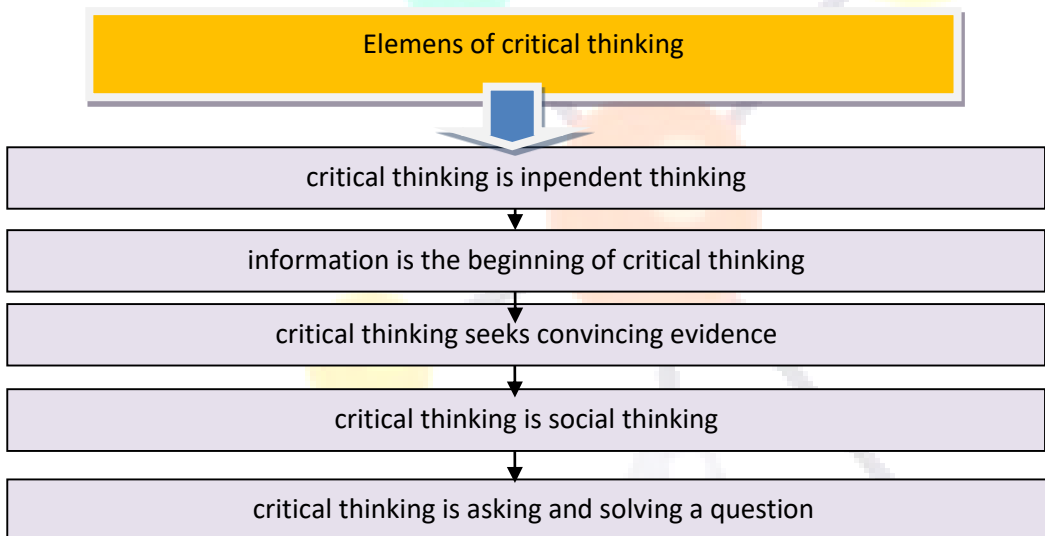
THE MAIN PART

Comprehension is a complex mental process, especially if the learning material is difficult. For example, a student is struggling to understand a complex theorem. Of course, he has complex mental processes in his brain, but that's not critical thinking yet. As we work to understand the opinions of others, in the first stage our personal thinking becomes sluggish:

in which we perceive only what has been created by someone before us, and critical thinking occurs when

new, comprehensible ideas are examined, evaluated, developed, and applied. Remembering facts and understanding ideas are prerequisites for critical thinking, but they do not mean critical thinking in its entirety.

Another type of thinking that is inconsistent with students 'understanding of science-critical' critical thinking 'is creative or intuitive thinking. Athletes, artists, and musicians all have complex thinking processes in their brains, but they don't even realize it.



Critical thinking is directly related to student engagement. Because students are sluggish listeners, they are more likely to believe that the teacher is knowledgeable or that the text reflects his or her knowledge, leading to the belief that the teacher is responsible for their knowledge.

As they organize their thinking, they need to be made aware of the value of their ideas and the results of

their critical analysis. The process of thinking involves students exchanging ideas with each other. Communication also requires students to listen carefully, to force their point of view on the questioner, and to refrain from correcting the opinions of other speakers.



The term “critical thinking” has long been used in the pedagogical environment, and different educators understand it differently.

For most educators and Methodists, critical thinking means "high-order" thinking - high in the sense that it is at the very last level of learning ability according to the Benjamin Blum system. Faylasuflar tanqidiy fikrlash deganda, odatda mantiqiy fikrlash va isbotlash ko'nikmalarini tushunadilar, uning yordamida talabalar diqqat bilan o'qish, chuqur munozaralar yuritish va yozuvda o'z fikrlarini aniq va o'ylab ifoda etish imkonini oladilar. Adabiyot nazariyotchilari va tarixchilar uchun matnning tarkibiy qismlarini ajratishga va matnning kitobxonga ta'sir qilish usullarini tanqidiy qayta mushohada qilishga xamda muallif asarni yaratishda amal qilgan sababalarni aniqlashda yordam beradigan matnga yondashish “tanqidiy” deb hisoblanadi.

Here are some suggestions on how to look or get an appointment for critical thinking:

- Develop a student's point of view;
- The ability to justify the advantage of one opinion over another;
- Problem solving skills;
- To prove the dispute;
- The ability to work together to develop a common idea;
- Understand how life experiences affect attitudes and perceptions.

In doing so, one first perceives these ideas with a certain degree of insecurity and compares them with conflicting views. He uses a system of additional feedback to substantiate them and develops his point of view based on them. Critical thinking is a complex process of creatively combining ideas and opportunities, rethinking and reconstructing concepts and information.

It is also a process that takes place simultaneously on several levels of active and interactive learning. Critics are less likely to be influenced by deception, and because they have their own system of opinions, they are less prone to risk. In critical thinking, ideas and their importance are considered in terms of pluralism, and they are compared with other ideas. This highest level of thinking is mental activity, which focuses on analyzing, comparing, interpreting, applying, debating, innovating, solving problems, or evaluating the thought process.

Critical thinking develops communication and teamwork skills. Critical thinking inspires the learning process, making lessons fun for both teacher and student. Nowadays, it is important to teach students to read and to think critically. When faced with new information, students need to be able to evaluate it independently, look at it from different perspectives, and draw conclusions about the possibility of using it for their own needs and goals. To become a truly critical thinker, students need to think creatively, test themselves, and acquire relevant skills.

CONCLUSION

Instead of depriving students of the opportunity to think about a really topical issue, it is advisable to introduce technologies that allow them to quickly engage in an active thinking process and put it into practice. Instead of depriving students of the opportunity to think about a really topical issue, it is advisable to introduce technologies that allow them to quickly engage in an active thinking process and put it into practice.

REFERENCES

1. Jumayev A. Factors of social activity of the future teacher. / People's Education "magazine, 2006, № 6. 17-20 p.



2. Saidakhmedov N. New pedagogical technologies. - Tashkent: Finance, 2003.
3. Selevko G.K. Modern educational technologies. - M.: Narodnoe Obrazovanie 1998.
4. Sorina, G.V. Critical Thinking: History and the Current Situation [Text] / G.V. Sorina // Bulletin of Moscow University. - 2003. - Issue 6. - P. 97 - 110.
5. Kovaleva, L.V. Technology for the development of critical thinking [Text] / L.V. Kovaleva. - Gorno-Altaysk: IPKRORA, 2005. - 189 p.

