



CRITICAL THINKING SKILLS IN PEDAGOGY

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Abstract. *This article is dedicated to the that critical thinking is aimed at getting the desired result, which is why it is sometimes also called directed thinking. Evaluation activities develop students' practical skills, establish connections and relationships between them, teach children logical conclusions such as synthesis and analysis, comparison and comparison. Thus, they stimulate the development of thinking, contribute to the formation of educational activities. Creative thinking is aimed at creating new ideas, and critical thinking identifies their shortcomings and defects. Critical thinking is characterized by controllability, reasonableness and purposefulness. Critical thinking is closely related with logic, as it involves the construction of logical conclusions, the creation of coherent logical models and the adoption of informed decisions.*

Keywords: *critical, thinking, pedagogy, skills, logical, thought, process.*

Logical thinking is a consistently conducted reasoning consisting of separate stages, in which each subsequent conclusion is based on previously made strictly proven conclusions. This is conceptual thinking, which makes it possible to know patterns, anticipate the course of events, explain the essence of phenomena, processes, etc.

Creative means thinking, the result of which is the discovery of a fundamentally new or improved solution, to a particular problem. Creative thinking is characterized by originality and flexibility, imagery. The basis of such thinking is the synthesis of logical thinking and imagination. These processes do not exclude, but complement each other.

Their role varies at different stages of creativity. Critical thinking is the verification of proposed solutions in order to determine the scope of their possible application. Creative thinking is aimed at creating new ideas, and critical thinking identifies their shortcomings and defects. Critical thinking is characterized by controllability, reasonableness and purposefulness. Critical thinking is closely related with logic, as it involves the construction of logical conclusions, the creation of coherent logical models and the adoption of informed decisions.

Critical implies an assessment that can and should be a constructive expression of both positive and negative attitudes. Thinking critically, we evaluate not only the result (how well we made the decision or how well we coped with the task), but also the



thought process itself (the course of reasoning that led to our conclusions, or those factors that we took into account when making the decision).

Critical thinking is aimed at getting the desired result, which is why it is sometimes also called directed thinking. Evaluation activities develop students' practical skills, establish connections and relationships between them, teach children logical conclusions such as synthesis and analysis, comparison and comparison. Thus, they stimulate the development of thinking, contribute to the formation of educational activities.

Reflection is an integral part of critical thinking. In the process of reflection, new information becomes appropriated, that is, it turns into own knowledge. This is confirmed by R. Paul in his definition of critical thinking: 'Critical thinking is thinking about thinking when you reflect in order to improve your thinking... At the same time, two points are of decisive importance: critical thinking is self-improvement that entails; this improvement comes with the skills to use standards of a corrective assessment of the thought process.'

The main problem faced by the researcher of critical thinking is that there are no reliable and valid methods, allowing to investigate this phenomenon.

The term 'critical thinking' has long been known from the works of such famous psychologists as J. Piaget, J. Bruner. Based on the psychological and pedagogical literature, we will consider various definitions of 'critical thinking'. Paul identified three 'waves' in the development of the problem of critical thinking. The first 'wave' of research (1970 - 1982) was engaged in the study of practical logic. It was assumed that critical thinking is based on rationalism and logic and learning occurs through checking the basic thought. Popper believed that critical thinking is based on a willingness to change, verify, and refute. It is not the possession of knowledge that makes a person a scientist, but his constant and courageous pursuit of truth. Whatever solution we propose, we should immediately try to refute this decision in the most serious way, and not defend it. Imaginative and bold assumptions must be carefully monitored and verified.

E.Glasser has developed a program of critical thinking, including tests to test the ability to reason, draw conclusions recognize assumptions, evaluate conclusions and the strength of arguments. Critical thinking- in his opinion, is the validity of judgments, the approval of actions and the ability to assess the degree of their validity, to find a kind of limit of applicability. D.Johnson defined critical thinking as a special type of mental activity that allows a person to make a sound judgment about the point of view or model of behavior proposed to him. J. A. Braus and D. Wood defines it as intelligent reflexive thinking focused on deciding what to believe and what to do. D. Halpern defines critical thinking in his work 'Psychology of critical Thinking' as follows: it is directed thinking, it is characterized by balance, logic and purposefulness, it is distinguished by the use of such cognitive skills and strategies that increase the likelihood of obtaining the desired result. We think critically when we evaluate the



result of our thought processes – how well we made the decision or how well we coped with the task. Besides it, critical thinking also includes an assessment of the thought process itself – the course of reasoning that led to exactly such conclusions, or those facts that we took into account when making a decision. Primary attention is paid to the qualities of critical thinking, the author examines in detail the structure of arguments, their role in arguments and ways of analyzing argumentation.

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