



## CHARACTERISTICS AND STEPS OF USING TECHNOLOGY FOR THE DEVELOPMENT OF CRITICAL THINKING IN STUDENTS

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**ABSTRACT:** - The article describes the changes that have taken place in world pedagogy in recent years, in particular, the features and stages of the use of technology to develop critical thinking in students.

**KEYWORDS:** Technology, intellectual, student activity, education, upbringing, creativity, spiritual competence, development, critical thinking.

### INTRODUCTION

In the current context of rapid development of world science and technology, the issue of continuous development of the education system, further improvement of the education system on the basis of world

standards, cooperation with developed countries is a key factor in the sustainable development of any country. In the context of modern civilization and the intensification of global processes, the rise of international extremism and terrorism, the issue of further

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reforming the education system, the comprehensive formation of the younger generation, educating them as full-fledged human beings remains relevant for all countries.

The need for further deepening of political, socio-economic and cultural development in the world, the need to train socially active citizens - high-level professionals, competitive in the labor market and able to work together in a market economy - is necessary to build a free civil society.

In today's world, the issue of the education system, the achievements in the field of education and the solution of problems that need to be addressed are of paramount importance.

Relevance of the topic In the new period of development of Uzbekistan to increase the effectiveness and efficiency of spiritual and educational work, to further expand their scope and scale, to strengthen the sense of involvement in the reforms in the hearts of the population, especially young people, to organize propaganda and educational work Improving the effectiveness of scientific and methodological research, the introduction of a system of continuous monitoring aimed at

strengthening the stability of the socio-spiritual environment [1] has been identified as a priority.

This requires clarifying the place and role of the development of critical thinking in students in the system of general professional competencies, highlighting the possibilities of pedagogy and pedagogical technology and pedagogical skills, and developing situations for self-monitoring, self-assessment, self-analysis in students. reaches

In recent years, great attention has been paid to improving the legal framework for the organization of the educational process in the education system, including in higher education institutions. In particular, the new Law of the Republic of Uzbekistan "On Education" stipulates that the main principles of state policy in the field of education are non-discrimination in education, equal opportunities for education, inculcation of national and universal values [1] in education and upbringing, humane and democratic nature of education. given.

Resolution of the President of the Republic of Uzbekistan dated July 27, 2017 No PP-3151 "On measures to further expand the participation of industries and sectors of the

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economy in improving the quality of higher education" Important tasks such as harmonizing human qualities with, increasing the educational responsibility of professors and teachers, ensuring the effective use of educational goals in each subject to ensure the harmony of education [1] and upbringing in practice.

Analysis of the scientific literature. The issue of ensuring the personal independence of students in the educational process has always been to one degree or another in world pedagogy. In the seventies of the twentieth century, the need to put students in the form of problems in order to raise students from the participant who does only what the teacher says in the classroom to the level of independent executors of the educational process. But the main purpose of this was only to increase the effectiveness of learning by increasing student activity. V. Okon, M. Maxmutov, V. Kudryavtsev, V. Marantsman, N. Mochalova, A. Matyushkin, I. This issue has been studied by Ilnitskaya and other scientists and practitioners. They argued that the inner need that motivates the student to intellectual activity arises in the development of critical thinking, that need arises from an interest in knowing the

essence of the complex task at hand. They have scientifically and practically proved that the student can solve the problem with full mobilization of creativity, self-control, self-assessment, intellectual ability and life experience.

Issues of activating teaching by engaging students in critical thinking J.J. Russo, I.T. Pestalotsii, F.A. Desterverg, K.D. Ushinsky have a place in their works. The experience of applying some elements of the development of critical thinking in students at all levels of the system of continuing education was proposed by MM Mahmutov, I.Ya. Lerner. The theory of the use of pedagogical technologies in the development of critical thinking in students Yu. K. Babanskiy, V. Bepalko, P. Ya. Galperin, S. L. Rubinshteyn, J. Piaje, L. S. Vygotsky and A. on the introduction of modern teaching technologies in the educational process. Abduqodirov, N. Avliyoqulov, B. Ziyomammedov, R. J. Ishmuxamedov, N. Saidahmedov, U.Tolipov, D. The research conducted by Esonbaeva et al.

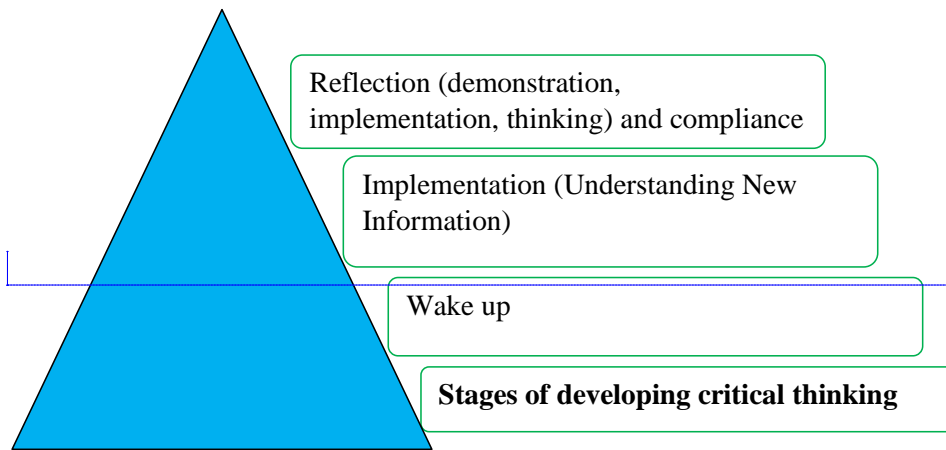
The scientific essence of the article. This technology was first used in the Russian education system in 1997, and its authors

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were American scientists C. Temple, C. Meredith, D. Still. It was developed with the support of the Democratic Pedagogical Consortium and the International Reading Association. The project was proposed to Russian educators by American colleagues. Initially, technology helped educators teach students to think critically and independently master pedagogical information. It was then necessary to consider in detail the didactic, psychological and philosophical foundations of the proposed approach, to supplement the

practical part of the project, to enrich it with new techniques and to create a model in the pedagogical literature called "Critical Thinking Technology" (TFRT).

This technology consists of three important stages: arousal (awakening), realization (understanding new information), reflection (demonstration, realization, thinking), and conformity. (Figure 1) Stages of developing critical thinking.



Comment [П1]:

Comment [П2R1]:

Comment [П3R1]:

In developing critical thinking in students, educators must adhere to certain conditions in class and out of class time, including ensuring the active participation of process participants and allowing them to express different opinions, and so on. The

implementation of this condition is structured according to the published algorithm.

The first stage (stage) - this task is aimed not only at activating, motivating the student, motivating him for further work, but also to "take out" existing knowledge or create

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situations on the issue under study, and identify serious activating and motivating factors for further work.

The second stage (stage) is understanding (understanding and implementing the information provided). At this stage, direct processing of information is carried out, and TFRT (critical thinking development technology) allows you to save time, make quick and intelligent decisions. Students' activism gives them the ability to make the right decision in drawing final conclusions through reading or listening.

The third stage (stage) is reflection (demonstration, implementation, thinking). At this stage, students analyze, interpret, and creatively process information.

A distinctive feature of developing critical thinking in students is that it develops their ability to work with information - reading and writing, correctly analyzing information and making clear decisions. Developing critical thinking in students should not only give them the ability to adequately perceive information, but also teach them how to receive it, work with it, apply it in specific life situations, and interpret that information. Thus, knowledge based on what already

exists. It is also necessary for the development of the student to work with different sources of knowledge, not to duplicate knowledge, but to expand it, to cultivate the ability to apply it in different areas will require certain skills and life situations. At the same time, it is important to be able to form your own attitude to facts and problems, to listen to others, to find ways to solve problems together.

The purpose of this educational technology is to develop students' intellectual skills necessary not only in reading but also in everyday life, to make informed decisions, work with information, analyze various aspects of events.

Not all of the above tasks can be performed in a traditional system. Comparing lessons using traditional and innovative methods shows that actions in the learning process (in terms of organizing student activities) show that the first approach, as a rule, solves educational problems, giving the student knowledge, skills and abilities. Provides students with knowledge of well-grounded, logically structured material that always meets the program requirements in the subject. However, the problem of

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development i.e. education often remains secondary. Moreover, the traditional system of organizing the educational process often forms only reproductive knowledge.

But the knowledge that the student has set for himself, the knowledge he has acquired through his own labor, the knowledge that can be shared with others is more valuable. The effective use of critical thinking technology by educators, ie the use of non-traditional forms of education, allows students to develop a variety of skills. For example, they have the level of spiritual competence, creativity, independent work with information, synthesis and evaluation of various studied phenomena, that is, the level of productivity. The development of critical thinking skills allows the study of individual topics, both in solving individual problems, to find their own educational direction, and to solve educational problems in general: develops the ability to self-awareness and subsequent self-education.

## **CONCLUSION**

Finally, it is this technology that solves the problem of developing a communicative culture in students. In the process of using TFRT, the student understands his worth,

works, feels the unity with others and the importance of his work. On the other hand, in the process of communication there is a constant process of self-assessment, there is a need to prove their point, and the motivation to study the information given in class and out of class increases. This situation makes it necessary to pay special attention to the following aspects:

- First, to develop their spiritual competence;
- Secondly, to form in them a conscious attitude to the problems in society and around the world;
- Thirdly, teachers choose pedagogical technologies and methods based on the nature of the topic in the design of lessons on the development of critical thinking in students.

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