Organization of Independent Work of Students in the Context of the Development of Critical Thinking

Dilorom Sherbekovna Ulasheva

Samarkand State University named after Sharof Rashidov
Teacher of the inter-faculty pedagogy department

ABSTRACT

The article focuses on the problem of developing students' critical thinking skills, which help them become independent learners. Analysis of research works of educators and scholars enable the authors to reveal qualities, necessary for students to enhance their critical thinking skills and become independent learners. Different points of view on the problem are given. The authors pay attention to the big role of command, team work.

Keywords:	Independent learning, critical thinking, skills, university graduates, encouragement, primary conditions, convincing argument, efficiency.

Evolutionary process in education, occurring at the present stage of development of the society means change of priorities from passive absorbing of knowledge to independent, creative and cognitive activity of learners, taking into account their possibilities and specific features of development.

Any person who will live well in the future and contribute to the development of the country, should be able to think freely, distinguish between two things, and develop a critical opinion:

- adapt flexibly to changing situations, independently acquiring necessary knowledge, skillfully putting it into practice for the decision of various problems;
- think independently and critically and be able to see difficulties arising in the real world and search for ways of their rational overcoming, using modern technologies and realize where and how acquired knowledge could be applied in the surrounding world, be capable of generating new ideas and think creatively;
- work competently with the information: be able to analyze, put forward hypotheses of the decision of problems, do necessary generalizations, comparisons to similar or alternative options of consideration, give reasons and formulate conclusions and on their basis to reveal and solve new problems;
- be sociable and contact in various social groups, be able to work together in different areas, preventing conflict situations;
- possess internal requirement and ability to self-improvement, to
- reflective self-estimation.

Necessity of developing students' independent work skills is considered aone of the essential requirements for school and university graduates. The analysis of psychological and pedagogical literature shows that almost all classical researches in pedagogy and psychology directly or indirectly raise the problem of development of students' independent work skills at all levels of educational system.

An important motivating factor in independent learning is the encouragement of

students' own interests and their desire to learn. Students will be motivated to learn if teaching is content-based and meaningful; when knowledge is useful and provides a means of achieving a desired goal. Such learning activities provide a stimulus to reflective inquiry and continuing intellectual development. In contrast, learning activities in which a student has no interest, lead to increasing dependence on external motivation and extrinsic rewards. Such approach to teaching has the effect of diminishing students initiative, rather than encouraging their participation in learning for their own sake.

Independent learning has implications for responsible decision making, as individuals are expected to analyze problems, reflect their work, make decisions and take purposeful actions. To take responsibility for their lives in times of rapid social change, students need to learn on a life-long basis. As most aspects of our daily lives are likely to undergo profound changes, independent learning will enable individuals to respond to the changing demands of work, family and society.

Teachers should train students to take charge of every stage of their own learning, which includes:
- ➤ setting goals;
- ➤ identifying and developing strategies to achieve such goals;
- ➤ developing study plans;
- ➤ reflecting on learning (which includes identifying problem areas and the means of addressing these problems);
- ➤ identifying and selecting relevant resources and support;
- ➤ assessing one's own progress (which includes defining criteria for evaluating results of learning).

Our analysis shows that researchers have no common approach to determining the notion of critical thinking. However, the majority of them consider critical thinking as an individual thinking. According to our point of view – critical thinking is an individual thinking, aimed at processing, analyzing, evaluating the information for creation and solution of new ideas and problems.

Critical thinking means the ability to continuously treat the surrounding world, find and estimate objective way of receiving information, compare and analyze various points of view, understand complexity and discrepancy of the public beliefs. In other words, critically thinking person should solve all problems independently; support these decisions with reasonable arguments.

The major indicator of critical thinking is its efficiency and independence. The effective thinking indicates the ability of a person to think logically and consistently, ability to solve problems quickly and creatively, do correct comparisons, formulate substantiated conclusions, make decisions. Thus, relying on the analyzes we have done, we consider that critical thinking is developed in the process of learners' independent work on setting problems and their solution due to their analytical, evaluative and reflective skills; their ability to reason, defend and express their point of view.

Development of students' critical thinking skills, their becoming independent learners is one of the crucial problems, facing current education system. It is considered that development of students' critical thinking skills within framework of their independent work is created through the use of "command or team approach".

Besides, the group work develops sense of competition between members of the group. While the competition doesn't cause critical and hostile installations, it promotes an intensification of creative process, as each participant tries to surpass another in promotion of new ideas. Thus, command work is one of the effective means of training critical thinkers and independent learners. It allows to develop such qualities as: independence, inquisitiveness, ability to make independent estimations.

One of the varieties of "team approach", directed to the development of students' critical thinking skills, their becoming independent learners is the project technology. Project technology is widespread in the system of international education. It correlates with the content and principles of the learner-

centred training, specific features of which are independent work and development of students' creative cognitive potential. In accordance with project technology, the goal of the study and ways of its achievement should be defined by learners on the basis of their interests, individual peculiarities, requirements, motives, abilities. Therefore, content based learning, self- focused training which is a base of the project technology, assumes change of the traditional scheme teacher-pupil, subject-object interaction on the scheme of equal subject- subject partnership between a teacher and a student.

The project technology enables learners to stimulate their own cognitive activity due to the fact that they are subjects of the given activity and realize their personal potential. It creates conditions for developing learner's creative thinking, provides productive character and efficiency of educational process. The given technology is based on the idea of interaction of learners in groups (cooperative learning) within the educational process under which they take collective responsibility for the solution of educational problems and start to help each other be responsible for the success of everyone

References:

1. Braus, J.A. & Wood, D. (1993). *Environmental Education in the Schools: Creating a Program that Works.* Washington: Peace Corps. Direct access: http://www.peacecorps.gov/library/ pdf/M0044_enveduc.pdf

2. Cluster, D. (2001). What is the critical thinking? Change: Intercultural. *Journal about thinking development through reading and the letter*, *4*, 36–40.

3. Dewey, J. (1997). *Psychology and pedagogy of thinking. How we think*. Translation from English by N.M. Nikolskaya. Moscow: Sovershenstvo.

4. Khakimov, S. R., & Sharopov, B. K. (2023). Educational Quality Improvement Events Based on Exhibition Materials in Practical Training Lessons. *American Journal of Language, Literacy and Learning in STEM Education*, *1*(2), 5-10.

5. Yuvmitov, A., & Hakimov, S. R. (2021). Influence of seismic isolation on the stress-*strain state of buildings. Acta of Turin Polytechnic University in Tashkent, 11(1), 71-79.*

6. *Муслимов, Н. А., Уразова, М. Б., & Эшпулатов, Ш. Н. (2013). Касб таълими ўқитувчиларининг касбий компетентлигини шакллантириш технологияси. Тошкент: Fan va texnologiya, 160.*

7. *Уразова, М. Б., & Эшпулатов, Ш. Н. (2012). Педагогическое проектирование как эффективный способ организации самостоятельной работы студентов. Педагогические науки, (4), 14-18.*

8. *Эшпулатов, Ш. Н., & Пардаева, Г. С. (2015). Глава 7. Подготовка будущих учителей начальных классов к инновационной деятельности в системе высшего образовательного учреждения. In Innovations in education (pp. 69-86).*