



The Use of Technologies in the Formation of Critical Thinking in Schoolchildren as a Means of Personal Self-Development

M. Abdukhalikova,

Senior Lecturer of the Regional Center for Retraining of Pedagogical Cadres of Kashkadarya region Karshi city, Republic of Uzbekistan.

ABSTRACT

The article deals with the problems of using interactive methods and their role in the formation of critical thinking in schoolchildren as a means of personal self-development. Also, the introduction of technology for the development of students' critical thinking in the classroom was discussed as well in the article.

Keywords:

information technology, technologies, development, critical thinking, professional competence, interactive methods, integration.

Society has set before education the task of educating a free, developed and educated person capable of living and creating in a constantly changing world. Education is aimed to help citizens to self-develop in future: to teach them how to learn, act, communicate, live in harmony with themselves and with other people, which will allow them to enter the world community and function successfully in it.

It is well known that the intellectual development of a person is determined in our time not by the volume of knowledge, information, the ever-increasing volume of scientific information, but by a person's readiness to select the necessary knowledge through critical analysis, comprehending information and the ability to make decisions on his own.

A number of challenges appear before the teacher:

- there is a decrease in the level of independence of students;
- students quickly lose interest in learning.

Therefore, I consider the use of the technology for the development of critical thinking (TDCT) as a priority direction of my work, the initial ideas of which are: the development of the author's position of the child in the educational process and the non-judgmental nature of the reaction to the statements of students in the course of learning. The teacher becomes an assistant in the student's work, the organizer of independent educational knowledge, and also an partner in the search for solutions to problems. Critical thinking begins with asking questions and clarifying the problems that need to be solved. Critical thinking seeks convincing reasoning.

In the lessons of an oral-practical character, such as literary reading, the world around us, history, where you often have to work with texts, as usual, I use some well-known techniques for developing critical thinking, which allow you to revive the lesson, make it exciting and emotional. Of course, the lesson requires prudence and rigor, but the atmosphere of joyful elation, accompanying the

search and creativity, is the key to success in the joint activities of the teacher and students.

The problem stimulates the thinking process, but independent critical thinking is possible only on the basis of certain knowledge, comprehension of previously acquired experience. For the development of critical thinking, it is very important, of course, to know the above-mentioned areas of its application, but this is not enough. It is necessary to have a clear idea of what intellectual skills help to form such thinking for the purpose of mastering knowledge, for analyzing, generalizing, evaluating the received information and restructuring it.

These issues can be solved using interactive methods, as well as the introduction of techniques in the classroom and using technology. As an example, we provide some types of use of technology techniques in the formation of critical thinking in schoolchildren as a means of personal self-development.

The first technique is the "Basket of ideas" (concepts, names, etc.). It is aimed at organizing individual and group work of students at the beginning stage of the lesson, when their experience and knowledge are being updated. Using this technique allows you to find out everything that the students know or think about the discussed topic of the lesson.

The second technique is the "Composing a cluster" (translated from English: "Cluster" - a beam, constellation). The meaning of this technique is trying to systematize the available knowledge on a particular problem. The student writes down a key concept in the center of the sheet, and from it draws arrows-rays in different directions, which connect this word with others, from which, in turn, the rays diverge further and further.

You can use this technique at all stages of the lesson: at the organization stage - to stimulate mental activity; at the stage of comprehension - for structuring the educational material; at the stage of reflection - to summarize what the students have learned; or as a lesson strategy in general. The cluster system captures more information than students receive from regular writing work. The cluster can also be used to organize

individual and group work, both in the classroom and at home.

The next technique is the "Board Log". Board logs are the general name for various teaching writing techniques, according to which students write down their thoughts while studying a topic. In its simplest form, students write down answers to the following questions in a logbook: What do I know about a given topic? What new have I learned from the text on this topic?

The left column of the logbook is filled with elementary knowledge, then when reading, during pauses and stops, students fill out the right column of the logbook, based on the information received. At the stage of reflection, there is a preliminary summing up: comparison of two parts of the logbook, summarizing information, recording it and preparing for discussion in class.

The organization of records can be individualized, i.e. each partner keeps records in both parts of the table independently, the results are discussed in pairs. This is followed by a new cycle of work with another part of the text. The final reflection is very important, since it can become an outlet for a new task: research, essay, etc.

I use the technique "Writing an essay", the essence of which can be expressed in the following words: "I write in order to understand what I think." This is a free letter on a given topic, which values independence, manifestation of individuality, discussion, originality of the solution to the problem, argumentation. Usually, an essay is written in class after discussing the problem and takes no more than 15 minutes.

Technically, the "Insert" ("Notes in the margin") technique is quite simple, as it allows the student to keep track of his or her reading comprehension. Students should be introduced to a number of notes and asked to place them in pencil in the margin of a specially selected and printed text as they read.

The check sign (v) marks information in the text that is already known to the student. In this case, the source of information and the degree of its reliability does not matter. The plus sign (+) marks new knowledge, new

information. The student puts this sign only if he first encounters the read text.

The sign "question" (?) marks what remains incomprehensible to the student and requires additional information, makes you want to learn more. The minus sign (-) marks something that is contrary to the student's ideas, about which he thought differently.

Students receive the text, while reading the text, students put marks in the margins "V" - knew, "+" - new, "-" thought differently, "?" - I do not understand, there are questions. The work is carried out individually.

V	+	-	?

This technique requires the student to read actively and attentively. It obliges not just to read, but to read the text, to keep track of one's own comprehension in the process of reading the text or perceiving any other information. In practice, students simply skip over what they did not understand, and in this case, the "question" mark obliges them to be attentive and note the incomprehensible.

Using this technique requires the teacher to:

- pre-define the text or its fragment for reading with notes;
- explain or remind students of the rules for placing markings;
- clearly indicate the time allotted for this work and follow the rules;
- find a form for checking and evaluating the work done.

For students, the most acceptable option for completing this work with the text is oral discussion. Usually, students easily note that what they know has met in the reading, and with special pleasure they report that they have learned new and unexpected for themselves from this or that text. At the same time, it is important that students read the text, refer to it. Technique "Writing synclines" in translation from French, the word "synclines" means a poem consisting of five lines, which is written according to certain rules. The rules for writing synclines are as follows: on the first line, one word is written – it is a noun (this is the theme of synclines); on the second line, you need to write two adjectives that reveal the

theme of synclines; on the third line, three verbs are written, describing actions related to the topic of synclines; the fourth line contains a whole phrase, a sentence consisting of several words, with the help of which the student expresses his attitude to the topic; the last line is a resume word that allows you to express a personal attitude towards it. Of great importance in the technology of developing critical thinking is given to techniques that form the ability to work with questions. Only students who are asked questions or ask questions truly think and strive for knowledge.

Thus, of course, this is not the entire list of techniques used for the development of critical thinking, i.e. at primary school age, students do not have enough knowledge for their own statements, the main thing is that these techniques are effective. They help the student to design the educational process, follow the directions of his development, and determine the final result himself.

It becomes obvious that the use of even some techniques of the technology for the development of critical thinking makes it possible to develop and improve the creative potential of students. However, not only students can achieve high results in their development, TDCT is a great opportunity for every teacher to improve and grow professionally. The technology for the development of critical thinking allows you to determine the scope of comfort for each participant in the educational process.

Having made a conclusion about the use of interactive methods, as well as the introduction of techniques for the formation of critical thinking of schoolchildren in the classroom as a means of personal self-development, we can say the following:

- posing questions and clarifying the problems that need to be solved;
- strives for convincing argumentation;
- social, independent thinking;
- strives for knowledge, because all connecting thoughts, forming a line of reflection and reasoning, rely on gained knowledge, understanding of previously acquired experience and "look" into the unknown;

- certain degrees of confidence based on facts;
- comparison - opposition;
- application in real conditions;
- counter argumentation;
- assessment and its reliability / validity;
- generalization of ideas;
- study of other points of view;
- identification of the problem in the information of the text.

This means that students must identify the problem on their own and apply what they already know to solve it.

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