



Factors for Forming Critical Thinking in Students in the Educational Process

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| Received 12-05-2022 | Abstract: Improving the education system as an important part of society, the interests of a radically renewed society to serve in the cause. Because education is the development of society is the basis. The issue of changing students' critical thinking and attitudes to their work is very important in the formation of independent creative thinking skills in students. Because it is done by directly influencing the psyche, consciousness, thinking of our youth. | Keywords: students, consortium, time, critical thinking, critical analysis. |
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INTRODUCTION

In Uzbekistan, reforms aimed at radically reforming the education system, raising the quality and content of education to a new level, creating a modern mechanism for training qualified personnel, updating curricula and literature are being implemented gradually and systematically. Today, as noted by the great thinkers of the Middle East Khorezmi, Farobi, Ibn Sino, the students of our educational institutions, which embody the content of Eastern education in the development of our country, are taught to think independently and in the process of this critical thinking. Acquired knowledge with ready-made knowledge from any source.

It is important to say that it has a great advantage in today's globalization process. In particular, this knowledge, which is more complete and faster, becomes the belief of students and is a tool for their thinking and active practical critical thinking. Many modern scientists, educators, psychologists and methodologists are engaged in the study of critical thinking. In particular, in the works of VVDavidov, M.G.Davletshin, I.Y.Lerner, A.M.Matyushkin, M.I.Mahmutov, S.Rajabov, D.Shodiyev, Egoziyev, A.M. Umronkhodjayev the types of generalization of the principles of problem-based education and their structure, the organization of the educational process The structure of critical thinking, the peculiarities of the individual components that determine the ways of forming generalized methods of mental activity are analyzed.

In this regard, we recall the words of President Sh.M. Mirziyoyev: "Critical analysis, strict discipline and personal responsibility - should be a daily rule of every leader." [1] As the

head of our state said, if we teach critical analysis to our young students from an early age, we believe that these students will become the leading cadres of our country in the future.

The creative sources of critical thinking go back to ancient times. In the works of medieval thinkers living and working in the Near and Middle East, we see a serious interest in various aspects of science, its principles, structure, criteria, the relationship of science to human intellectual development and education. Khorezmi,

A characteristic feature of the epistemological views of Farobi, Beruni, Ibn Sina, their comrades and followers is that the process of abstraction of the image of the object in the human mind has always attracted their attention, as a result of which the concept of the essence and specificity of the object was developed formed.

In the study of students 'critical thinking, modern didactics uses the achievements of educational psychology, which deals with students' mental critical thinking in the learning process.

Methods for developing critical thinking in students in the education system were developed as part of the Reading and Writing for Critical Thinking project implemented by the Consortium for Democratic Education, which uses active methods of critical thinking. following in development stems from the basics: What is critical thinking?

Thinking is a process similar to reading, writing, speaking and listening. It is an active, coordinating process that embraces ideas about a

reality. Thinking is not an out-of-context skill. Critical thinking is not an event that should be studied in a context that is far removed from the curriculum or the general context of daily life. Brown (1989) argues that learning skills separated from task and real-life goals may enable learners to pass objective tests well, but they may not be able to apply these skills in new situations. [2]

According to Rixer, the definition of study and thinking is based on the results of research in the field of cognitive psychology, philosophy and multimedia culture education. [3]

Critical thinking and learning take place only when educators understand and appreciate the diversity of ideas and experiences. Critical thinking does not occur in the process of adopting a "single correct answer."

Developing critical thinking is not an easy task. It is also not a task that is completed and forgotten at a certain age. However, there is no perfect way to think critically. But there is a set of specific learning conditions that help shape critical thinkers. For him:

- give time and opportunity to gain experience in critical thinking;
- giving students the opportunity to think;
- acceptance of various ideas and opinions;
- Ensuring the active participation of students in the learning process;
- Students should be reassured not to laugh;
- to inspire confidence in the ability of each student to think critically;
- The emergence of critical thinking should be appreciated.

In this regard, students:

- gain self-confidence and understand the value of their thoughts and ideas;
- active participation in the learning process;
- listen carefully to different opinions;
- be ready to formulate their own judgments and to withdraw from them.

Time

Critical thinking takes time. Pearson, Hansen, and Gordon (1979) argue that the creation of one's own ideas seems to lead to an archaeological study of earlier ideas, imaginations, encounters, and experiences. [4]

Therefore:

- express their opinions in their own words;

- exchange of critical opinions;
- be able to express their ideas and respond to constructive suggestions;
- to be able to implement ideas in the form of specific ideas, in a comfortable environment and to fully and clearly express their ideas.

For freedom of critical thinking, students need permission to say, think, and create positive and negative things. Once students understand the permissible situations, they are actively engaged in critical analysis. Permission for critical analysis is based on the principle of consciousness.

In doing so, the difference between analysis and exaggeration must be determined. Permission for critical thinking is granted in a friendly and productive environment where genuine purpose for thinking lies.

Variety

As students think, different thoughts and ideas emerge. Colorful thoughts and ideas only emerge when the notion that there is a single answer is eliminated. When expressions are restricted, students' thinking is restricted. From different tools and processes if there is only one answer.

It should be used so that students can find this answer. Activity. Critical thinking is directly related to the activity of students connected. Usually, students are slow listeners because the teacher is knowledgeable or the text reflects his or her knowledge, which leads to the belief that their knowledge is the responsibility of the teacher. They are responsible for the active participation and learning of students in the learning process readiness to give the expected results in critical thinking. A pedagogical approach, such as encouraging students to think and share their ideas and opinions, increases their activism. Mikhail Chikjentmikhali (1975) states that if students actively participate in the learning process at that complex level, they will benefit greatly from their participation in the learning process and will feel a deep sense of satisfaction. [5]

Risk. Free thinking is based on risk. His knowledge it is permissible to encourage people who take risks without fear in their activities. In the process of thinking, "stupid ideas" can also be cases in which unreasonable connections and

concepts are put forward. The teacher should explain this to the students as a natural state of the learning process. [6]

It is important to make sure that students think in an environment that is risk-free, that is, where ideas are valued, and where students can actively motivate their active participation in thinking activities.

- Encourages effective discussion;
- Helps students to formulate their own questions and ask them in the form of questions;
- Helps students to express their personal knowledge;
- Supports the motivation of students to read personally;
- creates a sense of respect for any opinion;
- Helps to increase the suffering of students and young people;
- creates conditions for thinking, which is valued by students;

The most important thing is to be able to focus and motivate their critical thinking, to be able to actively manage their desires, to appreciate the time to use every minute to improve their personality.

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