



IMPROVING THE METHODOLOGY OF INTELLECTUAL DEVELOPMENT OF FUTURE PRIMARY TEACHERS BASED ON CRITICAL THINKING

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Abstract

This article examines the theoretical and methodological foundations for developing critical thinking skills of future primary education teachers through media tools. In the context of rapid information growth and digital transformation, the ability of future teachers to analyze, evaluate, and interpret information critically has become increasingly important. The study focuses on the integration of media literacy and information culture into the educational process, using innovative pedagogical approaches to enhance students' independent thinking and analytical competencies.

Keywords: Critical thinking, media tools, media literacy, information culture, pedagogical technologies, innovative teaching methods, primary education, teacher training, digital education, learning effectiveness.

Introduction

Education is recognized worldwide as a key factor in ensuring sustainable development, and the international education concept set by international organizations and most countries of the world for 2030 includes the urgent task of having a solid foundation of knowledge, developing creative and critical thinking, and forming collaborative skills and interest in learning [1]. The formation of creativity and critical thinking in a person requires the formation of a new culture of thinking that allows developing intelligence through interactive technologies of education from the very beginning of the preschool years. At the same time, methods of goal-oriented and systematic development of creative and critical thinking in future elementary school education will serve to form educational competencies and improve the quality of education. A number of



scientific studies are being conducted around the world to develop students' talents, creative and critical thinking skills, methods for determining the structural foundations of critical thinking in future students, and to improve the pedagogical potential of motivation, socio-cultural, and methodological approaches.

At the same time, there is a need to assess the impact of methods for developing critical thinking in future primary school education, to improve the methodological system for organizing methodological activities based on critical thinking, and to develop pedagogical technologies based on critical thinking. Such an approach to primary school education to the person directed education strategy requirements suitable accordingly. It is urgent to clarify the pedagogical, psychological and methodological features of the formation of life skills, the development of creative abilities. As a result of comprehensive reforms in our country to improve the quality of continuing education, introduce advanced pedagogical and information technologies into the educational process, increase the efficiency of quality educational services in higher education, and develop social intelligence in students in the rapidly changing conditions of globalization. development methods supply opportunities weight expanded. The Development Strategy for the Further Development of the Republic of Uzbekistan sets out the following tasks: "Further improvement of the system of continuous education, creation of conditions for supporting and realizing the creative and intellectual potential of the younger generation[1]". In this regard, it is envisaged to educate future primary school teachers of higher educational institutions as competitive, critical thinkers, thoroughly mastering the most advanced knowledge and methodological approaches, innovative, intellectually developed individuals.

The study of intellectual problems are increasing from year to year. Today, the main goal of the state and society is to preserve the nation's intellectuals, to prepare a society of intellectuals from the citizens of the country. The formation of a highly intelligent person begins with primary school teachers. Taking into account that the future of the country is today's primary school students, their ability to solve problems, prove themselves, express their point of view, find a way out of any situation, express critical opinions, and apply the knowledge they have acquired in practice begins in the primary school, the teacher must be prepared for this in terms of knowledge and methodology.

AM Luzina expressed the opinion that in the methodological preparation of a future teacher for professional activity, it is important to prepare the individual as



a subject of pedagogical activity [2]. The creation of the educational process in a modern higher educational institution based on scientific relations demonstrates the viability of the author's idea.

AB Morozov, DV Chernilevsky note that the maturation of a person as a subject of methodological activity is based on specific conditions. These are external conditions: the social state of development, the level of modernization of science, the state of mass education practice, methodological options specified in curricula and textbooks, the intellectual potential and creativity of the teacher, the pedagogical team; internal subjective conditions: preparation for professional work, intellectual creativity starting from a higher educational institution. If we pay attention to external conditions that directly affect the formation of future primary school teachers as specialists, the knowledge and methodological approaches necessary for their professional activity at the university, it is necessary to be aware of the progress of the mass education process, analyze curricula and textbooks, develop the ability to intellectually express one's point of view in the methods of teaching special subjects in primary school. Regarding internal subjective conditions, future primary school teachers' interest in their profession is characterized by intellectual creativity and satisfaction of their internal needs.

A.K.Markova, studying the problems of methodological formation of experience in pedagogical professional activity, proposes the following pedagogical conditions [3]: professional orientation of educational disciplines; content of educational material; students' acquisition of the necessary theoretical knowledge; their ability to work independently; interest in educational activities; gradual increase in the complexity of students' educational and cognitive activities; current monitoring of educational activities; gradual assessment of students' experience in intellectual and creative activities; the presence of topical problems in the educational process; imitation of real conditions of professional activity in the educational process; implementation of an individual-differential analysis of the formation of practical experience of students' intellectual potential. The implementation of the methodology of intellectual development is associated with the acquisition of new knowledge, taking into account the pedagogical and methodological conditions, the level of theoretical knowledge and its content acquired by future primary school teachers as specialists, the need to organize educational and methodological activities in self-education, and the need to



express and prove one's point of view on the level of implementation of this methodological activity from an intellectual and creative point of view, and, of course, devoting research work to the relevant topic. In the training of future specialists, it is necessary to give priority to critical thinking methods in the process of their methodological activity, that is, in the process of pedagogical practice, and to ensure their intellectual orientation.

N.E.Shchurkova defines the methodological approach of any teacher by thirteen criteria of discipline, that is, the qualities and abilities listed below can be inherent in every possessor of a specialist working in educational organizations, at a large or small level: resourcefulness, efficiency, quick wit; ability to strategic planning; ability to adapt quickly; ability to correctly assess; ability to make decisions; ability to resolve any accidental situations; management on an individual basis; ability to manage large and small groups; ability to correctly perceive reality and ability to understand humor [4].

Of a teacher are especially important for primary school teachers. For each specialist, qualitative personal qualities and critical thinking skills are required, taking into account the diverse behavior of students in the classroom to organize the pedagogical process, as a teacher, his ingenuity, methodological skills, productivity, ability to strategic planning, quick adaptation to new situations, fairness in terms of assessing students' achievements. In connection with the change in the form of education, it is necessary to look at the mind, distinguished by the ability to organize group, pair and collective work, to make positive decisions in any situation.

Klimov E.A. considers professional competence to be communicative, informational, regulatory and intellectual-pedagogical competence, since the communicative competence of primary school teachers is a professional integrative characteristic, the main components of which include emotional stability (associated with adaptability); extraversion (reflects the assigned level and effective leadership); the ability to directly integrate and return communication; language education; listening skills; the ability to reward; sociability; general abilities, etc. He also emphasizes that communicative competence is, firstly, the personal qualities of a teacher in the process of personal development and self-development; secondly, an indicator of the teacher's awareness of the purpose, node, structure, methods and means of pedagogical communication, its specific features; mastering the necessary technological level;

the quality of an individual psychological specialist; an attempt to constantly improve communicative activity; Adaptation to the individual's personality as a fundamental value, as well as the ability to find uncompromising solutions to problems arising from pedagogical communication through intellectual methods. Information competence includes knowledge about oneself, information about students and their parents, and the work experience of other teachers [5].

Normative competence refers to the ability of a teacher to manage his own methodological activities. This includes determination, planning, constant activity and the ability to express, reflect and evaluate his methodological activities. The main factor of action is virtue, value. Intellectual and pedagogical competence can be considered as a set of abilities to analyze, synthesize, compare, generalize, clarify, compare, imagine, as a feature of the mind, the ability to think creatively and critically.

The development of personal intelligence is considered as the development of the ability to effectively solve problems in the implementation of the cognitive process and mastering a new range of life tasks [7]. The basis of human intelligence is based on natural signs that affect the quality of thinking and methodological approach of the future specialist. The pedagogical and psychological content of the concept of "intellectual" has a broad and vague character, it includes intellectual, mental abilities, mental development, thinking, etc. According to pedagogical analysis, human intelligence can be formed and developed in a certain socio-cultural environment. The methodology for developing the intellectuality of future primary school teachers based on critical thinking fully corresponds to the qualities of intellectualizing the subject's activity. The reason: in the methodological approach, by a wide range of pedagogical thinking, we mean critical thinking. Naturally, in relation to the educational process, a person, as a professional, has developed the intellectuality of the categorical-conceptual, conceptual apparatus. Future primary school teachers should be highly adaptable to the subject area being taught and have a methodology for mastering the content of all subjects studied at the initial stage. The ability to transfer the content of the subject into an activity-communicative form is characterized by the methods of mastering information and communication technologies by future primary school teachers, the ability to manage modern technologies. Future primary school teachers should be an intellectually developed person with critical thinking, experience in such



scientific projects, and high methodological potential in the design, implementation, and organization of project activities.

Intelligence is related to the systems of mental activity, problem-solving strategies, and the response to situations that require cognitive activity in terms of individual impact. Intelligence is a mental ability, and thinking is a mental activity, the question of studying them taking into account the differences between them has not yet been fully substantiated. Intelligence is a deep structure that determines a certain thinking process, and mental abilities can be developed as a result of the mental activity of future primary school teachers in the development of intelligence, based on critical thinking and a methodological approach [8].

First, many educational psychologists believe that creativity is a way of generating unusual ideas, the ability to abandon established traditional thinking, and the ability to quickly resolve problem situations; creativity provides a set of thinking and personality qualities necessary for the formation of creative abilities. Secondly, an optimal level of socialization is necessary for the formation of creativity, which implies the mastery of the basic skills of communication.

Thirdly, the method of developing creativity goes through at least two stages: 1) the “primary” development of creativity is a general creative ability that is “unspecialized” in a particular area of human existence. 2) the development and formation of “specialized” creativity: additional and alternative creative abilities related to a particular area of human activity [9].

Fourth, creativity is not determined by intelligence, but by environmental factors. No one in this world is born intellectual. It is important to develop the need that exists in every person.

In conclusion, the importance of the methodology for developing the intelligence of future primary school teachers based on critical thinking is analyzed. In the digital society, we understand that the methods of performing various pedagogical functions of future primary school teachers are a requirement of the time, which must be considered from the point of view of intellectual development. Educational and methodological activities based on critical thinking affect not only the level of harmonious development of mental processes and personally important qualities, but also character and abilities. The development of a person's creative abilities helps to increase his methodology and

motivation, and the gradual transformation of external objective activity into internal mental activity is a source of achieving effective methodological activity.

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