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PEDAGOGICAL POSSIBILITIES OF CRITICAL THINKING IN PRIMARY EDUCATION

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Abstract
This article presents the pedagogical foundations of critical thinking in primary education. It discusses the pedagogical aspects of improving students' thinking skills, substantiating each idea, and using pedagogical projects. Before developing students' critical thinking, it is necessary to pay attention to their psychological and pedagogical characteristics. Developing critical thinking skills in primary school students will help them think independently, express their opinions in a comprehensive manner, that is, express their positive and negative sides, and analyze each situation with an open mind.

Keywords: Pedagogical, education, critical thinking, possibility, primary, ability, cognitive skill.

Introduction

Critical thinking is a unique skill that allows us to achieve from century to century. This skill is still developing today. When a child goes to school, his life changes radically, and the social situation of development also changes accordingly. Now, for a child who has gone to school, educational activity begins. It is during the educational process that the main pedagogical and psychological ideas are developed in primary school students. Education and upbringing lead to the further development of the child's center of consciousness. The role of a teacher in the life of primary school students is incomparable. Only the teacher is "connected" to the child's inner experiences. That is, he becomes his second mother at school. By the end of primary school age, changes occur in students. The opinions of peers begin to take on special importance, the student tries to

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earn the recognition of his peers with his thinking and intellectual abilities. From the first to the fourth year of schooling, verbal-logical thinking develops. It gradually transitions to logical thinking. Logical thinking is conscious verbal thinking. Starting from the age of 11-12, the ability to think logically about abstract issues gradually forms, and the ability to check the correctness of one's own thoughts, analyze them, and draw conclusions from them begins to appear.

We have developed six rules for critical thinking.

1. The teacher should have authority throughout the entire change process, and change should be a collaborative effort involving the principal and school staff, students, and parents.
2. Change is a relationship between the teacher and the students and between the students in the classroom.
3. The change process should be systematic, well-organized, theoretically demonstrated, practical, and accessible.
4. A lot of time should be allocated to the change process. It takes time to create new knowledge and effectively implement it, to develop experience, and to test it.

In order to develop critical thinking in primary school students, it is important to design a clear, pedagogically sound lesson plan. Specific aspects of the process of developing critical thinking in primary school students are based on the following principles:

1. Maintaining a steady pace of the learning process.
2. Increasing the student's enthusiasm for learning.
3. Taking into account previously acquired knowledge.
4. Supporting the student's initiative and commitment.
5. Learning through practice.

Creating conditions for students to be practical, creative, independent, and as individual as possible. This creates a favorable situation for regularly changing types of work. Combining different types of student activities and coordinating all types of activities creates favorable conditions for the formation of students with different personalities. As a result, it fosters self-demanding and a sense of responsibility in the student. In the learning process, students' critical thinking creates multifaceted activity, developing the ability of each student to determine their own personal, specific goal in the process of transitioning from one type of activity to another. This goal creates the basis for students to engage in

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independent, creative activity and serves as the basis for developing a solid program of action. The formation of critical thinking in students is carried out by teachers through the implementation of special types of tasks and independent activities. If the educational process is fully focused on the student, organized on the basis of certain principles, taking into account his needs, capabilities, interests, and talents, the level of the student's personality will increase. Only when the educational process is adapted to the various paths chosen by students and is improved, the basis for the formation of critical thinking in them is created. In order to create a basis for the formation of critical thinking in students, the role of more reading lessons and biweekly extracurricular reading lessons is great. Therefore, we would like to analyze the subject of reading on the example of reading. The purpose of extracurricular reading is to improve reading skills, educate a conscious reader who can choose books, read books regularly, and correctly evaluate the book read. Special extracurricular reading classes have been organized in schools since 1959. Extracurricular reading classes develop students' imagination and thinking, oral and written speech, expressive reading skills, and vocabulary. In the process of getting acquainted with each new work, a student must have fluent speech, expressive reading, and master speech techniques in order to understand its content. By teaching students creativity and literature, reading books and choosing them correctly, a literate reader is educated, that is, people who love books and strive to read them. Through extracurricular reading classes, students also acquire more complete information about concepts such as external life, the animal world, natural phenomena, the historical and modern appearance of our country, the lifestyle of our people, national values, and national traditions. These lessons are also very important in guiding students towards a career, creativity, and in solving complex tasks such as revealing their talents, independent thinking, and critical thinking. At the same time, first of all, in extracurricular reading lessons, students develop skills such as selecting, reading, storing, and working on literary works. In instilling a love of books in students, it is necessary to approach each child individually, taking into account their personal interests. The formation of children's skills in working with books is an important factor in cultivating a reading culture in them. Only when literary and popular science works are read independently and consistently do they serve to broaden and shape the worldview of students. In today's era, when our society is facing great changes, it has set itself the problem of changing

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the educational process in order to educate a free-thinking, well-rounded, mature personality. This is the product of a pedagogical process in which we, as teachers, move from teaching to teaching, not teaching, and new skills, creative activity experiences take place within a certain system. Therefore, today, the transition to a system of self-management of creativity, cognitive activity on a scientific basis, taking into account the psychology of the individual, in short, achieving the effectiveness of the final result, is an urgent problem of today. When a teacher works creatively in his practical activities, he takes an unconventional approach to solving some problems. The teacher uses new methods, means of teaching or creatively uses his rich experience. The highest level of creativity in practical work is the creation of a new, high and effective complex of teaching and educating students. If the teacher is creative, he follows a non-standard path in organizing educational work, that is, he begins his work differently from the usual one. He organizes modern lessons using various methods of teaching in his work. In order to bring up a harmonious generation and develop their spirituality, the changes being carried out in the field of education, new technologies, interactive methods are also reflected in the organization of extracurricular reading lessons in primary grades. Non-traditional lessons published in the magazines "Primary Education" as examples and concepts about various activities and methods can be used. In addition, the era itself requires teachers to exchange experiences and create innovations. Accordingly, the use of new methods in extracurricular reading lessons serves to cultivate a creative, inquisitive, literate reader, to form independent thinking skills through critical thinking, and to form a well-rounded personality. In each subject, special attention is paid to the development of students' cognitive skills, critical and creative thinking, and multi-literacy. Also, a deep understanding of the educational reforms being implemented in our country today and reflection on them, the development of a sense of involvement in the fate, future and prospects of our Motherland, the formation of creative, critical, non-standard thinking, eloquence, flexibility, and the ability to creatively convey one's thoughts are an integral part of modern education. In our opinion, in order to fill such gaps in practice and form critical thinking skills in students as a result of educational practice, it is necessary to take into account the didactic support of each planned educational process, develop constant monitoring of how students master the educational material, and try to find solutions to problems in the educational process. The formation of critical thinking in students requires

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such methodological support that it is necessary not to harm the personality of young people, ensure their pedagogical integrity, and have a positive impact on them through national values, customs, and traditions. Students should be made to understand that they are responsible for critical thinking, first of all. The task of the teacher is to create an environment that encourages critical thinking. In the developing era, young cadres who are intellectually mature, independent, and critical thinkers are more necessary than ever for the prosperity of society. Critical thinking involves the use of curiosity and research methods: asking questions, systematically searching for answers. Critical thinking works on many levels, not being satisfied with facts, but revealing the causes and consequences of these facts. Critical thinking reflects the development of one's own mental activity, the ability to work with concepts, reasoning, conclusions, questions, analytical skills, as well as the ability to evaluate similar capabilities of other people. Critical thinking usually has a practical orientation. Therefore, it can be interpreted as a form of practical logic that is considered within and depending on the context of thinking and the individual characteristics of the thinking subject.

Methodology

The mechanism of critical thinking includes mental operations that determine the process of thinking and reasoning: setting a goal, defining a problem, putting forward hypotheses, presenting evidence, substantiating them, predicting consequences, making or not making a confident decision. It includes the ability to use basic intellectual skills to synthesize, analyze and evaluate complex and ambiguous situations and problems. These include the ability to identify a problem, clarify the situation, analyze the identified problem, comprehensively study the problem found, develop criteria for assessing the reliability of solutions and sources of information, and avoid generalization. Teachers strive to find methods and techniques for teaching critical thinking, but do not use the selected methods studied in preparing students.

The development of critical thinking is complex and is carried out in all academic subjects and extracurricular activities. Thinking answers questions that cannot be solved directly, through emotional reflection. Through thinking, a person shows who he is to the people around him. Critical thinking is a natural way, a fulcrum, of interacting with ideas and information. Working with primary school students on the technology of critical thinking allows it to grow, since such work is aimed

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at working individually. Critical thinking does not take anything for granted. Using it, a person asks questions and systematically seeks answers to them using specific research methods and methods of working with information sources. Critical thinking begins with questions and is carried out by the teacher not by answering all the student's questions, but by asking questions that encourage thinking. Critical thinking is a skill that must be taught.

Writing skills are of great importance in the development of critical thinking. Importantly, they allow you to correct unformed thoughts or images, consider them from all sides, and awaken the mind. Written speech deepens perception: the writer corrects the thought, then studies his writing, and in response to this fixed thought, a new, even more interesting thought appears. Written speech increases interest, makes children more active observers, because in order to correct something, you need to study it, learn more about it. Unlike ordinary thinking, critical thinking greatly helps to clarify the situation. In the lesson process, many teachers suggest creating conditions for students to think independently, draw conclusions, and try to use all types of pair and group work in their lessons. Accordingly, reading and writing are the main processes of information exchange, which include analysis and systematization. Critical thinking technology gives the teacher the ability to create an atmosphere of openness and responsible cooperation in the classroom, use a system of teaching models and effective methods that help develop critical thinking and independence in the learning process.

Results

To study the level of critical thinking of students, it is necessary to observe their communication processes. The observation method helps to study and analy The advantages of the stages of critical thinking are as follows:

-there is an opportunity to repeat and assimilate the material;

-greater depth appears, new, interesting ideas appear;

-interest, observation skills increase;

-children begin to accept the experiences of other children: joint work creates unity, students learn to listen to each other, take responsibility for the method of collaborative teaching;

-during the discussion, several interpretations of the same content are found, which further serves for understanding.

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The worldview, mental development, dynamics of thinking, independent expression of opinions in drawing conclusions, and active point of view of younger school-age students.

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Conclusion

The use of problem-based learning helps to develop critical thinking and allows you to develop the necessary personal qualities and intellectual abilities. Critical thinking allows a person to remain a person, that is, not to succumb to the provocations of a well-established system of public opinion management. Criticism applies to any field of activity. In fact, such an attitude to the environment is often negative in nature. But there is a type of thinking called critical, which does not aim to find the bad sides of the topics under consideration. This part of mental activity is designed to perceive a higher level of understanding of reality and to treat it objectively. There is also a technology for developing critical thinking. Its essence is that everyone can assess the level of reliability of the information received and form a system of analytical views on its interpretation, substantiation of conclusions. Everyone can think critically and live productively. This is not so difficult and does not require great intelligence at all. Critical thinking is simply thinking with your head, asking any, even the most interesting questions. Of course, critical thinking will not solve every person's problem, but it is a good habit to start with. The more he thinks, the more effectively he works, learns, communicates and creates creative ideas. Often we take every day for granted. When we answer the question of what is the best case scenario, we recall the fragmentary features and requirements for the construction process, such as questioning everything, using it, re-checking information, etc. This is partly true, but without a comprehensive understanding of what critical

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thinking is, a person cannot think critically. In the same way, if he does not understand the purpose and capabilities of a computer, he cannot use it to the maximum benefit for himself. Therefore, today we need to start our work by separating the pros and cons of each thing.

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