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PEDAGOGICAL AND THEORETICAL BASIS OF FORMING CRITICAL THINKING IN STUDENTS

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Abstract
This article examines the main stages of the formation of theoretical and critical thinking. The goals and objectives of the formation of critical and creative thinking in students, the pedagogical and psychological aspects of critical and creative thinking, taking into account the age and capabilities of students, were considered.

Keywords: Thinking, social order, critical thinking, types of thinking, creative thinking, intellectual potential.

Introduction

Critical thinking in students is the ability to analyze, evaluate, justify and make informed decisions, which is the basis of independent thinking. Problem-based learning technology is an effective tool for developing critical thinking, which allows students to create knowledge through independent research, rather than accepting ready-made knowledge. Creating problem situations activates the student's thinking process, in which the skills of asking questions, comparing different points of view and choosing the most optimal solution are developed.
Through questions and answers, discussions and debates, students have the opportunity to argue, defend their opinions and analyze opposing ideas.
In the process of reflection, the student evaluates his learning activities, identifies strengths and weaknesses and makes a plan for future work.
Interactive methods - "Brainstorming", "Cluster", "Venn Diagram" and "Insert" technologies enhance the analytical approach in students.
The use of information technologies creates additional opportunities for the development of critical thinking, especially online platforms and interactive tools

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that revitalize this process. In order to effectively implement problem-based learning, it is necessary for the teacher to have methodological training, to create a creative and free environment in the classroom, and to provide the student with the opportunity to work independently. A student with developed critical thinking is able to make quick, logical and well-founded decisions in complex situations and achieve high results in his professional activities. Changes in the cultural, material and production spheres of life, socio-economic problems facing society have led to a change in thinking, a change in worldview, a change in attitude to activities aimed at changing the world and social life. Never before has the education system prepared students for such dynamics of change, unpredictability, complexity and the absence of a single clear line of thinking. Society has a need for a person with critical thinking skills: a person who knows how to question established ideas and reasoning; capable of dialogue; to determine the essence of the problem and alternative ways to solve it; a person who knows how to always distinguish a verifiable fact from conjecture and personal opinion. In this regard, conducting lessons on the basis of democratic principles, using advanced pedagogical technologies, is increasingly becoming a tradition. The so-called unconventional activity has become traditional. The human personality has developed in step with the progress of time. Based on this, innovative, new approaches have become the order of the day for modern pedagogy, as a result of which unconventional lessons have become an integral part of the educational process. Enriching the content of the lesson using the scientific works of the great thinkers of our people in the process of teaching general education subjects is of great importance in educating students as independent thinkers. The ideas of thinkers of the past are of great importance for the modern process of education and upbringing. The scientific heritage of the founders of the Eastern Renaissance, Ibn Sina, Beruni, Al-Farabi, and Al-Khwarizmi, and their progressive and independent ideas have not lost their significance for world science, modern national pedagogy, and its reflection. They also serve as an inexhaustible scientific source in the Uzbek education and upbringing system, capable of independent thinking, and in the realization of national identity. The activities of Eastern thinkers, especially poets and enlighteners, and modern scientists who laid the foundation for the national

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education and upbringing system in the 18th and 19th centuries and at the beginning of the last century serve as an example for our youth. The reforms being implemented in our country have set the task of educating young people as strong-willed, hard-working, innovative individuals who can overcome any difficulties and obstacles, and who have mastered several professions.

In teaching subjects that are part of the system of social and humanitarian sciences, psychology assumes that each individual's independent thinking process, its formation, and the individual learns the unknown and new in the process of thinking; pedagogy studies the ways of forming and developing creative activity, preparing young people for active labor through the development of independent thinking; At the same time, philosophy studies the causes and features of the emergence of the form and content of thinking, the features of its historical development.

Currently, serious attention is being paid to increasing the role of education in psychology and pedagogy. In implementing these tasks, the formation of free thinking skills in school and academic lyceum students is of great importance. The teacher provides students with knowledge within the framework of the subject being studied, but optimal methods and specific methods of obtaining knowledge on the subject are still not enough. In this direction, it is necessary to highlight the scientific activities of famous Uzbek psychologists, doctors of psychological sciences, professors M. Davletshin, E. Goziyev, V. M. Karimova. Sh. Baratov, A. Jabborova, Z.T. Nishonova, with their scientific research and recommendations, made a great contribution to the formation and development of independent thinking in young people in secondary schools and vocational education institutions.

The higher education system is faced with the task of developing critical thinking, helping students master creative ways of solving scientific and life problems, building their own world of values, and developing the ability to self-educate. Currently, scientists emphasize that students' skills in organizing the learning process are not high enough; It is known that in our time, the intellectual development of a person is determined not by the ever-increasing volume of knowledge, information stored in memory, or scientific information, but by a person's readiness to choose the necessary knowledge. it is necessary to develop

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the ability to critically analyze, understand information, and make independent decisions.

The formation of critical thinking of students in the educational process is of particular importance not only in connection with the new tasks set before the school in modern conditions. Methods of developing critical thinking in person-oriented pedagogy should correspond to the development of modern society and increased attention to the inner world of the individual.

In the science of pedagogy and psychology, there is a sufficient understanding of the formation of theoretical and practical, productive and reproductive thinking of students, there is a holistic concept of problem-based learning as a means of developing creative, problem-based thinking in the process of acquiring knowledge; However, among all the types of thinking that have been sufficiently studied by psychologists and teachers, such an important type as critical thinking is the least described. Many teachers strive to find optimal forms and methods of teaching critical thinking, but almost no attention is paid to the formation of critical thinking in teacher training. As is known, various disciplines play an important role in the development of thinking, the most important of which is logic: by the consistency of a person's thinking, one can judge the seriousness and development of his mental operations. If a student does not master the laws of "correct thinking", it is difficult to teach him to evaluate facts, make reasoned refutations, give a competent assessment of events, self-evaluate and criticize.

Criticality develops not only in relation to human behavior and knowledge, but also in relation to the methods of its acquisition and assimilation. Stimulating the development of new ideas that violate traditional stereotypes and generally accepted views, not imposing on students a single way to solve a problem, but teaching them to actively, alternative, rationally choose methods and techniques for solving a problem - this is the goal of teaching critical thinking.

In high school, college and academic lyceum, the problem-based technology of presenting educational material, organizing research in the educational process is becoming increasingly important. Experience shows that problem-based learning methods are the main means of developing not only creative, but also other types of thinking, including critical thinking. In the structure of problem solving,

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critical thinking "works" at the stage of evidence, refutation and hypothesis, as the most important element of creative thinking.

Students with developed thinking skills are characterized by a desire for broad generalization, while they develop a new attitude to learning, especially in after-school activities. Practice shows that the formation of critical thinking is influenced by factors such as the social environment and school education. From childhood, a person learns to evaluate his own and others' actions and judgments. The level of criticality is determined not only by a person's knowledge and skills, but also by his personal qualities, mental attitudes and, in many respects, beliefs, including a reflective attitude towards his own "I". , Moral social responsibility, respect for the individual characteristics of each person. Among the listed qualities, one of the main places is occupied by the impartiality of judgment, expressed in the tireless pursuit of the person concerned in the search for truth, in criticism for the sake of truth.

The development of critical thinking is one of the generally recognized directions of foreign pedagogy and psychology. In particular, E. Bono, J. Goodled, I. Wallen Norman, F. Hobrich Vernoy, E. Reed Mon, V. Okon and others develop not only the theoretical aspect of the problem, but also general information and methodological recommendations directly to the teacher. Psychologists have paid great attention to the development of the critical side of the thinking process, Thus, philosophers, psychologists and teachers recognize the relevance of the identified problem, the uniqueness of the psychological and pedagogical concept of "critical thinking" and the pedagogical methods and conditions for its formation corresponding to it. However, they practically do not take into account the methods, ways, levels, conditions for the formation of critical thinking.

Even a brief review of scientific publications convinces us that, despite the multifaceted approach to the development of thinking, the problem of developing critical thinking in pedagogical science is not well developed, it does not yet have a solid theoretical explanation at the level of categories and principles. and did not provide for its introduction into practice. The process of developing critical thinking is not long and easy.

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