



TEACHING STUDENTS TO THINK CRITICALLY IN READING LITERACY LESSONS

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Abstract

This article discusses pedagogical methods and methodological approaches to developing students' critical thinking skills through text analysis in reading literacy classes. Pedagogical methods for developing students' logical thinking and independent assessment of situations presented in the text through in-depth text analysis are considered. The theoretical ideas presented earlier are substantiated by providing evidence.

Keywords: 4K model, critical thinking, reading literacy, text analysis, critical thinking, method.

No one has any doubt that the 21st century will be a time of global changes. Because during this period, first of all, significant changes are taking place in the human mind and psyche. This situation requires the adaptation of a person and his inner world to the changes taking place in the minds and consciousness of his contemporaries. Today's era forces every person, as an independent-minded person, to think, reflect, and draw conclusions for himself every second. In this regard, we would like to quote the following thoughts of our first President I.A. Karimov: "A nation that can clearly imagine its life, the goals it sets for itself, and cares about its future has never lived and cannot live without a national idea and



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national ideology in any era.”¹ It follows from this that primary school teachers should teach students to think critically in the context of all the changes taking place in the life of our society during their lessons. "Primary education is the most important stage in the period of personality formation. This period requires careful attention, as it is the period of the child's subconscious understanding of the world, the restoration of the foundation of imagination and knowledge. At this stage, the child creates a "student personality", develops interest and affection for school and education, and begins to gather strength for future results in science. This, as a constant and complex issue facing modern education, requires a serious approach to the ideological, educational and educational level of textbooks. Currently, school textbooks are being printed in a completely new style, suitable for life and the present time.”² Indeed, the new textbooks for primary grades, which will be in effect from the 2023-2024 academic year, are a vivid example of the special attention paid by our republic to quality education. The famous methodologist K.D. Ushinsky says: “If we want to educate a well-rounded person, we must study him deeply.” This idea is similar to the concept of teacher activity today. Therefore, it is important to identify the personal characteristics and qualities of the student. Only then can students be guided to critical thinking. Critical thinking is the ability of a student to independently acquire knowledge under the guidance of a teacher and express his or her attitude to the current situation, ideas, and thoughts. The term critical thinking first appeared in the second half of the 20th century, and a number of scientists have expressed their opinions on it. In particular, one of the Uzbek scientists, S. Gulomov, says: “Critical thinking occurs when new, already understood ideas are examined and evaluated.” A number of pedagogical and psychological scientists: I.S. Kon, L.S. Rubinstein, S. Gulomov, E. Ghaziyev emphasize that critical thinking means

¹ Karimov I.A. Jamiyatimiz mafkurasi xalqni-xalq, millatni-millat qilishga xizmat etsin. T.7. –T.: O'zbekiston, 1998. –B. 89.

² Abdujabborova M. Boshlang'ich sinf o'quvchilarini tanqidiy fikrlash qobiliyatlarini rivojlantirish. Zamonaviy fan va ta'lim yangiliklari xalqaro ilmiy jurnal. 2024. Vol 2 Issue 1. ISSN 3030-3044



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“higher order” thinking. According to Benjamin Bloom's system, the idea that the last higher level of learning skills is put forward, philosophers (Z. Gofurov, J. Tulenov, K. Nazarov) believe that "critical thinking" means the skills of logical thinking and reasoning, with the help of which students are able to read carefully, conduct in-depth discussions, and express their thoughts clearly and thoughtfully in writing. According to the American scientist J. Dewey: "Students develop critical thinking only when they begin to deal with a specific problem. Therefore, the most important question regarding a situation or event, which is considered the starting point of the learning process, is the question of what kind of problem this event creates. Only when struggling with a specific problem and looking for his own way out of a difficult situation, does the student really think."³ The word “criticism” etymologically belongs to the

Greek language, which means “rpiro” - to separate, to distinguish. In the process of adaptation to other languages, its semantic scope has expanded and is currently interpreted in a broad sense. In the Uzbek language, the concept of criticism acquires a different meaning and is multidimensional. The concept of criticism includes all human intellectual activity. Critical thinking includes such concepts as “evaluation” and “self-evaluation”, “criticism” and “self-criticism”, “proof” and “refutation”, “critical analysis”. All this helps to develop the personality and form the worldview of students.⁴

The development of critical and creative thinking skills in children is of great importance. In this regard, it is appropriate to quote the following thoughts of our President Sh.M. Mirziyoyev: “Critical analysis, strict discipline and personal responsibility should be the daily rule of every leader’s activity”.⁵

³ Qodirova Nargiza. Boshlang'ich sinf o'quvchilarida tanqidiy fikrlash qobiliyatlarini shakllantirish mexanizmlari. JOURNAL OF IQRO – ЖУРНАЛ ИҚРО – IQRO JURNALI – volume 14, issue 01, 2025 ISSN: 2181-4341, IMPACT FACTOR (RESEARCH BIB) – 7,245, SJIF – 5,431 www.wordlyknowledge.uz

⁴ Терлецкая Л. Критическое мышление как средство развития умений учащихся анализировать и применять информацию / Терлецкая Л. – Материалы международной научно-практической конференции «Развитие навыков критического мышления». 2012.

⁵ https://www.norma.uz/uz/muhim_voqealar/tanqidiy_tahlil_qatiy_tartib-intizom_va_shahsiy_javobgarlik_har_bir_rahbar_faoliyatining_kundalik_qoidasi_bulishi_kerak



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Involving students in working on the text in primary grades is a pedagogical process that exhibits its own characteristics. Like any pedagogical process, working on the text in primary grades must take into account certain psychological, pedagogical, and methodological requirements. Only then will primary school students master certain knowledge through working with the text, acquire fluent and conscious reading skills, enrich their speech, and develop their thinking skills. As a result, the requirements stipulated in the curriculum will be met. The texts given in the “Mother Language” and “Reading Literacy” textbooks are a means of forming speech skills in primary school students. When preparing students to read the text of the work, attention is paid, first of all, to familiarizing them with the theme, language, ideological content and artistic and aesthetic value of the text, and to drawing appropriate conclusions from the content of the text. Reading activity is also a separate form of speech. For example, by analyzing the text of Aesop's fable "The Hen and the Fox", given in Part 2 of the 4th grade Reading Literacy textbook, it is possible to develop students' critical thinking skills based on the problem method. This fable contains the images of a hen and a fox. In the work, the image of the fox is embodied as a symbol of deceitful, cunning, and cunning people. The image of the hen represents the actions of intelligent, wise, and thoughtful people. In this fable, the fox tries to pull down the hen standing on the tree and eat her. He slyly says to her: "Haven't you heard about the peace treaty concluded between predators and birds, and in general, all living things in our forest? From now on, we will not hunt, deceive, or steal from each other, but rather live in peace and harmony," he says. With these words, he encourages them to go down. The chicken, who knows the fox's cunning, says nothing and keeps looking at the road as if staring at something. The fox, who wants to quickly bring the chicken down and eat it, asks him why he is staring at one point. The chicken, who knows the fox's trick, says with his cleverness: "I see a pack of dogs, if I'm not mistaken, they are coming our way."⁶ Thus, the

⁶ Aydarova U.B. O'qish savodxonligi. Umumiy o'rta ta'lim maktablarining 4-sinfi uchun darslik. II qism. Toshkent: "Novda Edutainment", 2023. – 80 b.



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chicken uses its intelligence and foresight to save itself from becoming a fox's prey. In order to develop critical thinking in the parable, students can be guided to critical thinking through their answers to the teacher's questions:

Teacher: What would you have done if you were in the place of the chicken?

Student: Students will listen to different answer options.

Teacher: Could there have been another chicken instead of this chicken? After all, there are many chickens? Now imagine. A hasty chicken believed the fox's words and went down. Then, when the fox was about to pounce on him, the chicken understood the fox's goal and came up with an idea to survive. So, children, what idea did the chicken come up with and what did it say to the fox to survive? If you were in the place of the chicken, how would you find a way to survive? At the end of the parable, it is good to make a contribution from the story.

When analyzing texts of various genres given in reading literacy textbooks, using the semi-research problem method, conversation method, question-and-answer method, and developing critical thinking skills in students will give good results. Through the "Bloom's Daisy" method, students' critical thinking and creative thinking skills are further developed. To do this, a large daisy is drawn on a piece of paper or a board, and the name of a topic is written in the middle. The questions below are placed on the daisy leaves. This method can be done individually or in groups. The types of questions are based on the following content.

- ☐ Simple questions: who?, what?, where?, how?, when?
 - ☐ Clarifying questions: According to you, if I understood you correctly, maybe I'm wrong, but you said...
 - ☐ Explanatory questions: why did it happen?
 - ☐ Creative questions: What would he do if he did? What do you think would happen?
 - ☐ Evaluative questions: Why is this negative, this positive? How is this different from that?
 - ☐ Practical questions: How can this be applied? What can be done in such cases?
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In conclusion, in order to develop critical thinking skills in primary school students, first of all, teachers need methodological training and a lot of research. A teacher must be ready for any situation. Teachers should teach their students to compare and evaluate different opinions. Substantiating each decision or idea, showing its strengths and weaknesses develops critical thinking. It is important to express opinions based on logical reasoning and evidence. Through these recommendations, students can further develop their critical thinking skills. I believe that we, as teachers, should not only provide students with information and concepts within the framework of science, but also help them apply it in life.

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