



FORMATION OF CRITICAL THINKING IN SCHOOLCHILDREN

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Annotation: *This article aims to highlight the importance and importance of critical thinking in today's information period, the formation of critical thinking skills by teaching English to schoolchildren, and at the same time, the methods of developing critical thinking, as well as their importance.*

Keywords: *critical judgment, feedback, objective analysis, critical conclusion, logic, dogmatism,*

Critical thinking or critical judgment is the ability to objectively analyze and reflect on facts to create a clear judgment or opinion. Although there are different definitions of the term, they all involve a rational examination of reality as the main component of critical thinking skills.

This way of thinking does not develop automatically with birth, but it must be practiced to be able to use it. For its development, it is necessary to overcome some innate characteristics of people, such as egocentrism and sociocentrism. The person using critical thinking does not make hasty conclusions or rely on their feelings when making decisions.

On the contrary, he will collect the information necessary for a complete understanding of the situation, and then analyze it to draw the most logical conclusion. Critical thinking is the development of reliable and rational assessments of what is appropriate for us to believe and deny. Critical thinking uses logic and science tools, as it values doubts about insecurity or dogmatism, unquestionable trust, scientific acumen, and a rational attitude towards the thought of desire.

Critical thinking does not guarantee that we will reach reality, but it does make it more than any of the alternatives.

Today we will have to work with a lot of information. We have received different information, it is difficult to distinguish which of them is correct and which is wrong, not justified and conceived of course. Critical thinking (critical thinking) will help us with this. In doing so, we must verify the correctness and reliability of the data and analyze the values in it.

Critical thinking is not a separate skill, but a set of many skills and abilities that are gradually formed in the process of development and education of the child. If in classes children are not passive listeners, but they are constantly actively looking for information, connecting what they have learned with their practical experience, the ability to think



critically faster is formed. In addition, readers should learn to doubt the reliability and reliability of the information, check the logic of evidence, conclude, draw up new examples for the use of theoretical knowledge, make decisions, and study the causes and consequences. In turn, teachers should also help in this process. The systematic introduction of critical thinking into the educational process should form a separate style of thinking and cognitive activity. A feature of this pedagogical technology is that in the educational process, the student builds this process himself, builds on real and specific goals, monitors the direction of its development himself, and determines the final result. On the other hand, the use of this strategy aims to develop skills to work thoughtfully with information.

Such a structure of the organization of the material allows students of classes to implement a differentiated approach and allows you to use different methods to develop critical thinking in children at different stages of the lesson. Encouraging children is not easy. And we must constantly figure out how to interest the child. Sometimes in the process, we prefer the form and forget about the content. The technology for the development of critical thinking, which has a clear structure, algorithmic, schematic, and visual techniques, the graphic organization of the material allows not only for diversifying the lesson, making it non-standard but also to achieve accurate educational results.

Stages of the development of critical thinking.

Critical thinking is open reflective evaluative thinking. This allows us to form a thoughtful attitude to the text, take into account various points of view, and get positive emotions from the learning process since self-awareness allows us to find our educational direction in the study of specific topics. The work is primarily focused on the personality, and individuality of the student.

In the context of pedagogical science, critical thinking presupposes the formation of the following logical abilities:

- Ability to actively work with information: collect, "actively read", and analyze the quality of information;
- To consider the situation (educational task, problem) as a whole and not its moments.
- Identify the problem, clearly define it, clarify the causes and consequences, and build logical conclusions;
- Develop your position on the problem under study, the ability to find alternatives, and change your mind depending on what is specific.

The advantage of technology for the development of critical thinking lies in its openness. In the development of technology, the authors relied on various modern methodological techniques, and developments used by other technologies and approach: discussion, game, and reflective writing models.

As a teacher, it is very difficult for us to shape our students as patient listeners. We are used to correcting them, criticizing them, and moralizing their behavior. To avoid this



is the main complexity of working in the mode of pedagogical technology of the development of critical thinking. Sometimes, when the declared topic is unfamiliar to readers, a situation may arise in which they do not have enough knowledge and experience to develop judgments and conclusions. In this case, we can ask them to make assumptions or forecasts about a possible subject and object of study. Thus, in case of successful implementation of the test stage, the class will have a strong incentive to work at the next stage - the stage of obtaining new information.

Stage of content awareness (implementation of mine). This stage can be called a semantic stage in another sense. In most classes at the school where the new material is taught, this stage continues. Often, acquaintance with new information occurs in the process of presenting it by a teacher, and less often - in the process of reading or watching a video or computer educational programs. At the same time, in the process of implementing the semantic stage, schoolchildren come into contact with new information. The rapid pace of presenting new material in the listening and writing method practically excludes the possibility of understanding it.

One of the conditions for the development of critical thinking is to observe your understanding when working with the material under study. This is the key to the process of learning at the stage of understanding the content of the same task. An important point is the receipt of new information on the topic. If we remember that at the stage of difficulty, students have identified their areas of cognition, we know that in the process of explanation, the teacher has the opportunity to emphasize under expectations and the questions asked. At this stage, the organization of work may be different. It can be a story, a lecture, an individual, a couple, or a group reading or watching a video. In any case, this information will have to be taken and observed individually.

In conclusion, critical thinking plays an important role in the formation of student's ability to perceive information, express their attitude to it, gain self-confidence, and be able to express their independent opinion in complex situations.

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