THE ESSENCE OF THE USE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING STUDENTS TO CRITICAL THINKING

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Annotation. *In this article, the psychological and pedagogical features of the development of critical thinking in students are covered by the issues of professional qualities of cognitive, emotional, worldview and behavior humanism, citizenship, creativity, innovatorism and moral competence, the development of critical thinking skills in students on the basis of pedagogical technologies.*

Keywords: *student, teacher, education, upbringing, cooperation, humanitarian, empirical, cognitive, heuristic, creative, pedagogical technologies.*

Enter Modern pedagogical technologies based on the effective management and organization of the educational process. These technologies include differentiated, individualized programmed educational technoiogies, the collective method of Education, Group, computerized educational technoiogies, among others.

Modern pedagogical technologies coordinated to nature. These include modern pedagogical technologies based on the natural possibilities of organizing the educational process of students and the implementation of the full use of opportunities in accordance with another nature.

Modern developing educational technologies. These include technoiogies of developing positive qualities of the personality of students, knowledge in certain areas, creative abilities.

In addition to these, there are areas of private (educational sciences), alternative and author's modern pedagogical technoiogies.

Scientific research, mongraphy and applications aimed at clarifying the essence and content of pedagogical technologyaiar (V.P. Bespalco, V.V. Guzeev, M.V. Clarin, V.M. Monakhov, V.Yu.Pityukov, G.K.Selevko et al), articles (t.S. Nazarova, LYa. Dyachenko et al.) analysis shows that the following directions are distinguished in the structure of pedagogical technologies, the main of which are empirical, cognitive, heuristic, creative, inversion, integrative, idaptive, inclusive pedagogical technologies. The main features of this routing are as follows:

Empirical-acquisition of knowledge through sensory organs. In this technology, the focus is on giving knowledge and improving them further, relying on the possibilities of natural development of sensory organs[1].

Cognitive-the technology of expanding the range of knowledge in the surrounding universe lattice. It forms differentiated (study by components) thinking, critical thinking, develops cognitive needs.

It is necessary to teach by asking heuristic – referential questions. Resourcefulness, activity, attention serving to the development of attention, is an educational-research educational method that develops an optimized (choosing the most suitable, suitable, appropriate of several options) thinking.

Having a creative-research character, it intensively develops goal-oriented creative thinking and critical thinking in students.

Inversion is the study of information from different angles, has the specificity of substitution, and develops a system of critical thinking.

Integrative is an integral correlation of an infinite number of small parts that make up information, determining the only correct conclusion based on their integrity, their integrity[2].

Adaptive-to achieve the expected result based on the study of information and the process of their use, as well as the facilitation and adaptation for training.

Inclusive-organization of the educational process on the basis of equality in the interaction of the teacher and students.

Currently, there are other areas of modern pedagogical technology that, in addition to the above, are being experimented with by specialists.

It is known that when a person is not critical of what he knows and assimilates, there will be no independence of thinking in cognitive activity.

The criticality of thinking is characterized by the fact that a person can strictly assess his own and others ' opinions, fully prove and comprehensively examine all the rules and conclusions that are being advanced. Anyone who has thought in a critical narrative does not judge his views as absolutely real, impeccable and complete. He seeks to examine, test them in practice all the time, and if his thoughts do not correspond to reality, he will look for methods of answers and evidence[3]. Critical thinking is, first of all, an orderly, firm and responsible mind that does not perceive everything as convincing. Those who have thinking in an unfamiliar taxidist will accept any information that they have come across and ideas that others have instilled, considering it their own.

Methods. Therefore, today, at the stage of development of society, the issue of raising independent, free and critically minded young people for Uzbekistan is the most pressing task before us.

Therefore, when organizing the educational process in all branches of the system of continuing education, it is necessary to activate the cognitive activity of students, improve the abilities of independent and critical thinking. After all, it is important that student-students know how to sort world information and learn to assess critically, creatively and effectively what is not important. First of all, in order for them to know how to manage and sort information well, they need to form practical cognitive abilities, critical thinking skills and skills in students. This allows them to efficiently sort and select information and ideation based on critical thinking, leading to the correction of

sorted information and ideas, and they can be transformed into forms of practical action. More precisely, it comes down to their transformation into critical thinking habits. However, critical thinking does not form on its own. Experience in obtaining useful information and opinions, skills-skills should be formed.

The process of critical analysis is required to proceed regularly the result of critical thinking is the development of critical thinking. In order for this to happen, teachers need to use modern pedagogical technologies in the process of involuntary learning and education during the course of classes.

So what is critical thinking itself? As for its definition, there are different opinions and assessments. Some researchers believe that "critical thinking", "analytical thinking", "logical thinking", "creative thinking", etc. - and we can agree, remembering the etymology of this word. "Criticism "(Greek kritike - "assessment, analysis, discussion"); consequently," critical " - "assessment, analysis". Critical thinking (alternatively dogmatic) can be understood as creative, analytical, and constructive thinking. From a pedagogical point of view, we consider it as an active and interactive process of cognition. Critical thinking is interactive, creative, reflective thinking. Critical thinking refers to the understanding and implementation of one's own "I" - the perception of objective, logical, other points of view.

Analysis and results. In addition there are several definitions of the term" critical thinking". In Particular, J. Still, K. Meredis and Ch. Temple's manual," Chtenie I Pismo dlya razvitiya kriticheskogo mishleniya", ("reading and writing to advance critical thinking"), states that as a system of universal foundations of teaching, in which large-scale staying of interactive teaching styles allows critical thinking to develop effectively.

D., a famous American philosopher and educator. Dewey defines the essence of critical thinking as: "only a person's critical thinking in relation to the results of circumstances and experience can properly guide the desires and interests of an individual".

As Dayana Halpem writes in her book" Psychology kriticheskogo mishleniya "("psychology of critical thinking"):"critical thinking means that it looks like doing competencies and strategies related to knowledge that increase the probability of achieving the intended result, it is characterized by restraint, logic and goal orientation"[4]. By transferring the indicated pedagogical requirements to oneself, a person also masters the corresponding system of "metacognitive abilities" [15].

1. He must have the ability to diagnose what he already knows and does not yet know.

2. He should be able to set himself a clear educational task and think about it its implementation program.

3. He must be able to implement the planned plans: choose the necessary educational material, work through it.

4. He must be able to regulate the process of his learning and control the success of their actions.

5. Be able to analyze and understand the results of his educational activities, compare them with the intended goals.

6. He must be able to determine the direction of further work on himself.

Teaching critical thinking not only gives students the ability to adequately perceive information, but also needs to teach how to perceive it, work with it, apply it in certain life situations and interpret this information. Thus, new-born ideas are based on already existing knowledge. This is also necessary for the development of the student.

It is important for students to expand their knowledge by working with different sources, repeating the previously learned information, to be able to form their own attitude to certain skills, life situations, problems and problems in order to educate their ability to apply it in different areas, to be able to listen to others and find ways to solve problems together.

The purpose of this educational technology is to develop the intellectual skills of students, which are necessary not only in study, but also in everyday life, make informed decisions, work with information, analyze various aspects of phenomena, etc.

In conclusion. Anderson and his co-authors argue that “effective continuing education, which is being used for new situations, constitutes for us the problem of intelligibility of information and ideas. Student-students can achieve the highest possible result only when they actively assimilate information and ideas”.

According to Polinskar and Brown, “the reading process will be more successful only if various strategies for the development of thinking activity are used. In doing so, strategies ensure that the learning process is more conscious”.

Resnick interprets that”only when students are able to apply their knowledge to solving specific issues will they develop knowledge and creative thinking".

Analysis and results. Ross argues that " reading based on the knowledge and experiences that students have acquired before will be solid[5]. All this gives students the opportunity to associate new information with those they know”.

As Banks describes it, " critical thinking and reading will only work if teachers correctly understand the diversity of ideas and experiences. If the spirit of The above points are based on the modern requirements of students

it allows us to come to a stop that it is important that they carry out appropriate activities and spiritually become an example not only among the community of the educational institution, but also among the public. It is important to develop critical thinking of students in them through the use of pedagogical technologies used by the teacher in educational processes beyond the audience and audience, as well as to generate their practical skills.

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