

МЕТОДИКА ФОРМИРОВАНИЯ КОНЦЕПЦИИ КРИТИЧЕСКОГО МЫШЛЕНИЯ В СОЗНАНИИ УЧАЩИХСЯ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА

Хусанова Гулрухсор Тулкин кызы

Научный сотрудник Ферганского государственного университета

METHODOLOGY OF FORMING THE CONCEPT OF CRITICAL THINKING IN THE MINDS OF STUDENTS OF JUNIOR SCHOOL AGE

Khusanova Gulrukhsor Tulkin kizi

Researcher of Fergana State University,

Annotation: *In this article, ways and methods of explaining the concept of elementary school pupils' critical thinking to pupils of junior school age are studied.*

Key words: *Conflict, words with opposite meaning, language units, antonyms, text, vocabulary.*

The attention of pupils is related to their emotional states and feelings. When they are told words that express strong feelings, it grabs their attention. The interests and needs of the pupils have a great influence on their attention. Anything that attracts children will definitely attract their attention.

Texts containing antonyms, i.e. words with opposite meanings, are very expressive and effective, so they affect children's attention, perception, thinking, memory and emotional development.

In elementary forms, theoretical information about words with opposite meanings is not given (as well as about other lexical and grammatical groups of words). Practical work with words with opposite meanings, observations on them, forms the concept of antonyms in children. The system of practical exercises with words with opposite meanings consists of the following elements:

1) identify words with opposite meanings in readable texts, explain the contradiction between them;

2) performing exercises with the participation of words with opposite meanings and activating their use;

Work with antonyms begins with the analysis of a literary text, but later special tasks are included in the mother tongue textbook.

In the process of analyzing language units, pupils learn and remember words with opposite meanings that were previously unknown to them. Regular repetition of antonyms and providing examples will help pupils retain such words in their memory. In the process of processing words with opposite meanings, that is, in the process of completing tasks, pupils begin to use the acquired words in new speech situations. For example: after reading

the given examples, find the words whose meaning is opposite to the words in the table in an independent work method, fill in the table, a task will be given for 3rd form pupils.

- 5) Absence makes the heart grow fonder
- 6) All good things must come to an end
- 7) A picture is worth a thousand words
- 8) A watched pot never boils

Grow	
Good	
Worth	
Pot	
Watched	

If such processes are often conducted by the teacher, the development of cognitive processes in elementary classes will be faster.

The central problem of cognitology is "how does a person acquire knowledge and how does he use it?" [1] From the point of view of the science of cognitology, a person acquires knowledge through language. That is why it is pedagogically important to teach children of different ages the linguistic features of words in their mother tongue based on a cognitive approach.

Conscious knowledge of the language is based on mastering a set of theoretical knowledge. In order to master it consciously, it is necessary to have knowledge of the theory of grammar, vocabulary and other branches of linguistics. In order for the teacher to be able to manage the process of formation of the concept, to be able to organize the cognitive activities of the pupils, he must clearly understand what the concept is, what are the characteristics of the process of mastering the concept, and under what conditions it is mastered. Only then pupils' mastery of concepts will continue more effectively.

In the language, words with opposite meanings are described as antonyms with opposite meanings, L.A. According to Novikov's definition, antonymic, semantic features within a pair are such that "antonyms, denoting opposite manifestations of the same essence, temporarily negate and at the same time presuppose each other." [2]

In this regard, elementary school pupils' understanding of the concept of critical thinking through antonyms arouses special interest among pupils. In the elementary school, the teacher can also develop logical thinking in the pupils by asking them to count words with opposite meanings during the lesson. For example: big-small, sad-cheerful, fast-slow, empty-full, smart-stupid, beautiful-ugly, etc.

Opposite words form in the minds of pupils what phenomena and objects of the surrounding reality can be opposite. As they begin to understand the meaning of words with opposite meanings, pupils perceive the evolution of opposite relations that exist in the mother tongue. Since perception forms the basis of human thinking about the world and society, the process of perception provides pupils with an opportunity for cognitive investigation.

While determining the set of pedagogical conditions for the formation of the concept of words with opposite meanings in the minds of elementary school pupils, we should not forget that it is important to reflect the modern requirements of the content of mother tongue education in the native language education set for school pupils.

According to N. Bortko, pedagogical conditions cannot exist without the phenomena surrounding it. One of these depends on the other. [3] Thus, in order to reveal the psychological features of teaching linguistic concepts to elementary classes, we needed to determine that these concepts have two levels of abstraction. This shows that elementary school pupils have a significant difficulty in mastering linguistic concepts. Consequently, there is a conflict between the abstract concept and concrete critical thinking of elementary school pupils.

L.A. Novikov, N.P. Kolesnikov and other researchers claim that the reasons for the "strict" correlation of antonymic pairs lie in their psychological and logical-conceptual foundations. The psychological basis of antonym "is formed from the association of opposite views, and the logical basis is formed by contrasting specific concepts within the general concept"[4].

In order to eliminate the conflict between the concrete and critical thinking of young pupils and the abstract nature of linguistic concepts and their characteristics, it is necessary to form abstract thinking in them. It is necessary for the teacher to know that the process of practical work on pupils' mastery of linguistic concepts is important.

It is important that this process is long and complicated and consists of 4 stages. In the process of forming the concept of conflict and its reflection in language in the minds of pupils, we consider the following stages:

- Analysis of linguistic material;
- Summary of characteristics;
- Forming a definition of the concept;
- Concretization of language concept teaching.

In order to solve the third task, it is recommended to use educational electronic school dictionaries specially created for pupils by the teacher in the parts related to these words in the elementary school mother tongue textbooks as necessary didactic material, the student can make good use of them in mastering the linguistic concept [5]. The pictures shown in such dictionaries also help children to develop their critical thinking and speech skills and find words with opposite meanings. For example:

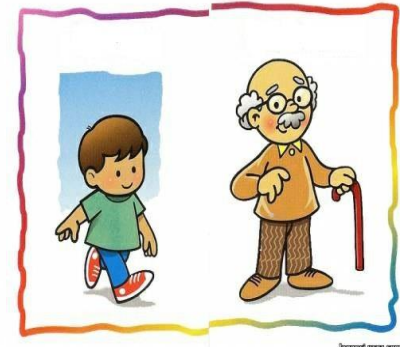
Wet-Dry



Dirty-Clean



Young-Old



By comparing these side-by-side contrasting images, students will have an easier time understanding that words describing different adjectives, such as dirty-clean, good-bad, young-old, are semantically opposite to each other. A cognitive task is determined by observing the given pictures and using questions to find words with opposite meanings. Combining antonym pairs, which is considered a lexical concept, forms lexical skills in students.

Opposite words are a universal phenomenon in the language, and such words play a major role in children's speech and thinking. Learning words with opposite meanings in the process of mother tongue education activates children's vocabulary and increases their competence in using the language.

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