

THE MAIN CONTENT OF TEACHING STUDENTS TO THINK CRITICALLY

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Annotation. *This article covers the main content of teaching students to think critically, the development of critical thinking skills in students on the basis of pedagogical technologies.*

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Enter. The formation of socio-economic policy corresponding to the world templates and the market economy of the new Uzbekistan – to train students in critical thinking using pedagogical technologies in order to train highly qualified specialists who meet the requirements of the time and improve the effectiveness of this process.

Therefore, today the practical provision of the educational process of continuing education institutions, in particular higher education institutions, with a new and modern methodology based on advanced, scientific-theoretical, has been identified as one of the pressing problems waiting for a solution in this area, ensuring the deep development of youth skills and qualifications of our country, education in the chosen profession.

In fact, the main direction of strategic tasks in the field of education and education carried out in our country is characterized by the focus on the issues of training specialists who can carry out independent thinking, accurately determine the prospects for development, which will be necessary for the interests of society and the individual. This creates the need for training, modernization of pedagogical personnel and the development of its innovative pedagogical foundations.

The main content of teaching students to think critically is the development of independence, creativity, competence and research skills in them.

Critical thinking-necessary professional knowledge, the ability to work with information: to collect information, "actively study", analyze the quality of information, and is interpreted as a specific manifestation of the socialization of students arising on the basis of mastering skills and competencies[1].

The development of critical thinking of students covers specific stages planned on the basis of specific goals, and not on their own. The formation of critical thinking in a student begins with the reading and studying and analyzing the information originally given, which is then explained by the degree of assimilation of scientific and theoretical information given to them.

Training requirements for critical thinking is the level of physiological, psychological and physical training of an individual in relation to the conduct of professional activities on the basis of theoretical knowledge, practical skills and qualifications, as well as mastering spiritual and moral qualities.

The development of critical thinking of students is a process of physiological, psychological and physical training in relation to the formation of special theoretical knowledge, practical skills and qualifications in a person on the basis of the requirements of DTS, as well as spiritual and moral qualities, the successful conduct of the development of critical thinking of students.

Development of critical thinking of students-in the context of objective and subjective education, the future professional activity of the future specialist person, the assimilation of his requirements, adaptation to the process of activity, the level of professional competence.

The theoretical study of the research problem showed that organizational and pedagogical, educational and methodological and material and technical conditions in higher educational institutions, in particular in pedagogical universities, are leading factors in the process of professional adaptation.

On this basis, today a number of measures are being implemented to improve the material and technical support of pedagogical universities, expand the range of educational and methodological opportunities[2]. The current content of teaching requirements to critical thinking is not improved within the framework of modern requirements for the personality of an pedagogical specialist, the non-implementation of the results of scientific research in this area into full-fledged practice, the possibilities in the process of training specialists in pedagogical universities and, based on the current state diagnostics, the full-fledged introduction of pedagogical technologies.[3]

In this regard, students must actively participate in the educational process, gain self-confidence and understand their opinion and the value of their idea, patiently, pay attention, listen and form their own critical opinion.

It takes time to develop critical thinking. To do this, it is necessary to provide students with the opportunity to express their critical thoughts in their own words, exchange critical thoughts among themselves, be able to fully and accurately express their ideas of thought. In order for there to be freedom in critical thinking, the student-students must request permission before they can actively engage in the utterance and critical analysis of their thoughts on acceptable and unpopular ideas. Permission to critical analysis is based on the principle of awareness.

Critical thinking is directly related to student activism. Usually, they are slow listeners in class. Because in students, the teacher is educated or his knowledge is reflected in the text of the lecture, thanks to which the belief that the teacher is responsible for their acquisition of knowledge is formed. The active participation of students in the educational process and their own proficiency in their studies give the expected results in critical thinking[4]. A pedagogical approach, such as urging students to keep a critical fik, share their ideas and thoughts, cultivates their activism.

One of the factors of critical thinking is the appreciation of the students' thinking process. In the organized thinking process, students respond to deep responsibility and attention only when they understand that their ideas, their imagination are valued by the teacher.

During the organization of the critical thinking process, it is necessary to instill in their minds that the opinions of students, the results of their own critical analysis, are valuable. When a teacher requires students to simply, recycle a certain material, it should be free of ready-made templates. This leads students to make sure that mechanically reworking other-relevant ideas is the most important and valuable. In fact, it is necessary for students to be able to show that their own opinion, ideas and visions that apply to themselves are valuable. Students themselves are also required to be able to make sure their thoughts are valuable. They must recognize that their opinion is extremely important in the process of discussing the concept and issue, as well as a significant contribution to critical thinking.

The critical thinking process contemplates the exchange of ideas between students. The student's exchange of ideas forms the basis for their mutual sharing in learning from each other. Students are required to reveal to others the thoughts and ideas that were born in them as fikrlazers. When exchanging ideas, students are also required to listen carefully, forcibly transfer their system of views to the speaker, and refrain from correcting other speakers. In this, students will have the opportunity to use the gross opinions of others. As a result of a wide range of discussion, the student's

ability to analyze ideas that belong to them and identify them goes further. There are several following models for organizing and conducting a critical thinking process:

- giving time and opportunity to gain critical thinking experience;
- giving students the opportunity to think;
- acceptance of different ideas and opinions;
- to allow active participation of students in the educational process;
- to convince students that no one will laugh at them;
- to convince every student that he is capable of critical reflection;
- appreciate the emergence of critical thinking;
- active participation in work;
- exchange of ideas with comrades and teacher;
- being able to listen to other people's opinion.

Methods. Indeed, the solution of these issues implies the goal of radical reform of the existing educational system in our republic, the formation of a highly spiritual person through the formation of a system of continuing education. Therefore, the role of higher educational institutions is great in the upbringing of a harmonious personality, the formation of him as a specialist, the acquisition of a worthy professional and social status in society.

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In the process of teaching students to think critically, various thoughts and ideas arise in them. Colorful thoughts and ideas of different content arise only when the idea of the existence of a single answer is eliminated. When the expression of thoughts is limited, the critical thinking of students is put to an end. Only when there is only one answer, students can use a variety of tools and processes to find the exact and correct answer with it.

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Analysis and results. The critical thinking process contemplates the exchange of ideas between students. The student's exchange of ideas forms the basis for their mutual sharing in learning from each other. Students are required to reveal to others the thoughts and ideas that were born in them as flkrlazers. When exchanging ideas, students are also required to listen carefully, forcibly transfer their system of views to the speaker, and refrain from correcting other speakers. In this, students will have the opportunity to use the gross opinions of others. As a result of a wide range of discussion, the student's ability to analyze ideas that belong to them and identify them goes further.

In conclusion. Formal sath questions are asked for the purpose of obtaining factological information. They require only mechanical recall and knowledge of specific subjects in the short term in order to respond well in students.

Moving information from one form to another requires students to transform it. Displacement questions are given to students to be able to

present themselves the situations, scenes and events they are learning, describing and seeing. Displacement questions inspire students to migrate to information processing or other forms. In students, it is necessary to create a perceptual, visual (sensory) experience, after which to declare it in order to convey what they see to others. This thinking is an active creative process of Development [5].

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