TECHNOLOGIES FOR FORMING CRITICAL THINKING IN PRIMARY SCHOOL STUDENTS.

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In today's complex and globalized world, in order to have a deep understanding of the events taking place in the world, to understand the essence of their content, it is necessary to have a high level of independent thinking culture. Because it is necessary to have a deep understanding of the realities that are happening around us, to be able to think independently in order to get to the essence of their content. This, in turn, creates a need to shape students' critical thinking skills in the learning process. The article discusses the technologies of forming critical thinking in primary school students and their content.

In our country, which is confidently building a legal-democratic society, comprehensive reforms carried out in all areas. The reforms are aimed at radically facilitating the life of society, establishing a positive attitude to life and work among students, fostering a sense of creativity, achieving a new content of independent and critical thinking, as well as the development of a well-rounded person.

In order to achieve these goals, the decision-making of advanced ideas in the education system also requires the implementation of new methods of work. The huge opportunities created make a worthy contribution to the education of the younger generation. The fact that special attention paid to the younger generation at any age indicates that the education of young people has risen to the level of public policy.

Modernization of education is not a solution to the formation of knowledge, skills and abilities in the educational process. Functions related to the qualities of the student, such as independence, initiative, sense of responsibility, critical thinking, are carried out through a person-centered system of education.

At the same time, the student should not be adapted to the education system, but the education system should allow the student to develop his / her individuality and create conditions for this, taking into account all the characteristics of a different person (aspiration to freedom, independent thinking).

An active approach to the student's personality in education is the concept of the education system, in which the category of "subject" understood because of freedom, self-development, integrity, independent learning, and self-expression. In addition, activation, the learning process and its components – purpose, content, when method, form, method, means are of personal importance to the reader, he applied as a product of his personal experience.

Independent and critical thinking are special qualities of modern personality thinking, and the ability of a person to know himself and his being, to form a relationship with it, depends on the degree to which these qualities are developed. Several definitions of the term critical thinking by experts in psychology and related sciences are quite close in content. Here is one of the simplest descriptions that can give their ideological content:

Critical thinking is the process of making extensive use of cognitive techniques and strategies based on logic in developing ideas that increase the likelihood of achieving the result. This definition characterizes critical thinking as different from other types of thinking in that it is controlled, grounded, and goal-oriented. Such reasoning often used in problem solving, formulation of conclusions, probabilistic assessment, and decision-making. Other definitions, in addition to the above, show that the following are characteristic for critical thinking:

- logical thinking;
- creating mutually coordinated logical models;
- adaptive decision making;
- decisions relate to whether or not to accept a stated opinion, or to postpone consideration of it for a certain period. All of these definitions refer to psychological activity aimed at solving specific cognitive problems.

Critical thinking expressed in the ability to examine and evaluate the opinions of others or their own opinions as to whether they are true or not. The speed of thinking manifested in being able to find answers to the questions posed very quickly.

The speed of thought is important for schoolchildren. For example, some good students get excited when they asked to solve a new problem on the board and lose themselves in front of the whole group. These negative emotions seem to slow down their thinking. The idea starts to work very slowly and often without success.

By solving logical problems, thinking improves the peculiarities of students' worldview that is, the depth, breadth, sharpness, critical thinking, speed of thinking and independence of thought are important.

In our view, the early school age is a period of pedagogically and psychologically convenient and wide opportunities for the formation of critical thinking. The predominance of learning activities as a complex stage of mental and intellectual development requires the student to perform complex tasks independently.

We know that in traditional education, the individual is considered as one of the tools of the pedagogical process, and in his work, the features of performance, performance are predominant, while in the classroom, lecture-seminar system, these features are clearly reflected. Innovative education, which is one of the manifestations of modern education, in contrast to traditional teaching in its purpose and essence, offers the creation of favorable conditions for the manifestation and development of the natural potential of the learner. In this case, it is important for the students to feel like a subject of educational activities, to work on themselves, to develop themselves.

Well-known didactic scholar M.N. According to Makhmutov, the traditional scheme of organizing the educational process does not sufficiently develop students' thinking skills, does not meet their knowledge needs, interest in science, does not provide active thinking and the transformation of knowledge into belief, and faith into conscious social purpose.

Today, the formation of a harmoniously mature person has emerged as a pressing problem. In order to approach the issues of personality formation correctly, it is necessary to know the nature, structure, causes of his behavior and means of influencing him. In particular, consider these aspects in the selection of innovative technologies used in the educational process, as the interests and abilities of students manifested and strengthened in the educational process. The processes of cognition will, and emotion arise and develop in learning. Not only do students change significantly mentally, but their character traits also change, as do their morals. How quickly and effectively the psyche develops in the educational process depends in many respects on the attention of educators and the correct choice of innovative technologies.

In modern conditions, the educational process is required to focus on the development, socialization of the individual and the development of independent, critical, creative thinking skills. Education that is able to demonstrate these capabilities in itself called person-centered education.

The following person-centered learning technologies used to teach elementary students critical thinking:
a) Problem-based learning technologies.
b) Interactive learning technologies
c) Collaborative learning technologies
d) Developmental learning technologies
e) Game technology

The ability of students to master the content of the subject "Education" and effectively use knowledge, skills and abilities in different life situations, to encourage independent and critical thinking depends on the activities of teachers and teaching technologies. Because increasing the effectiveness of education, innovative technologies remain one of the key factors in ensuring the quality of education.

According to today's demand, the teacher seeks ways, methods and techniques, forms of teaching, methods and situations that activate students, are convenient for him and the student, rely on modern pedagogical technology and increase the effectiveness of the learning process. By teaching students to think independently, they achieve high quality and efficiency of the learning process[1].

At the present stage, a lot of research conducted on the application of innovative technologies in the educational process. The monograph "Methodological and didactic basis for the use of innovative educational technologies in the educational process" discusses the psychological, pedagogical and methodological aspects of the use of innovative technologies in the system of continuing education.

This monograph analyzes the tasks facing the technology of education, which identifies specific technological tasks in the learning process, such as motivation, cognitive activity, and management activities:

1. Motivation – to attract the attention of students, the formation of inner feelings, needs, that is, the main driving force for the student and the teacher in the learning process – should be internal motivation.

2. In cognitive activities, the focus should be on developing students' initiative, independence, desire to acquire knowledge; a tendency to develop the necessary skills and competencies; focus on the development of thinking.

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[1] Yuldashev J.G., Usmanov S.A. Pedagogik tekhnologiya asoslari [Basics of pedagogical technology]. –T., «O'qituvchi», 2004. -5 b.

3. The tasks of management activities related to the organization of the system of knowledge, skills and competencies imparted [2].

Today, society has set itself the task of school: to develop children is independent learning in a purposeful way.

Problem-based learning technology plays a leading role in solving these tasks.

Problem-based learning is a new system of rules for applying previously known methods of teaching and learning, designed taking into account the operations of logical thinking (analysis, generalization) and the laws of students' research activities (problem situation, interest in learning, need). That is why problem-based learning provides more development of the student is thinking ability, his general development and the formation of his beliefs.

Without excluding all the achievements of didactics, but using them, problem-based education remains an education that develops scientific knowledge and concepts, the formation of worldviews, as a means of comprehensive development of the individual and his intellectual activity.

Problem-based learning in didactics emerged as a new direction in the 70s and 80s of the XX century. A.M. Matoshkin, T.V. Kudryashv, M.I. Maxmutov, I.Y. Lerners studied the laws of problem-based learning in depth.

Problem-based learning theory explains the psychological and pedagogical ways and means of organizing the developmental development of the intellectual power of the student. Determining the role and importance of problem situations led to the idea of restructuring the learning process based on the consistent consideration of the psychological and pedagogical laws of student active thinking. The main idea of problem-based learning defined based on theoretical consideration of new pedagogical facts: in problem-based learning, almost all knowledge not given to students ready, but acquired by students in the process of independent learning activities in problem situations.

It known that an important indicator of a person's comprehensive and harmonious development is the presence of a high level of thinking ability. If education leads to the development of creative ability, then it considered as evolving education in the modern sense of the word.

Developmental education considered as education that leads to general and special development, in which the teacher, based on knowledge of the legitimate development of thinking, conducts purposeful work on the formation of thinking skills and cognitive needs of their students in the process of learning the basics of science. In this case, education, in our opinion, is a problem education.

The goal of activating through problem-based learning is not to teach emergency, chaotic thinking operations, but to train students in a system of mental movement to solve nostreotypic problems (increasing students' level of mastery of concepts). This activity is in which the student analyzes, compares, synthesizes, generalizes, concretizes factual material and receives new information from it.

In other words, it means deepening the expansion of knowledge by applying previously acquired and previous knowledge in a new way. Neither the book nor the teacher can teach the new application of old knowledge. This explored and found by the reader in an existing relevant situation. The gradual study of the system of creative mental actions by students leads to the accumulation of skills and abilities, from which the experience of actions leads to a change in the quality of mental activity, creating a special type of thinking commonly called scientific, critical, and dialectical.

The use of debate is important in teaching the subject of "education". To do this, the teacher will need thoroughly develop the topic of discussion, the plan for it. Discussion teaches the students to think freely and justify their own personal views. Learns to strengthen their knowledge and skills through the exchange of ideas.

In summary, the priorities for the formation of critical thinking in primary school students are:

- Creation of electronic information and educational resources
- Mutual coordination of existing and new technological forms of teaching;
- Creation of favorable pedagogical and technological conditions for independent mastering of the basics of educational sciences by students.

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