



PECULIARITIES OF FORMATION OF CRITICAL THINKING IN MODERN EDUCATION

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Article history:	Abstract:
Received: 26 th January 2024 Accepted: 20 th March 2024	Based on historical and modern material, the significant characteristics and conditions for the formation of critical thinking, the emergence, formation and further development of which are determined by the socio-historical context, are analyzed. The process of developing critical thinking becomes especially significant in the context of the transition to a personalized education paradigm. It is substantiated that the condition for the transition to individual learning is the development of critical thinking as a necessary skill in selecting, analyzing, systematizing, and interpreting information.

Keywords: modern education, individual/personal development, formation and development of critical thinking, methods of selection, analysis.

INTRODUCTION

One of the popular topics of recent decades in both domestic and foreign literature is the topic of critical thinking. The main vectors of studying critical thinking are the structure and functions of critical thinking [1–5], methods of teaching critical thinking [2], skills for self-improvement of critical thinking [3], features of the formation of critical thinking at school [4], in higher education institutions. Research in recent decades has presented various variations on the theme of critical thinking in one or another type of professional activity: science, education, medicine, creativity, law, etc.

MATERIALS AND METHODS

A modern person must process a large amount of information that bombards him every day, he has to solve complex and constantly changing professional tasks, and build interpersonal communication. It must be able to reason, draw conclusions, justify his own point of view, and solve various problems. The basis of this is critical thinking, or more precisely, the skills, attitudes and values that are acquired as a result of the formation of critical thinking; the ability to systematize, analyze, determine, interpret, make decisions and much more.

The concept of "critical thinking" is actively used in almost all socio-humanitarian disciplines: philosophy, psychology, pedagogy, philology, sociology, etc. However, the presence of a large number of definitions, approaches, and characteristics of critical thinking "blurs" its volume and content [5].

RESULTS AND DISCUSSION

In one of the definitions presented in the psychological literature, critical thinking is characterized as thinking that analyzes expressed judgments, hidden values that are the basis for judgments, evaluates evidence and conclusions obtained. A mandatory characteristic of critical thinking is the recognition of mistakes and misconceptions, the wrong choice of mental strategy and incorrect verbalization of thoughts [6]. Refinement of this definition of critical thinking requires clarification on the following question: what should be done in order to fulfill the stated characteristics of critical thinking. In this case, one should take into account the conditioning of the reader's and listener's thinking by such factors as education, political-economic, socio-cultural preferences, known or suspected prejudices, value orientations and the hierarchy of life meanings.

In communication theory, critical thinking reveals the strengthening of abilities to study a problem, an issue of a situation; integration of all possible knowledge/information about the problem; searching for a solution or hypothesis about a possible solution to a problem; justification of one's own position, a set of abilities that allows one to explore a problem, question or situation, combine available information, formulate a hypothesis based on worked material or a ready-made solution and justify one's position [3]. In this definition, as in the previous one, there are no specific instructions on how to combine all possible abilities that will solve the problem; on what basis should "all available information" be collected; how to derive a hypothesis based on available information and, finally, what ways to justify the legitimacy of your own position.

The modern and still emerging new educational paradigm is focused on the personification of education, where the "starting point" is the preferences, values, and life world of a person.

The objectives of this article are:

- substantiation of the need for critical thinking as the main mode of implementation of a new educational paradigm aimed at personifying the individual.
- demonstration of the relationship of critical thinking or its components with the socio-historical context;
- identification of the most significant characteristics and elements of critical thinking for the personification of education.

Mastering critical thinking and improving it in the US higher education system occurs in several formats. These are courses that focus on critical thinking. In their name, the phrase "critical thinking" denotes the only type of activity to which they are dedicated. Considering that critical thinking is actively formed at the level of school education, courses in which critical thinking is combined with other types of activities are more common: critical and creative thinking, logical and critical thinking (Logical and Critical Thinking), Logic and Critical Thinking, Philosophy and Critical Thinking, etc.

Another option for improving critical thinking is to include it in the description of the content of various academic disciplines. They contain an indication of "improvement",

"strengthening", "increasing diversity" of critical thinking skills. And if the presence of the phrase "critical thinking" in the description of courses such as "Liberal Arts", "Psychology and Social Disciplines", "Organizational and Professional Communication" is not surprising, then the indication of critical thinking in such courses as "Geography", "Toxicology", "Biology",

"Management of forest ecosystems" and others are puzzling at first glance... The explanation for this, in my opinion, is that critical thinking is a universal methodological strategy and the mandatory presence of its presence in the educational process does not depend on the future professional field of activity.

Why is it that in our time critical thinking is becoming a vital skill and each subsequent generation, at least its best and most educated part, must master its skills to a greater extent?

Firstly, the need to form and improve critical thinking is due to changes in all areas of professional activity. The requirements for a new type of professional activity, for a "knowledge worker," are determined by the need for multi-step operations, the content and process of which goes beyond the scope of narrow professional activity. A necessary requirement is the ability to operate with abstract schemes and solve non-standard problems. What is important is the ability and willingness to effectively process and interpret new information received in large quantities in almost all types of professional activities. A new type of employee must be flexible and flexible enough not only to "learn" new information, but also to accept constant changes. They relate to both professional activity and the way of life itself, changing life paradigms and changing life strategies. The most obvious ones are "lifelong education", "lifelong learning". People working in all areas of professional activity must be prepared for new problems that require solutions. Moreover, problems that have already been solved, that is, problems to which an acceptable answer has been received, will have to be "resolved."

Secondly, the need for critical thinking is due to the information technology explosion. The volume of information produced is calculated not in the pages and words familiar to most, but in fundamentally new dimensions of knowledge [2]. A modern person receives a huge amount of information with a minimum of effort spent on pressing computer keys or moving the mouse. Information that "dumps out" on a person creates "paralysis of analysis" [4]. The information that bombards the modern professional must be selected, studied, interpreted, analyzed and only after all these intellectual steps applied. If the information received does not pass critical screening, it should be discarded. No less important is the ability to draw up a request for information, that is, the ability, based on a particular problem situation, to isolate the problem itself and specify it in questions.

CONCLUSION

The conducted research, the results of which are presented in the article, revealed that critical thinking is a necessary condition for the development of a modern, independently thinking individual, a "knowledgeable" professional, as well as a condition for the transition to a new educational paradigm of "personalized education." If we really want university graduates to have a culture of thinking, a methodology of scientific knowledge, academic writing skills, and the ability to think independently and make responsible decisions, then the introduction of the "Critical Thinking" course should be the first real step in fulfilling these good desires!

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