

The importance of critical thinking in the education of junior school age students

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Abstract: *In this article, an example of the importance, method and use of pedagogical technology in developing free, independent, critical thinking in the educational process is presented.*

Key words: *free, independent, critical thinking, learning, knowledge, method, INSERT method.*

Introduction

The main criterion of the reforms carried out in our country, the main directions of renewal in the spiritual and educational sphere, the national and universal values, the important factors shaping the modern world outlook, directly testify to the fact that morality occupies an important place in the spirituality system. After all, “educating educated young people with high spiritual, modern knowledge and professional views in the spirit of national and universal values is one of the most important issues for us.”[1] - that is not said surprising.

At a time when society is developing rapidly, it is one of the most important tasks facing the system of upbringing and education of young people with creative, independent thinking.

In the process of education, students multiply their knowledge reserves by mastering the system of Knowledge, Educational Skills and skills, the fundamental meaning of scientific concepts is that they are absorbed into their consciousness. As a result of the consistent, smooth implementation of all this, it is necessary that the students have mastered a certain level of knowledge and skills, and, if not, have mastered the rules of thought forms and independent, logical reasoning.

People who have an independent mind, a personal worldview, not only provide for the development of society. It is therefore also important in the educational process that students from Primary School in School Education Learn effective teaching and critical thinking.

Critical thinking is the result of teaching, not the subject of learning. It is necessary to regularly introduce critical teaching of students into the learning experience. Critical thinking is the base point for a person's thinking. And this is a natural tool for the interaction of information with thoughts, that readers can deny, misrepresent, collect, reproduce, adapt or ignore information. This case is by the

students: "what is the significance of this information for me?", "How can I use this knowledge", "how does this knowledge enter into a relationship with the knowledge I have mastered", " what consequences can they have for me and for others to realize these thoughts " arise when questions are asked. It is good for the primary classes to be taught critical thinking, this method should be tested as a tool for the study of the content, which is part of the result of which the teaching is expected from daily planning.

Many students come to school as dumb listeners, because they think that only the teacher is forced to teach the students. They think that knowledge should only be memorized and re-stated at the request of the teacher. Such students may not participate in critical thinking until they are motivated. Developing critical thinking is not an easy thing. But there is a certain set of teaching conditions, with the help of which it is possible to educate critical thinkers. For this, the following conditions are necessary:

1. Giving time and opportunity to enhance critical thinking experience.
2. Giving students the opportunity to think.
3. Adopt different ideas and ideas.
4. To enable students to participate actively in the learning process.
5. The desire of the readers over them to who would not be smitten by xech.
6. To convince each reader that he is capable of critical reasoning.
7. Appreciate the emergence of critical thinking.

Any thinking will not be useful either, therefore, it is necessary to demand that students consider their thoughts to be true and genuine, as well as to be honest with others in their thinking. In order to develop critical thinking, it is necessary to create such an opposition in the classroom that the more ideas and thoughts come out of them, the more applause will be received from them, which should lead to the emergence of the imagination. Questions posed by the teacher in the course of the lesson are a powerful tool in the development of critical thinking of Primary School students. Questions that motivate students to think, think, master, fantasize, create raise the level of thinking of students. The research conducted shows that 75 percent of the questions posed by the teacher are questions based on formal or verbal. Fakt in cases where information based on it is important, there is a risk of serious limitation of students ' knowledge. First of all, it is not uncommon to assume that even in the current period, where increasingly knowledge and information is easy to obtain, students can fully master the program by adequately mastering the Fakt-based information. Secondly, knowledge of phagatgina Fakt is not useful in practice, because in order to make it useful and used in practice, students must have the ability to analyze and synthesize, master and reconstruct information. Thirdly, a low amount of answering questions at the official level does not require the use of words and, of course, does not lead to a serious and in-depth discussion of the problem. To answer questions on the official level jpvob, it is enough to superficially know the science, to know from the text only what words and

sentences are written. Many students do not even try to memorize information based on Fakt and understand the main points explained in them. It is clear that memorization contributes very little to the increase in knowledge of students. In order for students to be able to think about new information and learn to incorporate it with their previous knowledge and imagination, they must participate in meaningful conversations and express their thoughts in their own words, thereby learning new words. To add knowledge to the previous one, consciously conducted communication is necessary.

For example, in the study of the topic "birds" with the help of these techniques for the development of critical thinking in primary schoolchildren, it is possible to use the following method for the development of an independent and critical thinking in them with the help of the III-graders. This is how the teacher appeals to all students: [4]

"Readers, now we all read a story called (tours). Then you will explain your thoughts. Before reading the story, let's talk a little about the tours. Please choose yourself a partner to discuss. Make a list of what you know in the circle of cranes with your partner for 3-5 minutes. It does not matter if what you write is true or not. The main thing is to write as much as possible, think about what you think or think about what you think about the tours. Please, you can start making a list. After the partners have finished the discussion, students are asked to share their knowledge about the tours. The teacher writes all the thoughts on a paper that is glued to the blackboard, while the students are exchanging ideas with their knowledge. The desired compromise will be brought to the discussion. From time-to-time readers, "is everyone involved in what is said?" that is to be asked. For example, if we take the above story as an example, the reconciliationchiliklar can often end in terms of what they eat, to what degree they grow, how many eggs they pour. If such questions do not arise, they will help the readers in their possession of the point of view. Taking into account the content of the story, it also raises questions that direct thinking to situations that are ignored by readers. During the lesson, the teacher should be able to speak as little as possible and allow the students to speak more. The main task of the teacher as a guide is to motivate the students to think, thereby giving him the opportunity to listen carefully to the thoughts of the students. After a little discussion, the teacher announces the following: "now it's time to prepare for reading the article. From the time you read it, you should mark the edges of the article." It explains the method (INSERT) that helps to carry out reading and writing effectively:

Students of 1-4 classes are recommended to use 2-th type of character.

"V" - I know it, "?" - I do not know that.

Teacher: "readers, when you read the story, let the "V" character go to the edge of your thoughts that are known to you, that you know, "?" put it in that place if the character you're reading is news for you." After that, the story "cranes" is distributed for reading. Students after reading the story put the necessary characters and then the teacher will turn to them:

"Now, when you read the story, then stop for a while and think about what you read. Please discuss what you read with your partner. What knowledge was confirmed? What cross-section confirms? What new information did you meet? What questions were completed? Draw a table below and write down your thoughts"quot;

What knowledge was confirmed?	What cross-section confirms?	What new information did you meet?	What questions were asked?

Conclusion

Then, at the time of the attack on the mind, returning to the thoughts written on the paper on the blackboard, the story is discussed. At first, the question of unanimous opinion is considered. Then do you need a solution to the disputes in this article or another source to solve them? the question "What is the difference?" is discussed and the teacher concludes the discussion.

Today's requirements the ultimate goal of the teacher and the teacher is to educate young people who are able to deeply absorb and apply the knowledge given to life.

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