

**SCIENTIFIC - METHODOLOGICAL BASES OF DEVELOPING CRITICAL THINKING
SKILLS IN PRIMARY STUDENTS**

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Abstract: The article discusses the theoretical and pedagogical problems of developing critical thinking skills in primary school students and the methodology for implementing this process. The conditions for the formation of critical thinking, as well as the most effective innovative technologies, are analyzed, based on the innovations in the education system, in particular, the priority tasks of the President of the Republic of Uzbekistan in the field of education.

Key words : Critical thinking , innovative education technologies , pedagogical conditions , National program , analysis , synthesis , logic thinking .

Today globalization in the process education system main goal — independent , creative and critical thinking , knowledge himself/ herself looking for find can person from upbringing This task consists of especially , person foundation formable start education in the phase important .

Uzbekistan Republic President **Shavkat Miromonovich Mirziyoyev** education of the field priority directions about stop , like this says :

" Today's on the day our country in front of standing the most important from tasks one is this modern knowledge and to skills own , independent thoughtful , enterprising young personnel reserve is to create . This for education in the process our children only to memorize not , maybe **critical and analytical to think our teaching** " necessary ."

This priority tasks to perform Uzbekistan Republic of **National program** requirements complete suitable It's coming . Start drinking . class in students critical thinking develop problem pedagogical research within theoretical in terms of based on requires giving .

Dissertation first chapter mainly start class in students critical thinking skills develop for row **pedagogical conditions** there is to be necessary :

1. Integrated approach : Study of the material parts combine through in students critical thinking strategies and their certain directions through successful developer system to the body Education in the system training sciences separate , isolation made parts as not , maybe each other with closely related was whole system as to see This methodology is based on to students knowledge in real life how combination showing , interdisciplinary connections strengthens them , critical thinking , problems complex solution to do and in practice application skills As a result , students not only information by heart they will get , maybe them **deep they understand** and this their study motivation noticeable at the level increases , worldview expands .

2. Mental activity accent to give : Presentation being done training material mental activity-oriented (analysis , synthesis , comparison , generalization , concretization) to be necessary . Such activity effective result of giving main is a factor . Education in the process mental to activity accent to give is just information mastery not , maybe students analysis to make ,

synthesize , evaluate and critical thinking such as supreme level cognitive processes activation goal did This approach is students ready solutions acceptance from doing according to , problematic situations solution to do , questions to give , hypotheses to form and own conclusions to justify encourages . As a result , learning passive information acceptance from doing active knowledge create to the process becomes , this and students independent study skills strengthens and them own knowledge for to feel responsible teaches .

3. Psychological characteristics in consideration to get : Students the most important psychological their characteristics , interests and behavior external forms in consideration to take important because critical thinking socio-ethical in the field own expression Education process effective organization in the process of students psychological features in consideration to take main from principles This approach is one of the person's age , temperament , cognitive methods (e.g. , visual , auditory , or kinesthetic study), as well as its motivation , emotional status and to the needs suitable coming teaching methods and materials to choose own inside The student 's psychological features understanding to the teacher differential approach application opportunity gives , this and training material mastery speed and depth optimizes , learns stress reduces and , the most importantly , the student personal opportunities maximum at the level to open help gives .

4. Convenient social environment : Students between comfortable organization made activity (class , school) team and family members between) social relationships to strengthen service Education efficiency increase important condition is that school or in the group comfortable social the environment is to create . Convenient social environment students themselves safe , valuable and respect that feels done the atmosphere means , this on the ground mutual trust , cooperation and open communication priority is considered . Such in the environment students mistake from doing not afraid of questions to give , to give thoughts free to express courage will also be able to with effective cooperation to do As a result , social - emotional needs is satisfied , this and own in turn , to learn was motivation , lessons to participate and academic indicators noticeable at the level improves .

Same at the moment , in effect in textbooks and training in the manuals topic content understanding qualification to form aimed at assignments there is although , their all in the students critical thinking formation the essence clear reflection It doesn't . That's why for innovative methodologies current to reach need high .

Dissertation second chapter mainly critical thinking development methodical aspects aimed at this is in process modern education technologies place is incomparable . We are on the ground TFRT the most effective from the methods one – " **Debate** " (**Discussion**) method seeing Let's go out .

"Debate" (Discussion) Method

" Debate " method start in the classrooms student's logical based arguments with own his/her opinion protection to do , other point of view glances critical assessment and right conclusion release ability develops .

TFRT Stages according to Application :

TFRT Stage	Method and Tasks	Critical To think Impact
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1. Search (Challenge)	Problematic question give : " In the village to live is it okay or in the city ?" like , for two divisible questions .	There is knowledge activate , self position to determine .
2. Realization	Argument Gathering (In Pairs): Students work in groups and gather facts (evidence), examples, and proofs for their point of view (for/against).	Information analysis to do , logical chain (evidence) formed to do
3. Reflection	Discussion and Conclusion: Groups defend their positions and critically evaluate the arguments of their opponents. At the end of the lesson, a general conclusion is drawn with the teacher on the most valid arguments .	Information synthesis to evaluate and independent verdict release

Methodology for applying the innovative method “ Decision Tree” at the stages of TFRT .
The Decision Tree method is aimed at developing critical thinking, allowing for a visual analysis of all possible solutions to a complex problem, their causes and consequences in a logical sequence. In primary grades, this method teaches a systematic approach to the problem.

Practice of using the "Decision Tree" method in a native language lesson

Subject : 2nd grade, " Horse " reinforcement .

1. “ Challenge ” Stage :

Method : " Cluster " and " Brain" attack ". To the students " In the speech Horse how meaning " What does it mean ? " problematic question is given . Comments gathered , existing knowledge activates .

2. “ Realization of Meaning” Stage – “ Decisions Tree " method :

this stage of the method main part done increased :

Center (Problem / Concept): The word " Horse " to the center will be placed .

Home horns (Main characters): Students horse main types (Living / Non-living , Common / True) of the tree main branches as separates .

Secondary branches (Grammatical signs) : Each main from the horn " Numbers category " or " Agreements " grammatical features spreads .

Logical results (Conclusions): The tree the most on the edge leaves in the section " Some horses numbers according to " does not change " like exception rules on the surface independent conclusions is formed .

This method through student being studied the concept from memorization according to him logical in connection analysis critically **assessment** skill develops .

3. “Reflection” stage :

Method : " Sinusoidal " and " Incomplete " " sentences ". Students in class the most difficult or the most interesting moments determines that and their **oneself evaluation (reflection)** ability develops .

the "Decision - making process" . Research shows that when this method is used:

Students analysis to do and synthesis capacity by 25-30% increases .

In the group work through communication and cooperation skills is strengthened .

Information mastery depth and strength increases because information mechanic remembering stay not , maybe systematic analysis through is being mastered .

This methods using of the students activity comfortable organization to do , class team between social relationships reinforcement and thinking skills complex develop opportunity gives .

Conclusion . As a result of the analysis of the dissertation and the study of innovative methodologies, it can be concluded that the effective development of critical thinking in primary school students :

It is a prerequisite for the formation of a high-level personality who meets the requirements of the national program.

Through innovative methods such as the "Decision Tree", it activates mental activities such as **analysis, synthesis, comparison, and evaluation in students.**

It lays the foundation for creating a system that successfully develops critical thinking skills in elementary school students.

The technology for developing critical thinking significantly increases not only cognitive activity, but also educational motivation in primary school students. The use of the three-stage model of TFRT and the "Decision Tree" methodology analyzed in the article gives the following final conclusions:

Critical thinking National program requirements answer giving , independent person of formation main didactic condition is considered .

" **Decisions Tree** " such as innovative methods logical-analytical skills develop for comfortable visual and systematic basis creates .

Pedagogical to the conditions compliance to do and innovative methods integral application as a result , young students **analysis , synthesis and assessment** such as complicated mental operations successful to master they will get .

Recommendations :

Start drinking education teachers critical thinking methodology according to qualification regular increase

Principles of TFRT in textbooks and Decisions Tree to the method based problematic-creative assignments share increase

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