

MODERN APPROACHES TO THE DEVELOPMENT OF CRITICAL THINKING OF STUDENTS

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ABSTRACT

The globalization of information space, the intense flow of new knowledges, put before the educational system a number of problems associated with obtaining and using information received from various sources. In this article the necessity of search of modern approaches to the development of independent critical thinking of students, in particular by attracting media education resources is explained.

Keywords: Assertiveness, critical, media education, external dialogue, self-awareness, argument.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

At the present stage of development of our society the specialist, who is capable to constantly fill up the knowledge, to get oriented in a prompt flow of scientific and political information, able to think critically, protect his point of view becomes most demanded figure. Modern society demands from the graduate of the higher school of skillful use of knowledge in practice for the solution of diverse professional problems, independent critical thinking, high common cultural level, flexible adaptation in quickly changing socio-political conditions.

The first President of the Republic of Uzbekistan I.A.Karimov constantly emphasizes need of formation at the younger generation the skills of independent thinking as one of the leading components of system for comprehensive development of the personality: "In mind of each person, especially the youth, who stands at the beginning of their life, the thought that it is necessary to move firmly and constantly to the goals, achievement of which is possible on the condition of dedicated work and boundless diligence, has to be anchored. This is main condition of prosperity and wellbeing of our state and people".[1]

In its time the famous Uzbek educator Abdullah Avloni in the work "Turkiy Guliston Yokhud an Akhlok ("The Blossoming Turkestan and Morals") emphasized: "The conceiving and reasonable person reaches perfection, and sciences and learning make him happy. The developed mind of the person is directed to noble thoughts".[2]

In modern conditions development of thinking of the personality is connected more and more with forming of communicative competence of the personality. And absolutely not accidentally communicative training methods received a new boost recently. However it is possible to tell about effective communication when the person correctly apprehended or transferred information. In this regard even more often from psychologists, philosophers, teachers can be heard that communicative competence is productive only if the person has critical thinking. Critical thinking, thanks to a number of the features, is considered as an optimum form of intellectual activities of the people living in the world overflowed with information.

What means under the concept "critical thinking"? The majority of modern didactics, in spite of the fact that this concept isn't settled today, come to the following definition: the critical thinking doesn't mean negativity of judgments or criticism. This concept is meant as rational consideration of a variety of approaches to take out the main judgments and decisions. Orientation to critical thinking assumes that nothing is taken on trust. Each student, despite of authorities, develops the opinion in the context of educational program.

As show observations and pedagogical experience of the author, training process obtains more productive communicative nature if it is based on the philosophical and psychological principles of technology of development of critical thinking, which:

- promote mutual respect of speech partners, understanding and productive interaction;
- facilitate understanding of various "views of the world";
- allow students to use the knowledge for filling by sense of situations with the high level of uncertainty, create base for new types of human activity.

In the developed countries of the world the great value is paid to problems of development of critical thinking in an education system. Scientists V. I. Borodkin, R. Bustr, A. V. Butenko, A. V. Zag, B. M. Teplova others studied theoretical and empirical aspects of a problem of training of students in analytical, critical thinking.

The generalized definition of a concept of critical thinking comes down to the fact that the critical thinking is an ability to analyze information from a position of logic and is personal and psychological approach to apply the received results as to standard, as well as unusual situations, questions, problems; it is an ability to raise new questions, to develop various arguments, to make the independent thought-over decisions. The main thing, teachers and psychologists consider, is to teach students not only to distinguish what point of view is correct and what doesn't correspond to this situation, but also to prove, adduce arguments in protection of the position. And knowledge and conviction in their correctness are necessary for this purpose.

Researchers from our republic have put forward various approaches to studying of students of analytical thinking. So, E. Goziyev, R. Safarova, S. Inagomova claim that the solution of many problem situations in the course of training becomes possible if its participants possess skills of logical and critical thinking. Formation of the specified skills is implemented in the course of involving of various problems studying in discussion that is promoted by creation of conditions for the free and reasoned statement of the position and exchange of thoughts with other participants of a discussion.

Now the technologies of multimedia is being actively implemented into educational process, representing a special type of computer technologies which combine in themselves both traditional statistical visual information, as well as dynamic, making possibility simultaneous impact on visual and acoustical perception that allows to create dynamically developing images with various information representations.

Globalization of information space, its availability, and intensive flow of new knowledge, the facts, views and concepts created the problems connected with reasonable use of information arriving on numerous communication channels from different sources. Society faces a problem when it is difficult to control contents of information, its quality, ways and methods of distribution. In these conditions it is necessary to determine new pedagogical approaches to forming at students of independent critical thinking and abilities to be guided in a flow of

versatile information, to educate at them of views, ideals and values, priority for society, skills of classification and streamlining of the accepted information, to develop system of methods and acceptances of reasonable and tactful usage.

In the scientific research devoted to questions of media education in case of a study of humanitarian and natural sciences it is emphasized that it is important to use media means not only as visualization and the database. It is also necessary to study a problem, it how important is that material or data which students select from media resources.

With media resources it is possible to refer reading information and art texts which promotes development of information culture of school students to working methods, teaches them to work with different information. The teacher gets a role, new to educational process, the role of the organizer of independent educational and informative, communicative, creative activity of students. He/she will have much more opportunities to differentiate training process.

What is the innovational in this model? It is a model, being beyond classical technological strategy, nevertheless, represents experience of practical realization of personally focused approach in training. Feature of this pedagogical technology is that the student in the course of training itself designs this process proceeding from real and specific goals, itself tracks the directions of the development, itself defines the end result. On the other hand, usage of this strategy is focused on development of skills of thoughtful work with information, with the text.

The value and usefulness of computer technologies consists in creation of conditions for use of Internet-base, in an opportunity to gain new knowledge and information. But whether always these opportunities are used correctly and to destination? Whether the critical culture of receipt of information is rather created at our students? Whether the teacher correctly directs students in search of required materials? To answer these questions it is necessary to study a lot of sources, the international experience and to search the problem from all dimensions, taking into account socio-political conditions of our region.

If students master media culture and critical thinking, they will be able to use a complex of media means, to allocate the necessary sources and to define the purposes of their usage.

Today younger generations need to use new technologies, to cooperate and exchange information and opinions with others, to cultivate in itself openness to the new ideas, creative approach and resourcefulness, ability to live in new conditions. Possession of bases and technologies of independent, critical, constructive thinking can help with all this.

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