

THE DEVELOPMENT OF CRITICAL THINKING ABILITIES OF STUDENTS

Qambarov Adham Meliboyevich

"Senior teacher of the department of Uzbek language, pedagogy and physical culture

Annotation: This article will be discussed that analyzed development of critical thinking skills and cognitive interests of students. In classes where these technologies are used, students feel confident, freely express their thoughts and calmly accept comments, because they are active participants in the educational process.

Key words: Active and interactive learning technologies, educational process, critical thinking skills, students, personal potential of a person, individual.

РАЗВИТИЕ СПОСОБНОСТЕЙ КРИТИЧЕСКОГО МЫШЛЕНИЯ СТУДЕНТОВ

Камбаров Адхам Мелибоевич

«Старший преподаватель кафедры узбекского языка, педагогика и физическая культура

Аннотация: В данной статье речь пойдет о развитии навыков критического мышления и познавательных интересов учащихся. На занятиях, где используются эти технологии, учащиеся чувствуют себя уверенно, свободно выражают свои мысли и спокойно принимают замечания, поскольку являются активными участниками образовательного процесса.

Ключевые слова: Активные и интерактивные технологии обучения, образовательный процесс, навыки критического мышления, обучающиеся, личностный потенциал человека, личность.

Currently, the educational process requires constant improvement, as there is a change of priorities and social values: scientific and technological progress is

increasingly recognized as a means of achieving a level of production that best meets the ever-increasing human needs, the development of the spiritual wealth of the individual. Therefore, the current situation in the training of specialists requires a radical change in the strategy and tactics of training at the university. The main characteristics of a graduate of any educational institution are his competence and mobility. In this regard, the emphasis in the study of academic disciplines is transferred to the process of cognition itself, the effectiveness of which depends entirely on the cognitive activity of the student himself. The success of achieving this goal depends not only on what is learned (the content of the training), but also on how it is learned: individually or collectively, in authoritarian or humanistic conditions, relying on attention, perception, memory or on the entire personal potential of a person, using reproductive or active teaching methods. [1]

Already at the beginning of the twentieth century, many scientists, educators and psychologists saw the need to develop new teaching methods to activate students' learning activities. This problem remains relevant at the present time. In the realization of the goals of problem-based and developmental learning, there are active methods that help lead students to generalization, develop their independence of thought, learn to highlight the main thing in the educational material, develop speech and much more. As practice shows, the use of active methods in university education is a prerequisite for the training of highly qualified specialists and leads to positive results: they allow students to form knowledge, skills and abilities by involving them in active educational and cognitive activities, educational information passes into personal knowledge of students.

Let's consider the classification of active learning methods for the university proposed by A.A. Verbitsky. He distinguishes between imitation methods of active learning, i.e., forms of conducting classes in which educational and cognitive activity is based on imitation of professional activity. All the others are non-restrictive, these are all ways to activate cognitive activity in lecture classes.

Simulation methods are divided into gaming and non-gaming. Gaming includes conducting business games, game design, etc., and non-gaming - analysis of specific situations, solving situational problems, and others.

The manifestation and development of active teaching methods is since the tasks were set before the training not only the assimilation of knowledge by students and the formation of professional skills, but also the development of creative and communicative abilities of the individual, the formation of a personal approach to the emerging problem.

Active teaching methods involve the use of such a system of methods, which is mainly aimed not at the presentation of ready-made knowledge by the teacher and their reproduction, but at the independent mastery of knowledge by students in the process of active cognitive activity. [10]

Thus, active learning methods are learning by activity. For example, L.S. Vygotsky formulated a law that says that learning entails development, since a person develops in the process of activity. It is in the active activity directed by the teacher that students acquire the necessary knowledge, skills, and skills for their professional activities, and develop creative abilities. The active methods are based on dialogical communication, both between the teacher and the students, and between the students themselves. And in the process of dialogue, communicative abilities develop, the ability to solve problems collectively, and most importantly, students' speech develops. Active teaching methods are aimed at attracting students to independent cognitive activity, arouse personal interest in solving any cognitive tasks, and the possibility of applying the knowledge gained by students. The purpose of active methods is that all mental processes (speech, memory, imagination, etc.) participate in the assimilation of knowledge, skills, skills.

There are imitation and non-imitation forms of training organization using active teaching methods. Non-imitation methods: lectures, seminars, discussions, collective mental activity.

Thus, the use of active methods by teachers in the university learning process contributes to overcoming stereotypes in teaching, developing new approaches to professional situations, and developing students' creative abilities.

The purpose of interactive learning is not only to provide knowledge and skills, but also to create a basis for working on solving problems after the training is over. The principles of this approach to learning correspond to the basic principles of the theory of adult learning in terms of ensuring an active learning process and the participation of students in it.

Adults remember information best when they are actively involved in solving practical tasks and exercises in the learning process. They remember 20% of what they hear, 40% of what they see and hear, and 80% of what they hear, see and perform. Therefore, learning is less effective if people passively receive information by simply listening to lectures or viewing didactic slides. Execution here refers to actions such as generalization of information, critical evaluation of the information received or practical application of knowledge.

Training is most effective if it considers the real situation. This should include an analysis of the circumstances preventing the use of the studied material. For example, the solution of many tasks to identify the impact of environmental pollution on health is based on the collection and analysis of data on the state of the environment. In many countries, however, these data are not available in sufficient volume and are difficult to obtain. A good training program would consider the shortcomings of the data and investigate the reasons for their existence, indicate strategies for improving the situation in the future and suggest methods for solving the problem in the presence of these limitations at the present time.

The list of used literatures

1. G.T. Qodirova. Linguistic and communicative competence in learning language. International conference., 2016, p.441.
2. N.A. Odilova., M.U. Irgashev. Information and communication technology in language learning. International conference., 2016, p.439.

3. Almatova N.A. Development of Design Skills And Abilities At Foreign Language Lessons. Economy and society. № 11(78) -s.: 2020.
4. Egamberdiyeva D.U. Language learning with ICT: uses and issues. International conference., 2016, p.341.
5. L.T.Toshhonov, H.T. G'ofurova. "Forming negation with the prefixes" Вопросы науки и образования-2020, 32-36
6. L.T. Toshxonov "[Development of multy-language competence of university students](#)" - Академическая публицистика, 2019, 260-262
7. L.T Toshxonov. "[Ritorik argumentativ nutqning B.Rassel asarlarida ifodalanishi](#)" Экономика и социум-2022, 408-412
8. L.T. Toshxonov. "[Badiiy matnda inkorni ifodalashning lingvistik vositalari](#)". Экономика и социум-2021, 275-278