

Using Critical Thinking Technology in Russian Language and Reading Literacy Lessons

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Abstract: The characteristics of the concept of “critical thinking” are presented based on the analysis of scientific and scientific-methodological literature, and the author’s generalized definition of this concept is given. The importance and features of the formation of critical thinking skills among primary school students in Russian language and reading literacy lessons are revealed. In the process of developing critical thinking, it is necessary to identify criteria for determining the level of development of this type of skills and indicators for assessing students’ activities in this direction. In this regard, criteria for determining and indicators for assessing the development of critical thinking skills are presented.

Keywords: lifelong education, national program, radical renewal of the content of education, deeply, critically thinking person, explanatory dictionaries, teaching aid, interaction, teacher, student, systematically, purposeful work, fully, reasonably, accurately express thoughts.

Introduction. Relevance and demand.

In the world, at all stages of lifelong education, significant attention is paid to the introduction into the educational process, especially in the process of teaching Russian language , strategies and technologies aimed at developing students’ skills of independent, critical thinking, creating favorable conditions for teaching critical thinking. Creating a situation of active communication and cooperation in organizing the processes of subject -subject relations serves to develop critical thinking skills in students. “Critical thinking” is the most important basis for improving the professional competence of students. A special place in creating a favorable reflective-educational situation is occupied by the ability of teachers not only to teach, but also their willingness to teach critical thinking, and the presence of appropriate motivation for such activities.

In this regard, the training of deeply thinking, capable of critically thinking about their activities, competitive personnel through critical thinking acquires important significance. Critical thinking becomes important not only for solving pressing problems in a certain area, but for creating new ideas. Based on this situation, international experience confirms the need to teach critical thinking, starting from primary school age. The importance of the processes of teaching critical thinking is evidenced by research conducted by the California Center for Critical Thinking, the American Philosophical Association, and the Russian Center “ Development of Critical Thinking through Reading and Writing[5] ”.

The concept for the development of the public education system of the Republic of Uzbekistan until 2030 defines the tasks of “qualitative renewal of the system of continuous education, training of professional personnel, retraining and improving their qualifications, improving teaching methods, gradual introduction of the principles of individualization of the educational process, introduction of modern information and communication technologies and innovative projects in this area”[1].

In this regard, teaching critical thinking to students in the process of teaching the Russian language remains one of the main goals of the educational process in the system of lifelong education, and this is reflected in the “National Program for the Development of Public Education in 2022-2026”[1], in which Critical thinking has been identified as a skill subject to mandatory development in Russian language and reading literacy lessons. The development of critical thinking is a process of training and education, as a result of which such natural human qualities as curiosity, sensitivity, self-confidence, independence, openness, freedom of thought (liberty), and courage in expressing ideas are actualized and developed. The ability to form critical thinking and teach students determines the level of professional competence of the teacher, because he orients students to critical thinking. The effectiveness of students' activities and, accordingly, the effectiveness of the educational process depends on the teacher's ability to teach students critical thinking, perception, memorization, understanding and other thought processes. After all, this type of thinking is social and is most fully manifested in public speeches, discussions, and situations when the teacher interacts with students.

The word “criticism” etymologically goes back to the Greek “ rpiro ” and meant distinction, differentiation. In the process of borrowing from other languages, in particular Russian, its range has expanded, and is currently used in a broad sense. In the dictionary prepared by the Russian lexicographer S.I. Ozhegov, the concept of “criticism” is interpreted as a discussion, analysis of something for the purpose of evaluation, expression of thoughts about something, pointing out some shortcomings [7, C .263] . In “Dictionary of the Living Great Russian Language”. V.I. Dal interprets this word as a search, an expression of opinion about the good and negative aspects of a matter, an indication of shortcomings. At the same time, unlike other researchers, V.I. Dal highlights the positive (positive) possibility of criticism: to criticize - “to analyze, search, make a conclusion about the qualities of some phenomenon” [5]

In scientific and methodological literature, the concept of “ criticism” is interpreted as: study, discussion, analysis, expression of thoughts and verification; denial of certain content, identification of shortcomings and recognition of the qualities of the criticized content.

The term “ criticism ”, being polysemantic, includes complex critical content in its semantics. Its semantic shell contains such particular shades as critical approach, critical analysis, critical assessment, critical attitude, critical thinking.

Analysis of the concept of “ critical thinking ” involves characterizing the concept of “thinking ” , since such an approach allows us to identify the features of critical thinking.

Thinking is a historical phenomenon and presupposes a sequence of transmission from generation to generation of knowledge formulated using language.

A person not only perceives the surrounding reality, but also wants to know it. Cognizing reality means understanding the important, essential features of events and phenomena, delving into them mentally. Cognition is a complex process and is carried out through thinking.

Thinking is a human cognitive activity. As philosophers note, thinking is a defining feature of a person. When outlining the features of thinking, it is first necessary to note its criticality.

Based on the analysis of scientific and methodological literature, this quality of thinking can be characterized as follows: the ability to identify errors and inconsistencies of thoughts, an indication of eliminating shortcomings, identifying the strengths and weaknesses of objects,

comparing observed objects and processes with a standard, the ability to characterize the validity of the assumptions made constitutes critical thinking .

The study of critical thinking as the basis of educational technologies of the 21st century can be considered a leading direction that arose at the intersection of pedagogy, psychology and philosophy[6].

It should be noted that there are various interpretations and views regarding the concept of critical thinking. In a number of studies, this concept, due to the fact that it involves evaluation, is given a negative connotation, in others it is interpreted as “ critical thinking ”, “analytical thinking”, “creative thinking”.

Critical thinking is primarily important as a means of learning. In this regard, it is considered the leading means of education in human life and society. According to the interpretation of the Delphi group, a critical thinker is inquisitive, knowledgeable, persuasive, fair, has a broad worldview, knows how to make a reasonable decision, is capable of revising thoughts, and shows persistence and determination in finding solutions and achieving results. Therefore, one of the main goals of teaching critical thinking is the pursuit of perfection and ideal. The use of critical thinking technology makes it possible to implement a number of educational and educational tasks, which include critical thinking, solving complex problems by analyzing information, analyzing opposing thoughts, identifying cause-and-effect relationships, comparing and generalizing, entering into communication with others [8] .

As a result of the use of critical thinking, ways of thinking aimed at deeper and more complete assimilation of information are formed, a basis for new types of activities is created, and an opportunity is created for clarifying uncertain situations.

Based on the analysis of interpretations presented in scientific and methodological sources, we recommend the following improved didactic definition of the concept of critical thinking: critical thinking is an integral part of the process of assimilation of knowledge and independent thinking, a type of mental activity that includes the goals of forming such indicators as interpretation of socio-cultural information, basing analysis and assessment on existing knowledge, testing views on a specific problem, formulating and validating thoughts.

Methodology and results

Students need to be taught to perceive the lesson process as an exchange of experience, turning them into equal participants in the educational process.

Students and teacher should always try to learn from their own experiences and the experiences of others. This situation requires constant monitoring of the progress of one’s thoughts, analysis of one’s own activities, reliance on scientific recommendations of pedagogical science, comparison of work experience with the experience of other people, critical assessment of their successes and shortcomings. All work on teaching the Russian language is based on the creative cooperation of teacher and student, on the development of students’ analytical approach to any material, since through cognitive activity a chain of interaction arises: student-teacher, teacher-student, student-student.

The development of students' critical thinking is the result of interaction between the teacher and students, and the degree of its formation, in turn, depends on the correct choice of forms of educational organization. Some researchers argue that using a traditional form in one’s work does not fully develop the individual, since it does not allow one to develop the qualities necessary to work in a team [102].

The foundations for the development of critical thinking in students consist of two interrelated aspects. On the one hand, the development of critical thinking through the Russian language increases the efficiency of the educational process, and on the other hand, it forms a culture of critical thinking in each of the primary school students.

The teacher's attitude, which stimulates critical thinking, becomes important in the learning process: 1) changes in learning are common to everyone, all students want this; 2) students themselves are ready to take responsibility for learning outcomes; 3) external, not internal factors prevent the manifestation of imagination, creativity and intelligence in learning (such limiting factors include the education system itself, existing models or stereotypes of learning). work in society); 4) all students are capable of significant self-development[5].

As a subject for the formation of a student's critical thinking, the following groups of goals can be distinguished:

- personal goals - understanding the goals of education; belief in yourself, in your capabilities; realization of creative abilities. They are expressed: in recognition of their position in individual and collective creativity; in mastering the skills of individual thinking and self-control; in the level of self-determination achieved through conscious self-awareness and self-expression;
- objective goals - the formation of a positive attitude towards the topic being studied; knowledge of the basic concepts, phenomena and patterns that make up the topic being studied; solving standard or creative problems on the topic;
- creative goals - compiling a set of tasks; compiling a treatise on natural science; design of a technical model; drawing;
- cognitive goals - knowledge of objects of the surrounding reality; learning ways to solve problems; mastering the skills of working with primary sources; conducting experiments, experimentation;
- organizational goals - mastering the skills of independent organization of creative activities; ability to set goals and plan events; development of teamwork skills in a group; mastering heuristic techniques

For a subject of critical thinking, a goal is the fruit of independent actions. The conditions for the formation of new goals can be: new needs and motives, assimilation of new knowledge about possible results, acceptance of new requirements, the emergence of difficulties, the emergence of new subconscious premonitions .

For more successful development of students' critical thinking, we studied the characteristics of the student period. Young psychologists define this as late adolescence or early puberty. At student age, not only physical, but also psychological characteristics and higher mental functions reach their maximum: perception, attention, memory, thinking, speech, feelings and emotions. It is during this period that awareness of a person's place in life arises. From a socio-psychological point of view, students differ from other groups of the population

The following circumstances can be identified that encourage students to think critically: 1) changes in learning should be common to everyone, this should be desired by all students; 2) students themselves must be ready to take responsibility for learning outcomes; 3) not external, but internal factors prevent the manifestation of imagination, creativity and intelligence (such limiting factors are between the education system itself, one can point to existing models or stereotypes of educational work in society); 4) all students should be capable of significant self-development

As a result of the use of critical thinking technology in Russian language lessons, primary school students develop the basis for creating comfortable conditions for organizing the cognitive activity of students - communicative competence.

The level of development of a student's speech ensures his mental development and social activity. In this regard, special attention must be paid to ensure that primary school students learn English fluently as well as their mother tongue as part of the curriculum requirements.

The practical orientation of primary school Russian language lessons based on interdisciplinary communication (meaning the Russian language and reading literacy) places certain demands on the didactic material used. In this regard, working with the support of coherent text provides a good opportunity. Here we mean thematic texts that students create in collaboration with the teacher as a connecting text. Familiarity with the elements of language is not limited to working on a word, phrase or individual sentence. It is known that in the process of communication, sentences are not used by themselves, but as elements of the text. Therefore, without paying attention to the connections between the structure of the text and its components, it is impossible to solve the problems of learning the Russian language.

In the process of using coherent text, students develop skills in understanding and constructing text composed by others. Based on text exercises, students' creative abilities are developed. And younger schoolchildren develop communicative skills, since the main communicative unit of speech is text [2].

In the process of organizing and implementing work with text, the following types of exercises can be used:

- 1) by the nature of the activity performed by students - reproductive return of acquired knowledge, and productive - an element of creative search;
- 2) according to learning objectives - determinant (identification of linguistic phenomena based on their characteristics), constructive (construction of linguistic units of various structures) and creative;
- 3) by the nature of the source text: changes have been made or not.
- 4) by the nature of speech texts - speech and communicative exercises related to the analysis of linguistic means.

In the process of forming and developing critical thinking skills in primary school Russian language lessons, great importance must be given to defining criteria for determining the level of development of skills of this type of thinking and, naturally, assessment indicators. Based on personal experience in this area, we recommend the following criteria for determining the level of development of critical thinking among primary school students:

Table 1. Criteria for determining the level of development of critical thinking skills in primary school students

Criteria	Content
Comparison	The student compares known data with new For this, he must use the skills of constant search and proper organization of work with it.
Classification	Students must classify objects, phenomena, and events into varieties based on certain characteristics.
Awareness of connections	By comparing two or more objects or phenomena, students find commonality between them and identify connections between them.
Concentration	Being an important skill in the process of learning a foreign language, it is necessary for observation, perception and analysis.
Memorization	Being an important element of critical thinking, it contributes to the development of memory. It involves storing the received information in memory
The desire to solve the problem	It is necessary to develop the ability to draw up a plan to solve a problem and implement the plan

Decision-making	Decision making involves defining the situation, possible actions taken, their consequences and directions.
Sequence of presentation mfsli	The student must learn to express his thoughts consistently. To do this, he must put them in order
Critical (analytical thinking)	The final stage of completing tasks, during which the student, checking his thoughts, formulates them, approves and expresses them .

The use of innovative teaching methods to ensure the effectiveness of teaching in Russian language lessons in primary school, as well as to develop students' critical thinking skills, is an important tool. In particular, methods such as “brainstorming,” “clustering” can be widely used.

Conclusion. Recommendations.

primary school students in Russian language lessons will greatly contribute to improving the quality of education in the system of continuous education , and serves as an important factor in cultivating in students a conscious, analytical attitude towards events and phenomena of the surrounding world, the development of creativity and intellectual abilities of students .

For the systematic and purposeful organization of work on the formation and development of critical thinking skills in Russian language lessons, it is necessary to have a deep knowledge of the content and essence of critical thinking, to be able to analyze existing approaches and factors for defining this concept, and to take into account the age-related physiological and psychological characteristics of students. It is also important to organize the methodological preparedness of teachers to teach critical and analytical thinking [8] . Systematic and purposeful activities to develop critical thinking skills ensure the formation in primary school students of such qualities as independence, desire to achieve goals, readiness to plan actions, adaptability, patience, readiness to correct mistakes, readiness to make agreed decisions.

Based on the above, we consider it advisable to put forward the following methodological recommendations:

In order to ensure the effectiveness of the process of developing critical thinking skills among primary school students in Russian language lessons, it is necessary to prepare subject teachers to carry out activities in this direction.

It is necessary to create pedagogical conditions that provide appropriate motivation for the formation of critical thinking and a system of didactic materials for use in Russian language lessons in primary grades.

In the process of developing critical thinking skills in Russian language lessons, it is necessary to ensure the activity of students, carry out activities aimed at developing the ability to understand their goals and ideas, formulate their decision and readiness to rethink it, exchange opinions with classmates and the teacher, fully, reasonably and accurately express your thoughts.

List of used literature.

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