

The Development of Critical Thinking of Students

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Abstract. *The formation of competencies involves not only knowledge, but also the experience of independent practical activity and personal responsibility of students for their words and deeds.*

Key words: *competence, knowledge, practical activity, personal responsibility, experience, critical thinking, pedagogic skill.*

Today it is important to pay attention to the development of the student's personality, his cognitive, creative and creative abilities. Because several years will pass and this young man (girl) will have to solve life and state tasks. It is the above that determines the modern quality of the educational content. Today, in pedagogical practice, there is a situation when it is impossible to work in the old way, but not always and not everyone succeeds in a new way. There are attempts to modernize the education system, change its content, apply different technologies, forms and methods of teaching, but, nevertheless, a lot of unclear and contradictory things remain in pedagogical theory and practice.

Practical teachers note that it is very difficult to motivate a modern student to cognitive activity. This is because children often face serious difficulties in perceiving educational material in many school subjects. The reason is that today many young people think little and poorly, they simply do not know how to think, they have insufficiently developed thinking and, above all, critical thinking. The modern cognitive and cognizing world needs creatively and critically thinking people, not just reproducers. Because in addition to reproductive (reproducing) activities, there is also a project, research or creative activity. These types of activities require a person to interpret, critically and creatively think. And, unfortunately, teachers themselves do not always make proper efforts to develop their students. The technology of developing critical thinking is one of the most interesting modern technologies in the field of education, which allows you to form both critical thinking and universal learning activities and competencies of students.

Considering the development of students' critical thinking, it should be noted that they must first learn to analyze and evaluate their thoughts, actions, as well as analyze, evaluate the thoughts and actions of people around them, carefully checking them and at the same time choosing the optimal necessary and possible solution. This type of thinking, otherwise called creative thinking, helps a person to identify their interests and needs in personal and professional life. Thus, the development of a student's critical thinking assumes responsibility for his choice, and therefore increases his motivation to work with information, forms the ability to analyze, synthesize, build his conclusions and draw independent conclusions, also think about the consequences of his decisions and be responsible for them. In addition, he develops the skills to work in a team, which allows him to develop a culture of dialogue in joint activities. These factors determine the relevance of the development of critical thinking of primary school students.

A student who can think critically is someone who thinks, analyzes, systematizes, interprets and evaluates what he has read, seen or heard. He is able to highlight the main thing in the text, not just

retell it, but express his own opinion or judgment on the presented material or write an essay, essay or story based on what he has read or seen. This is a student who is able to argue his point of view, relying not only on logic (which is already important), but also on the ideas of the interlocutor. Such a student feels confident in working with various types of information, and can effectively use a wide variety of resources. In other words, the student has formed not only informational, but also problematic and communicative competencies. The formation of critical thinking involves the formation of an attitude towards oneself and the world around us (people, nature, law, knowledge, etc.), which is not very simple and diverse in connections, relationships, manifestations, etc. Unfortunately, certain difficulties arise in the development of critical thinking among schoolchildren. First of all, these difficulties are related to the fact that many of the students are accustomed only to reproductive activity, i.e. to assimilating the samples presented by the teacher without delving into them, memorizing and memorizing ready-made answers. They do not ask questions about the causes of a particular phenomenon, consider questions, assignments and problems with a pre-established approach, without trying to apply a different view or approach, and some teachers are satisfied with this. The teacher must determine which of his students can think critically and who cannot. To do this, we can identify some conditions (elements) of critical thinking:

- 1) readiness for planning;
- 2) flexibility;
- 3) perseverance;
- 4) willingness to correct your mistakes;
- 5) awareness and analysis of one's own reasoning;
- 6) search for compromise solutions.

Readiness for planning presupposes the student's ability to organize his activities: calculate the time to complete any tasks or tasks, be able to abandon secondary or irrelevant thoughts or deeds at this time, etc. Flexibility of thinking implies not only the ability to quickly give an answer to a question, but also to switch from one object (thoughts, situations) to another, quickly respond to changes in the situation, rules of conduct, etc., simply respond to situations that have arisen.

Persistence in cognitive activity is not given to every student. Often, when faced with unfamiliar terminology, a difficult question, situation or task, the student refuses to fulfill them. Only a few people try to figure it out, get to the end, to the point and complete the task.

Observations of students show that many students are not ready to correct their mistakes. To do this, the teacher should not threaten students with twos, parents, but help them, motivate them to a good (favorable) result, create a situation of success. It is important that every student in the class has not only their own views, position on facts, events, phenomena, etc., but also perseverance in overcoming difficulties, the ability to organize, calculate, plan their activities.

Comparisons of ordinary and critical thinking, some characteristics of critical thinking:

- 1) critical thinking is independent thinking,
- 2) information is the starting point, not the end point of critical thinking,
- 3) critical thinking begins with asking questions and understanding the problems that need to be solved,
- 4) critical thinking strives for convincing arguments,
- 5) critical thinking is social thinking. It is important to note that if the teacher takes these characteristics into account when organizing and preparing lessons (problem situations and their solution, thick and thin questions, algorithms for answering questions and solving problems, etc.), then the direction in the development of critical thinking will be set.

Students develop the ability to work with a large and updated flow of information; the ability to clearly, competently, and reasonably express their speech and thoughts (orally and in writing); the

ability to develop their own opinion based on the understanding of educational material; the ability to solve problems that arise in everyday life.

In addition, they have a desire and willingness to educate themselves; the ability to cooperate and work in pairs, groups or teams, to build business relationships with friends, teachers, parents, etc. The importance of knowing facts and historical dates in comparison with practical and schematic knowledge and skills has been discussed by teachers for a long time. There are many teachers, and not only teachers, who believe that the most important thing is knowledge itself, facts, information. They are confident that education, designed accordingly, prepares students to become real citizens of society.

However, there are those who are most critical of schematic knowledge and practical experience — they believe that knowledge alone is not enough. They believe that knowledge is valuable when it is useful, when it is understandable in schematic terms and can be applied practically, creatively and critically. Only critically thinking students, involved in active cognitive activity, accustomed to systematic work, are able to show themselves, their abilities.

Teaching critical thinking to students is quite time-consuming, long-term and difficult work. The teacher must create conditions in the classroom for kindness, attention, understanding and faith in the abilities of each student. Life and the world around adults and children are changing rapidly, but a person is designed in such a way that he is forced to adapt to these new conditions, including the student. Students need to be able to read, understand what they read, analyze information, be able to express their attitude to new ideas and knowledge, give a concept to something new, reject inappropriate and unnecessary information. And in such conditions, the value of technology for the development of critical thinking is that it teaches listening and hearing (looking and seeing), develops speech, gives the opportunity to communicate, activates mental activity, cognitive interest, encourages children to act, so everyone works. The student begins to be less afraid and becomes more responsible for his answer, the teacher and students participate together in gaining knowledge.

Familiarization with new material (new knowledge) can occur in different ways: the main source of information may be a teacher, may be a book or text, a video clip, etc. Moreover, the study of new material in traditional teaching and when using the technology also occurs in different ways. In traditional teaching, the teacher is most often the source of information, and it is he who not only gives information, he also analyzes and evaluates it, and, consequently, students are often not given the right to their opinion or error. When working in the lesson in the mode of using the technology, the student at this stage has his own thoughts, motives, and maybe questions, doubts or even rejection in learning new material. This is exactly what stimulates the development of creative and critical thinking.

Thus, the relevance of using technology for the development of critical thinking arises from:

- lack of formation of skills for students to apply knowledge in real-life situations;
- low motivation of students to cognitive activity, to search for new ways to solve tasks;
- insufficiently high level of thinking development;
- lack of skills to analyze and draw independent conclusions, predict the consequences of their decisions and be responsible for them;
- low level of formation of information competencies;
- lack of skills to work in pairs or groups.

Therefore, it should be noted some problems in the development of students' critical thinking: the organization of a lesson using technology with its main stages (challenge, comprehension, reflection); the readiness of students to use technology; the capabilities of teachers and schools to use technology.

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