Integration and Continuity in the Formation of Critical Thinking in Primary Class Students

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Abstract: In the article, the subject-emotional cognitive skills, independence and activity of primary school students in the formation of critical thinking, the content of the educational process aimed at the development of critical thinking, the consideration of pedagogical-psychological integrity and continuity in the formation of critical thinking in students are discussed in the article. It is said that it should become a task that teachers constantly pay attention to.

Keywords: primary education, critical thinking, process, didactics, acquisition, ability, goal, content, forms, methods and methods, means and motives.

INTRODUCTION. It is important to develop the content of the educational process aimed at increasing the interest of students in the educational process, ensuring their independence and activity, and developing critical thinking. At the same time, the need to impart knowledge to students and support their free observation should be satisfied first of all by teachers.

It is known that in the existing scientific literature, the student's knowledge, his independent observation skills are often used together with the concepts of "intelligence", "intelligence", "pursuit of knowledge". There are certain differences between these concepts, both pedagogically and psychologically. The great thinker Alisher Navoi emphasized that the concept of "intelligence" is a broader concept than "knowledge" and defined a number of its levels and qualities. Some of these qualities also apply to knowledge.

The development of independent creative thinking encourages the student to search in the learning process. It shows the most important aspects of human mental activity. In such conditions, students actively seek and try to find heuristic solutions.

LITERATURE ANALYSIS AND METHODOLOGY. It is necessary to take into account their mental state in the formation of critical thinking skills in elementary school students of young age. In this regard, J. J. Piaget's "Diagnostics of mental development of the child", L. S. Rubinstein's "Determining the level of assimilation of simulated perceptual actions", M.E. Bershadsky's "Diagnostics of Visual and Visual Mental Movements", "Logical Thinking", E. Goziev's "Movement Formation" are of great importance [1].

Effective implementation of such mental operations by the student largely depends on the quality of the education given to him. Development of perception through creative thinking in elementary school students of younger age is carried out directly with the help of works of art, examples of fine art. The result is provided by inductive-deductive thinking.

DISCUSSION AND RESULTS. Due to the fact that mental processes such as voluntary attention, memory, perception, thinking, speech, emotional will are developed in elementary school students of a young age, improving the surrounding pedagogical environment requires
great skill from the teacher. Primary school teachers should try to satisfy children's interest and develop the field of science motivation on this basis.

It is known that the thinking of young students is figurative. Therefore, they are interested in learning and acquiring knowledge. It is important to use the most effective didactic tools and methods to develop their critical thinking. Education is organized with the help of visual aids and didactic tools, the variety and expressiveness of the educational material affects their mental world in many ways. "Their mood is affected by the results of studies, grades and work done. In this regard, the attention paid to them by the teacher is of particular importance. Competent use of scaling and comparison methods is of great importance in pedagogical diagnostics.

When talking about the quantity, it is necessary to analyze the meaning of the phrase "empirical relative" [2].

Correctly written words in dictation can constitute "a number of empirical facts". Asror dictated 44 words, Akbar 34 words, Mahira 28 words, we don't mean that Asror has more correct words than Akbar and Akbar than Mahira, but that Asror has more correct words than Mahira. we also understand that it is more correct. Empirical facts have certain relationships with each other. A quantitative measure should clearly indicate this. However, it is difficult to measure the mastery level of the science of the elementary school students who read the poem expressively and fully reflected the composition of the artistic work. Therefore, today there are the following measurements that correspond to the measurement level:

nominal scale;
order scale;
interval scale
proportions or scale of proportions.

You can use ordinal measures to build your critical thinking skills. For example, in order to determine the ability of students to communicate in groups, it is necessary to collect "learning" material about them. Based on the collected data, a basis is created for determining the level of their permeability. Based on the following formula, it is possible to determine certain qualities of young people, the level of knowledge of subjects:

\[ RR = \frac{c - cumf}{2/N.100} \]

In this case, \( R \) is a predetermined rating of the person (from 0 to 34 points);
\( f \) - the number of subjects with the same descriptive characteristic;
\( cumulative frequency; \)
\( N \) is the total number of participants to be diagnosed.

If we classify students according to their knowledge of English words, their level of language knowledge will be different.

If you depict this in a diagram, then the important distinguishing features of the order-determining scale will be revealed:

Elementary students' critical thinking scales may range from 1 to 5, but the intervals that separate the positions on the scale will vary. We can think clearly about places, but we cannot say the same about the intervals between them.

This scale defines the sequence and order.

Determining the level of formation of critical thinking should meet the requirements of validity and reliability of measurement results. The following requirements are set for measurement quality:

objectivity.
Reliability.

Eligibility

The objectivity of the measurement requires the creation of exactly the same conditions for all participants.

The objectivity of data analysis is of particular interest for the implementation of pedagogical-psychological integrity and continuity in the formation of students' critical thinking. The objectivity of data analysis in the traditional evaluation system is low. For example, the same written work is evaluated differently by different teachers, which means that the evaluation will not be objective.

The objectivity of the opinions expressed by students in the formation of critical thinking in elementary school students is of particular pedagogical importance. When evaluating the student's written work, special attention should be paid to the impartiality and truthfulness of the opinions expressed.

The reliability of the critical opinion expressed by the student is determined by the evidence presented by him. The more reliable the evidence, the more reliable the opinion expressed. If a piece of evidence lends credence to a stated opinion, that same piece of evidence provides some degree of certainty for the opinion.

The validity of critical thinking determines its level. The validity of an idea clearly shows its level, for example, in elementary school students with a high level of critical thinking, an average level of critical thinking, or a low level of critical thinking.

Active critical thinking of young students also depends on the activation of their nervous system. It will appear:

can overcome the difficulties encountered in the process of expressing his opinion;

to be persistent in achieving the goal;

being able to perform uninteresting tasks for a long time while maintaining the intensity and productivity of educational activities;

being able to express a firm opinion by carrying out effective activities in various educational situations;

striving for independence in dialogue and discussions;

for example, the opportunity to show their unfamiliar, unlearned side in new learning situations.

When creating a pedagogical system aimed at developing critical thinking skills in primary school students, it is necessary to seek answers to a number of questions:

1. Under what pedagogical and psychological conditions is critical thinking formed in young primary school students?

2. What are the requirements for critical thinking of primary school students?

3. What is the peculiarity of pedagogical and technological aspects of the process of formation of critical thinking skills in elementary school students?

According to J. Hasanboev, H. Sariboev, G. Niyozov, O. Hasanboeva, M. Usmonboeva, "reading is important even for children who have passed elementary school age (adolescence age 11-12 years) holds, but the increase in requirements in some cases causes a state of "decrease" in mastering subjects" [2, 32].

Therefore, taking into account pedagogical-psychological integrity and continuity in the formation of critical thinking in elementary school students should become a task that is in the constant attention of elementary school teachers.

The formation of critical thinking skills in elementary school students in classroom studies,
natural sciences, mother tongue subjects, and extracurricular activities gives effective results.

Pedagogical task and educational results in teaching the topic "Number - vocabulary".

Pedagogical task learning results

- Consolidation of acquired knowledge
- Formation of students’ motivation for the lesson
- encouraging independent observations of students, encouraging them through non-traditional teaching methods.

Forming full-fledged, solid ideas about science in elementary school students, assessing students' knowledge and skills in performing independent work. Need to know:

- To be able to create and analyze a "cluster" from the set of adjectives of the subject being studied.
- to have reliable information about the process of acquiring knowledge and non-traditional methods of teaching.
- Work in small groups based on the "B-B-B" table of the number-word series.

We learn and develop beautiful and correct writing with punctuation marks.

Methods and techniques Cluster, B-B-B table, brainstorming

Educational manuals, educational materials, visual aids, electronic version of the textbook on the topic "Number lines".

Study form Individual, group work (frontal)

Educational conditions Class designed for group work

Monitoring and evaluation Creating a cluster through brainstorming by creating a B-B-B table.

As can be seen from the lesson technology table, the nature of the student's activity determined the effectiveness of the recommended method. The teacher skillfully uses methods that activate students in combination with problem-based teaching methods, and creates the basis for achieving effective results in the educational process.

Using the reading lesson, we will consider the process of forming critical thinking in primary school students as an example:

Creating problem situations in the mental activity of students cultivates such qualities as curiosity, sharp mind, independence, interest in learning and striving for creativity.

The use of problem-based teaching methods is also important in the formation of critical thinking in primary school students. Introducing news to their minds, developing critical thinking skills requires creating realistic pedagogical situations. This process is developed and applied in educational institutions using various educational concepts and theories.

**CONCLUSION.** In conclusion, it is necessary to develop the ability of objective and emotional cognition in the formation of critical thinking in elementary school students. For this, it is necessary to develop didactic tasks, special methods and mechanisms of pedagogical influence on students.

It is necessary to develop the students' subject-emotional cognitive skills in forming their critical thinking. For this, it is necessary to develop a set of didactic tasks, special methods and mechanisms of pedagogical influence on students.

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