

## Critical Thinking of Future Primary School Teachers as a Pedagogical Problem

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**Annotation:** The article argues that the system of tools for the formation of critical thinking of future primary school teachers must be consistent with the goals of the formation of the initial stage - the motives. However, even at this stage, methods of influencing other components of critical thinking (forms, content, methods, techniques, self-control, and self-awareness) are shown.

**Key words:** Elementary class, critical thinking, methods, motives, students, independent work As a result of the interaction of clear goals and means of critical thinking with methods of critical thinking, it is possible to emphasize the strengthening of the weight of methods that shape different levels of critical thinking of future primary school teachers. Therefore, at the initial stage, critical thinking techniques are used to provide students with an understanding of the new necessity of behavior. To this end, the teacher can rely on the capabilities of critical thinking tools such as textbooks, teaching aids, tables, maps, charts, diagrams, use methodological methods such as logical assignments, create problem situations, organize frontal conversations or independent work, use game situations.

Clearly, the system of tools for shaping the critical thinking of future primary school teachers must be consistent with the goals of shaping their initial stage-motives. However, even at this stage, influence on other components of critical thinking (forms, content, methods, techniques, self-control, and self-awareness) must be realized.

Thus, the tools that shape critical thinking emerge as a system only when each stage of the learning process is made with selection taking into account the specific objectives, and they together affect each component of the critical thinking of future primary school teachers. This is the essence of the basic premise for building the didactic foundations of critical thinking of future primary school teachers.

The system we are considering has an integral feature.

Thus, we have described a generalized model of the system of critical thinking tools for future primary school teachers, which includes the basic principles of activity theory (Eastern thinkers' theories, folk pedagogy), the objectives of the stages of the learning process, the unity of goals of teaching methods and forms, and finally the basic requirements of a systematic approach. from the point of view of All this ensures the reliability of the didactic substantiation of the system of tools for shaping the critical thinking of future primary school teachers.

The content of critical thinking is connected through three external factors: object, purpose, laws of development of didactic bases.

What is meant by the didactic basis of shaping the critical thinking of future primary school teachers?

We understand this concept as follows:

1. Substantiate the goals of critical thinking.
2. Scientific development of the content of critical thinking of future primary school teachers. (What should they know? How to provide students with education that meets the requirements of science, technology and culture? Inheritance in the study of the basics of science how to distribute?).

3. Scientific development of the formation of lesson motives.
4. Develop science-based and practical application forms of critical thinking for future primary school teachers.
5. Scientific development of teaching methods, ie systems of methods of formation of critical thinking and scientific development of methods of teaching students. (How to teach? That is, what should be the teaching methods so that students today are able to acquire the necessary knowledge, learning and skills, critical thinking skills? How to teach for the harmonious development and personal formation of the student during the acquisition of knowledge?).
6. Develop a system of tools for shaping the critical thinking of future primary school teachers - textbooks, didactic materials, visual aids and technical aids (What to teach?).
7. Scientific development of the organization and management of critical thinking of future primary school teachers. (How to conduct lessons and extracurricular forms of education? In what organizational forms of educational work should be carried out in order to more effectively address general and educational issues in the educational process to transform the learning process not only the process of acquiring knowledge, but also the process of formation and development of student personality?)

What is the formation of critical thinking of future primary school teachers?

Shaping the critical thinking of future elementary school teachers is a much more complex and time-consuming process. It is formed in the joint work of the teacher and the student. The teacher does it all: he sets the learning task, his full operational-subject structure, each individual operation and they give examples of order, he controls the process of each action and operation, finally, if each student has done the critical thinking of the study if done, it will consider what elements need to be reworked.

Based on this, we understand the following when it comes to shaping the critical thinking of future primary school teachers:

1. The process of gradually transferring to the student to perform certain elements of this activity for independent implementation without teacher intervention, that is, the process of information-motivation. (It is a question of how to form the critical thinking of future primary school teachers more intelligently, how to consistently give its individual elements for independent performance).
2. The formation of the process of control over the level of knowledge acquisition as a holistic learning can be ensured only if its structural components (both in terms of content and process in terms of learning) are acquired in a single process.
3. The process of organizing and managing the free, independent and individual work of students. Therefore, we consider the formation of active critical thinking together with its structural components as the didactic basis of this process.

It is not possible to characterize all the specific tools that shape the process of future primary school teachers because they are so diverse. However, there are other basic tools of the process, such as problem-based learning elements in Primary and independent work of students, didactic games. These tools encourage all aspects of critical thinking. Such an understanding is particularly acceptable in terms of primary education in terms of the following considerations:

- In the critical thinking of future primary school teachers, the stage of live, direct observation is more important than in large groups. At this stage, the further path of the students' critical thinking process depends in many ways. Hence, it is impossible to underestimate the need to activate the mental processes (perception, attention) that are specific to this stage;

- Implementing the ideas of evolving education, more emphasis is placed on encouraging students to think critically in primary education. However, by its very nature, much in primary education is simply memorization, and learning and skills in reproductive activity must be acquired through exercise. Therefore, the role of memory function and reproductive activity cannot be denied;
- Such a situation is also important from the point of view of primary education, the child's nervous system is still weak and mental ability is relatively low. Therefore, a system of specially focused methods will be needed to support the child's ability, readiness to perform the next tasks, and strength.

Thus, it is necessary to activate the processes in primary education: the formation of different levels of critical thinking (knowledge - acquaintance, knowledge - copying, knowledge - learning, knowledge - creativity). Activation in education is necessary at both its higher (knowledge - learning, knowledge creation) and lower (knowledge - acquaintance, knowledge - copying) levels. Each stage needs to be based on clear learning material and clear critical thinking. The development of the idea from the bottom to the top. But that doesn't mean we ignore the lower levels.

Based on the above concepts, we have developed a system of tools to shape the critical thinking of future primary school teachers. In defining this system, we relied on the ideas of Eastern thinkers, folk pedagogy, the external and internal aspects (forces) of critical thinking of future primary school teachers. But the content of these concepts is a little different in our case.

On the basis of conceptual critical thinking, future primary school teachers will have the opportunity to consider together all the important components of the formation of critical thinking (goals, content, forms, methods and techniques, tools and motives).

All this, of course, is part of the didactic basis for shaping the critical thinking of future primary school teachers.

When we talk about the external side of critical thinking, we mean encouraging much simpler processes (acceptance, attention - attention, etc.) and maintaining the student's overall work ability. The following methods are used for this:

- Ensuring the replacement of the work of different nerve centers by alternating different methods, types and methods of educational work;
- The correct relationship between words and visuals, clarity and abstraction in the learning process;
- Minutes of physical and musical rest in the classroom;
- support of positive emotions;
- The use of games and competitions as a didactic method, the inner side of critical thinking - this is, first of all, the activation of students' thinking, and in the primary groups to stimulate their imagination and creativity.

The main methods used for the purposes of the formation of critical thinking are:

- Independent work of students;
- elements of self and mutual control;
- Problem-based approach to the education of future primary school teachers;
- Elements of the adaptive system of education, etc.

The system of external and internal shaping methods we have developed covers all stages of critical thinking of future primary school teachers: in the stage of live observation, in the perception and emergence of imagination; in

the stage of abstract thinking, in the perception and systematization of educational material, in the formation of conclusions and generalizations, in the stage of recollection, in the application of mastered material.

Even when well-thought-out systems and critical thinking techniques are used judiciously, the student does not always respond appropriately to the effects planned by the teacher. Therefore, in addition to the opportunities and tools that shape critical thinking, it is necessary to study the internal mechanism of students. By is especially important in beginner groups. Because of the relatively low level of development of the volitional qualities of the future primary school teacher, it cannot be said that he always spends a lot of his energy through the forces of conscious will and strives to demonstrate his abilities. His voluntary critical thinking needs to be supported by voluntary activity. For him, and for this, he needs the laws of this process.

