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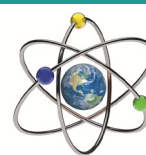
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- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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THE USE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN THE DEVELOPMENT OF CRITICAL THINKING

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Abstract: The article discusses the development of critical thinking skills among teachers, highlighting their theoretical foundations and practical significance. Critical thinking is considered an essential competence that enables individuals to make independent decisions, analyze problem situations, and develop innovative solutions. The study identifies the advantages of fostering critical thinking, explores technologies for its development, and examines its application in the educational process. In addition, advanced international practices and existing approaches in the national education system are analyzed, with proposals for their effective integration. The findings indicate that developing critical thinking is a key factor in enhancing teachers' professional competence, improving the quality of education, and preparing specialists who meet the demands of modern society.

Key words: critical thinking, modern pedagogy, analytical skills, student, educator.

Annotatsiya: Maqolada o'qituvchilarda tanqidiy fikrlash ko'nikmalarini rivojlantirish masalasi, uning nazariy asoslari va amaliy ahamiyati yoritilgan. Tanqidiy fikrlash shaxsning mustaqil qaror qabul qilishi, muammoli vaziyatlarni tahlil qilishi va innovatsion yechimlarni topa bilishini ta'minlaydigan muhim kompetensiya sifatida qaraladi. Tadqiqotda tanqidiy fikrlashni shakllantirishning afzalliklari, uni rivojlantirish texnologiyalari hamda pedagogik jarayonda qo'llash imkoniyatlari ko'rib chiqilgan. Shuningdek, ilg'or xorijiy tajribalar va milliy ta'lim tizimidagi mavjud yondashuvlar tahlil qilinib, ularni uyg'unlashtirishning samarali yo'llari taklif etilgan. Tadqiqot natijalari tanqidiy fikrlashni rivojlantirish o'qituvchilarning kasbiy kompetensiyasini yuksaltirish, ta'lim sifatini oshirish va zamonaviy jamiyat ehtiyojlariga mos mutaxassislarni tayyorlashda muhim omil ekanligini ko'rsatdi.

Kalit so'zlar: tanqidiy fikrlash, zamonaviy pedagogika, analitik ko'nikma, talaba, pedagog.

Аннотация: В статье рассматриваются вопросы развития навыков критического мышления у учителей, их теоретические основы и практическое значение. Критическое мышление представлено как важная компетенция, обеспечивающая способность личности принимать самостоятельные решения, анализировать проблемные ситуации и находить инновационные решения. В исследовании выявлены преимущества формирования критического мышления, рассмотрены технологии его развития и возможности применения в педагогическом процессе. Кроме того, проанализирован передовой зарубежный опыт и существующие подходы в национальной системе образования, а также предложены пути их эффективной интеграции. Результаты исследования показывают, что развитие критического мышления является важным фактором повышения профессиональной компетентности учителей, качества образования и подготовки специалистов, соответствующих требованиям современного общества.

Ключевые слова: критическое мышление, современная педагогика, аналитические навыки, студент, педагог.

INTRODUCTION

In today's era of globalization and information, preparing qualified specialists in the education system and shaping them as independent, creative, logical, and critical thinkers has become an urgent issue. In the educational process, the task of teachers is not only to impart knowledge but also to teach students to think in new ways, analyze information, draw conclusions, and find innovative approaches to problem-solving. Developing critical thinking skills in teachers plays an important role in increasing their professional efficiency and serves as a key factor in teaching students to form independent views and reasoned judgments. From this perspective, a deep study of technologies for developing critical thinking, analyzing their advantages, and applying them in practice creates a foundation for organizing the activities of both teachers and students more effectively. This article highlights the role of critical thinking skills in the educational process, the stages of their development, and their significance for teachers.



LITERATURE REVIEW

In preparing this article, national and international literature on the theoretical foundations of critical thinking was analyzed, including D. Halpern's *Psychology of Critical Thinking* (2000), as well as scientific articles published in recent years. In addition, conceptual documents, programs, and normative-legal acts related to the development of the education sector of the Republic of Uzbekistan were used as key sources. The research methodology included theoretical analysis, comparison, generalization, and pedagogical observation. By comparing advanced foreign experiences, the advantages of developing critical thinking among teachers were identified. The results obtained were grouped on the basis of a systematic approach, and scientific conclusions were drawn.

According to the Concept for the Development of Higher Education in the Republic of Uzbekistan until 2030, priority tasks include strengthening the quality of training in humanitarian and pedagogical fields, revising curricula and programs of pedagogical specialties based on advanced international practices, fostering students' ability to apply modern pedagogical technologies in the educational process, improving the infrastructure of pedagogical education, and providing all general education schools with highly qualified teachers proficient in foreign languages. Therefore, it is of great importance to choose optimal approaches for improving the system of preparing students for professional activity on the basis of developing critical thinking and to strengthen its practical foundations.

Critical thinking is an essential skill for several reasons. First, effective problem-solving: critical thinking enables students to analyze complex problems, identify root causes, and develop sound, innovative solutions, helping them to overcome obstacles such as difficult questions and abstract concepts. Second, decision-making: life is full of both major and minor decisions, and critical thinking plays a key role in making the right choice. Students who can critically analyze information are better able to identify reliable sources, detect false arguments, and distinguish fact from opinion. This not only deepens their understanding of subjects but also fosters a lifelong love of learning. Third, development of analytical skills: critical thinking helps students break down complex problems into smaller, more manageable parts, a skill essential across academic disciplines and professional life. Finally, creativity and innovation: fostering critical thinking also stimulates creativity and innovation. When students are encouraged to think beyond their comfort zones, challenge conventional wisdom, and explore new ideas, they become more inventive and effective in solving problems across all spheres of life.

Today, society has a great need for individuals with critical thinking skills—those who can analyze opinions and judgments, engage in dialogue, identify the essence of problems and alternative solutions, distinguish verifiable truths, and draw correct conclusions based on assumptions and personal reasoning. Forming such individuals is one of the leading challenges of the national education system. In order to prepare specialists who can be competitive in the labor market, it is important to ensure that they acquire deep knowledge while also fostering a positive attitude toward self-education and self-improvement through proper motivation and perspectives. Furthermore, the necessity of developing critical thinking in students can be explained by the following reasons:

- (1) In the information age, with unlimited access to data, it is essential to navigate information flows, analyze them, distinguish between primary and secondary content, and perceive information critically;
- (2) In the educational process, due to the constant increase in the volume of learning material and the reduction of contact hours between teachers and students according to the curriculum, it becomes necessary to develop cognitive independence, self-education, and critical thinking skills in students.

RESEARCH METHODOLOGY

The most effective method of stimulating cognitive activity and independence is problem-based learning, which creates problem situations that contribute to the development of students' intellectual activity. Encouraging cognitive activity in the learning process and developing students' emotional and volitional spheres is achieved by convincing them of the importance of independent learning, arousing their interest, monitoring their growth in independence, recognizing their achievements, and demonstrating their successes and results in this activity. The Technology for Developing Critical Thinking (TDCT), proposed by the authors of the international project "Reading and Writing for Critical Thinking" (C. Temple, K. Meredith, D. Still, S. Walter), is an educational technology designed to develop critical thinking. To understand its main features, it is necessary first to grasp the meaning of critical thinking.

TDCT is a holistic system that shapes the above-mentioned skills when working with information. Its purpose is to develop students' thinking abilities necessary for both education and daily life. This educational

technology first awakens the student's interest and stimulates research and creative activity, then provides conditions for understanding the material, and finally offers strategies and methods that help to generalize the acquired knowledge. It can be used as part of a traditional lesson. TDCT has a strong scientific and conceptual foundation and is valuable both in organizing information searches and in processing discrete flows of information. It is of great importance for learning to read educational and scientific texts. A logical approach to information is one of the conceptual elements of TDCT. D. Halpern emphasizes that critical thinking is logical and purposeful, and that the laws of logic underlie several TDCT techniques designed for effective information processing.

ANALYSIS AND RESULTS

For the effective development of critical thinking skills, it is important to integrate them across different subjects. Instead of treating critical thinking as a separate course, incorporating it into the curricula of various educational disciplines allows students to apply critical thinking abilities in real-world contexts. This interdisciplinary approach encourages students to analyze problems from multiple perspectives and enhances their ability to transfer critical thinking skills into future professional activities. In order to effectively develop critical thinking in students, teachers need support and opportunities for professional growth. Curricula and training seminars can provide teachers with strategies and resources to integrate critical thinking skills into instruction. Collaboration among teachers also facilitates the exchange of best practices and the development of innovative approaches to fostering critical thinking in students. Some of the key skills that form the foundation of critical thinking include communication and information literacy, collaboration, reasoning and problem-solving abilities, as well as interpersonal and self-management skills. These are essential competencies for students in any field and at all levels of education.

A teacher can make a significant contribution to the development of students' critical thinking by applying various effective strategies. First, they can stimulate curiosity by asking thought-provoking questions, which encourage students to explore different perspectives and foster a deeper understanding. In addition, interactive discussions and problem-solving activities can be conducted to promote active participation and the expression of ideas, helping to develop independent and analytical thinking. A qualified teacher also recommends that students use a variety of learning materials such as articles, videos, and case studies, since these expose them to multiple viewpoints and challenge them to think critically from different angles. Finally, teachers can integrate effective methods into lessons that allow students to apply critical thinking in practical situations, enhancing their ability to make decisions and solve problems. In conclusion, critical thinking is essential for students because it enables them to excel academically, make informed decisions, and manage the complexities of life effectively.

Students who lack critical thinking skills often display certain characteristics such as lack of awareness, superstition or bias, and excessive reliance on authority. As a result, they tend to accept information blindly without questioning its validity or exploring the nuances of a subject or concept. The inability to think independently may lead them to wait for instruction rather than demonstrating initiative in reading or completing assignments. Those who have not developed critical thinking skills may also find learning environments challenging. For example, such students may sometimes experience cognitive overload in information-rich environments, making it difficult for them to effectively process and analyze data. They are also more likely to succumb to social pressure. This stems from a high level of groupthink and social conformity, which discourages them from expressing divergent opinions or questioning the prevailing mood. Consequently, they are inclined to align themselves with what their peers or the majority consider correct. All these factors may lead to a fear of failure, where students become anxious about making mistakes or being wrong.

CONCLUSION

The analyses carried out show that developing critical thinking in teachers is an important factor in increasing the effectiveness of the educational process. A teacher with critical thinking skills is able to foster independent perspectives in the learning process, analyze problematic situations, and promote the development of deep knowledge in students through innovative approaches. As identified during the study, the development of critical thinking strengthens analytical and logical approaches in problem-solving, helps to reach sound conclusions based on evidence in decision-making, encourages creative inquiry and innovative thinking, and enhances both teachers' professional competence and the overall effectiveness of the educational process. Thus, the effective use of critical thinking development technologies, the adoption of advanced foreign practices, and their adaptation to national educational contexts play a crucial role in improving teachers' professional competence.



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 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

2025. №10

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.