

Factors for Forming Critical Thinking in Students in the Educational Process

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Annotation: Fundamental reform of the education system in Uzbekistan, the quality and content of teaching raising the modern mechanism of training qualified personnel to a new level reforms aimed at creating, updating educational programs and literature is being implemented gradually and systematically.

Keywords: Critical thinking, ready-made knowledge, globalization process, educational process, methods specific, personal responsibility.

Currently, the development of our country has the essence of Eastern education students in our educational institutions embodying the medieval East. It is independent, as noted by the great thinkers Khorezmi, Farabi, and Ibn Sina teaching critical thinking and in the process of this critical thinking mastered knowledge with ready-made knowledge from a source showing that it has a great comparative advantage in today's globalization process place is considered important. In particular, this knowledge, which is more fully and quickly developed, is related to the students' faith becomes a tool of their thinking and active practical critical thinking is considered. Many contemporary with the study of critical thinking issues scientists, pedagogues, psychologists and methodologists are involved. In particular, V.V.Davidov, M.G.Davletshin, I.Y.Lerner, A.M.Matyushkin, M.I.Mahmutov, S. Rajabov, D. Shodiyev, E. Gaziyeu, A.M. Umronkhoyayev have problems types of generalizations in educational principles and their structure, organization is revealed, structures of critical thinking, mental activity separate ways of forming generalized methods specific characteristics of components are analyzed. At this point, we remember the following words of President Sh.M. Mirziyoyev falls: "Critical analysis, strict discipline and personal responsibility - every leader should be a daily rule of activity".[1] A growing student. As the leader of our country said, critical analysis is necessary for our youth from a young age If we teach, we think that these students will be in the future they will become mature personnel of our country. Creative sources of critical thinking go back to ancient times. close and in the natural-scientific works of medieval thinkers who lived and worked in the Middle East different aspects of science, its principles, structure, criteria, human intellect of science. We observe that there is a serious interest in the connection with development and education. Khorezmyi, Farabi, Beruni, Ibn Sina, their comrades and followers are epistemological. A characteristic feature of his views is that the object is a symbol in the human mind. The process of abstracting (the image) always attracted their attention. As a result, the concept of the essence and uniqueness of this subject was developed and formed. Studying modern didactics in studying critical thinking of students in the process of education, students are engaged in mental critical thinking uses the achievements of psychology. Service to develop critical thinking among students in the educational system methods implemented by the "For Democratic Education" consortium within the framework of the "Reading and Writing for Critical Thinking" project Currently, the development of our country has the essence of Eastern education students in our educational institutions embodying the medieval East It is independent, as noted by the great thinkers Khorezmi, Farabi, and Ibn Sina teaching critical thinking and in the

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Service to develop critical thinking among students in the educational system methods implemented by the "For Democratic Education" consortium within the framework of the "Reading and Writing for Critical Thinking" project developed, and the following in the development of active methods of critical thinking come from the basics: What is critical thinking?

Thinking is a process similar to reading, writing, speaking and listening. He is active, such a coordinating process that includes thoughts about a fact covers. Thinking is not a skill that can be developed out of context.

Critical thinking from the general context of an educational program or everyday life it is not a phenomenon that should be studied in isolated conditions.

Brown (1989) states that learning is disconnected from tasks and real-life goals ability to pass objective tests well for learners can give, but they apply these skills in new situations they can't.

The definition of learning and thinking according to Richer's definition is cognitive psychology, to the results of research in the field of philosophy and multimedia culture education is based on.

Critical thinking and learning about the diversity of ideas and experiences it is realized only when pedagogues understand and value it. Critical thinking face in the process of mentality that accepts the "one and only right answer" does not give.

➤ Developing critical thinking is not an easy task. This is at a certain age nor is it a done and forgotten task. At the same time critical there is no complete path to thinking. But of critical thinkers there is a set of specific educational conditions that help its formation. His for:

- ✓ *to give time and opportunity to acquire the experience of critical thinking;*
- ✓ *giving students and young people an opportunity to think;*
- ✓ *acceptance of different ideas and thoughts;*
- ✓ *to ensure the activity of students in the educational process;*
- ✓ *it is necessary to convince students not to laugh;*
- ✓ *that every student-young person is capable of critical thinking instill confidence;*
- ✓ *it is necessary to appreciate the occurrence of critical thinking.*

In this regard, students:

- gaining self-confidence and understanding the value of one's own thoughts and ideas;
- active participation in the educational process;
- listening carefully to different opinions;
- he should *be ready to form his judgments and to return from them.*

Time Critical thinking takes time. Pearson, Hansen, Gordon (1979).

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That's why:

- ✓ express their thoughts in their own words;
- ✓ exchange of critical opinions;
- ✓ able to express one's own ideas and receive answers to constructive suggestions;
- ✓ to be able to realize thoughts in the form of certain ideas in a comfortable environment and able to express their ideas fully and clearly.

Permit In order for students to have freedom in critical thinking, it is good and getting permission to say, think about, and create negative things must Critical analysis after students understand the situations that are allowed they actively start doing. Allowing for critical analysis is based on the principle of mindfulness.

It is necessary to clarify the difference between analysis and exaggeration. Critical. A friendly and efficient way of thinking that is a real goal for thinking is given in the circumstances Diversity. Different thoughts and ideas in the thinking process of students and young people ideas appear. Colorful thoughts and ideas are the only answer occurs only when the perception of its existence is eliminated. Thoughts when expression is limited, students' thinking is limited.

A variety of tools and processes when there is only one answer it is permissible to use it, so that students can find this answer with its help. Activity. Critical thinking is directly related to the activity of students connected. Usually, students are slow listeners because in them, the teacher is knowledgeable or his knowledge is reflected in the text, because of this the belief that the teacher is responsible for their knowledge has been formed. Education active participation of students in the process and responsible for their studies readiness for critical thinking gives the expected results student to encourage young people to think, to share their ideas and opinions.

Pedagogical approach like encouragement increases their activity. Mikhail

Chikjentmikhali (1975) emphasizes that students are at that complex level of learning if they actively participate in the process, they will benefit greatly from participating in the learning process they receive and feel deep satisfaction in themselves.

Risk taking. Free-thinking is based on risk-taking. His knowledge it is permissible to encourage people who fearlessly take risks in their activities. In the process of thinking, "stupid ideas" are a combination not formed by the mind and there may be cases where concepts are advanced. Teacher read this should be explained to students as a natural state of the process.

Pupils are free from risk, i.e. ideas are valued, pupils-the possibility of highly motivating young people's active participation in thinking activities it is necessary to make sure that it is necessary to think in the environment.

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Valuing time to use in improvement is most important. encourages productive discussion;

- ✓ the ability of students to compose questions themselves and ask them in the form of questions helps for;
- ✓ helps students express their personal knowledge;
- ✓ supports personal reading motivation of students;
- ✓ creates a mood of respect for any opinions;
- ✓ help to develop the suffering of the characters in students will give;
- ✓ creates conditions for students' thinking that is valued;

Has the ability to direct and motivate his critical thinking being, the ability to actively control one's desires, one's own person every moment Valuing time to use in improvement is most important.

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