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Utilizing Modern Teaching Mechanisms to Develop Critical Thinking in Future Primary School Teachers

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Abstract:

This article reflected on the relevance of critical thinking, its essence, its types and stages, technologies that shape human thinking. Also, the foundations and mechanisms of the field of critical thinking are covered.

Keywords: The balance between critical thinking, critical thinking, Information, internal experiences and the external world.

Today, society demands professionals who can quickly adapt, generate ideas, and find solutions to challenging situations. The profound transformations occurring in modern education place the priority on the use of new teaching and learning technologies. Educators now have the opportunity to select teaching methods and technologies that are most effective for structuring and designing the learning process. The aim of critical thinking development technologies is to enhance students' cognitive abilities, which are essential not only for education but also for their future lives (e.g., making informed decisions, working with information, and analyzing various aspects of events).

Developing critical thinking skills in students largely depends on the ability of higher education professors to organize lessons using educational technologies and create favorable conditions for independent learning. Modern pedagogues and parents are not only tasked with paying attention to the education and upbringing of youth but also engaging them in dialogue and encouraging critical thinking. Various reforms are being implemented in Uzbekistan’s educational sphere to address these needs. Notable examples include the Presidential Decree "On Approval of the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" (PF-5847,

October 8, 2019), the Resolution "On Measures to Establish Presidential Schools" (PQ-4199, February 20, 2019), and the Resolution "On Additional Measures for the Further Development of the Education and Training System" (PQ-4884, November 6, 2020), which serve as pillars for improving the education system.

J. Braus and D. Wund define critical thinking as reflective reasoning aimed at deciding what to believe and what to do. In their view, critical thinking involves the ability to objectively analyze, logically act, and reassess one's beliefs while considering diverse perspectives. The critical thinking methodology emerged in the United States in the 1980s and was introduced in Russia in the late 1990s under the name "Reading and Writing for the Development of Critical Thinking."

The foundations of critical thinking development have been explored by figures such as L.S. Vygotsky, who emphasized the connection between the zone of proximal development and overall child development, as well as K. Popper and R. Paul, who contributed to critical thinking theory. E. Brown and I. Beck studied metacognitive education, while the developers of critical thinking technology, Curtis Meredith, Charles Temple, and Ginni Still, translated theoretical principles into practice by outlining its stages, methodological techniques, and criteria. Their innovations have been widely adopted by teachers who have achieved effective results.

Critical thinking is not a singular skill but a complex set of abilities that gradually develop as children engage in learning. Students learn better when they actively seek and relate new knowledge to their practical experiences rather than passively listening. They must be guided to question the reliability of information, analyze logic, draw conclusions, apply theoretical knowledge to create new examples, make decisions, and study cause-and-effect relationships, with teachers facilitating this process.

Incorporating critical thinking systematically into the educational process fosters independent thought and cognitive activity. A distinctive feature of this pedagogical technology is its student-centered approach, where learners set goals, monitor their development, and determine outcomes. Additionally, this strategy aims to cultivate skills for thoughtful interaction with information.

Critical thinking development technology includes:

- Emphasis on searching for and independently mastering knowledge;
- Active use of students' prior experiences and knowledge;
- Encouragement of expressing perspectives, exchanging views, and forming positions at all levels of interaction;
- Creation of conditions for substantiating conclusions, judgments, and positions;
- Support for testing and applying new knowledge and experiences.

Critical thinking, as a cornerstone of human activity and intellect, is fundamental for understanding and engaging with the world. It allows individuals to assess their own experiences and external realities, enabling a balanced and thoughtful approach to decision-making and life choices.

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