METHODS OF DEVELOPING STUDENTS' CRITICAL THINKING USING PROBLEM TEACHING METHODS IN MOTHER LANGUAGE CLASSES

Kholdarova Iroda Valijonovna –
associate professor, FarDU
irodavalijonovna@gmail.com
Abdumutalova Mukhayokhan Kahramonjon qizi
Student of FSU

Abstract: This article provides information on ways to develop students' critical thinking using problem-based learning methods in mother tongue classes.

Keywords: Critical thinking, ability, speech, mastering, method, education, training, didactics.

Formation of thinking skills and independent problem-solving skills in primary school students is an important factor in improving educational efficiency. As long as this is the case, the educational process should be organized in such a way that the students become equal partners of the teacher in the educational process without being the object of the educational process and acquire the ability to think critically to go

Students' critical thinking begins with questions and problems rather than answering the teacher's questions. A person needs critical thinking, which helps him to live among people and socialize. Therefore, critical thinking is not a separate skill, but a complex of many skills and abilities that are gradually formed during the development and upbringing of a child. Critical thinking is formed when children in the classroom stop being passive listeners and become real researchers. Systematic inclusion of critical thinking in the educational process forms a special way of thinking and cognitive activity. The technology of developing critical thinking through reading and writing is a lesson structure consisting of three stages: difficulty stage, semantic stage and thinking stage.

Stage I - "Challenge" (awakening existing knowledge, interest in acquiring new information). The child asks himself "What do I know?" He asks the question. on this issue. Pupils remember (guess) what they know about the studied subject, systematize information before studying it; they ask the questions they want answered when formulating their goals. The information obtained at the first stage is listened to, recorded, discussed, work is carried out individually - in pairs - in groups.

Stage II - "Understanding" the content (getting new information). At this stage, under the guidance of the teacher and with the help of his friends, the child answers the questions he asked himself in the first stage (what do I want to know). Students read the text, the teacher offers active reading methods, takes notes when understanding new information, and monitors understanding when working with the studied material. Direct contact with new information (text, film, lecture, didactic materials), work is carried out individually or in pairs.

Stage III - "Reflection" (understanding, birth of new knowledge). Reflecting and summarizing "what the child has learned" in the lesson on this issue. Students use the knowledge they have acquired in the comprehension phase and compare the information they have received with

what they already know. They select the information that is most important to understand the essence of the topic being studied. Express new ideas and information in their own words, independently build cause-and-effect relationships. Creative processing of the studied data, analysis, interpretation, etc., work is carried out individually - in pairs - in groups.

Formation of students' critical thinking skills in "mother tongue" classes and extracurricular educational activities on the basis of a specific system gives effective results. The levels of consistent critical thinking of elementary school students can also be determined by writing assignments. The lesson is mainly limited to memorizing the learned rule, giving examples from the textbook, and doing exercises. This causes the students to get bored of the lesson. During the lesson, only the textbook is used. As a result, the teacher remains a textbook teacher, and the student remains a textbook student. Because of this, students are not able to fulfill the requirements outside of the textbook, they do not understand that life itself is an example and a rule. Therefore, it is necessary to pay attention to the development of the foundations of formation of practical knowledge. For this purpose, it is necessary not to be limited only to exercises, but to increase students' vocabulary, to teach them to work on vocabulary, to form correct pronunciation norms, and to give them tasks aimed at developing the ability to think and think. Now non-traditional teaching methods are used, encouraging students to actively participate in each lesson. This method of teaching is currently showing its positive effect in various places.

Modern methods help students to form logical, intellectual, creative, critical, independent thinking, to develop their abilities, to become competitive, mature specialists, and to educate the professional qualities necessary for a specialist. "Energizers" help the child to concentrate and ensure that mental activity starts quickly. Today's students are active, very active, and at the same time, they get bored of monotony, because today they are educated in an era of rapid growth of information flow. That is why we need to avoid uniformity as much as possible in the process of organizing a lesson. "Logical and critical tangled chain" strategy. The strategy helps to create a connection between concepts, expressed thoughts, to express them logically and critically in a sequence. In its essence, the teacher explains the information that illuminates the topic in the correct and incorrect order. The students' task is to turn logically and critically wrongly expressed information into correct arguments, to correct the logical and critical confusion that has arisen, to "connect" the broken chain by correctly placing thoughts in a certain sequence. consists of.

To sum up, it is necessary to organize the use of interactive methods in the lesson in such a way that during the course of the lesson, a certain part of the educational materials is studied independently by the students. The teacher is the organizer, leader, supervisor of the educational process. Pupils should feel free in the classroom and the educational activity should satisfy him emotionally, only then he can express his thoughts freely. Our listed methods are especially important in the educational process. Through these methods, students develop the ability to apply the knowledge they have acquired in the future. He learns to be confident in life.

REFERENSES:

1. 1.O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyevning Oliy Majlis Senati va Qonunchilik palatasiga Murojaatnomasi. Toshkent. 2017 y.
2. 2.Mirziyoyev Sh. Tanqidiy tahlil, qat'iy tartib-intizom va shaxsiy javobgarlik - har bir rahbar faoliyatining kundalik qoidasi bo'lishi kerak. T.: 2017-yil.
3. Zairfbek, S.I., Mushtavinskaya, I.V. Sinfda tanqidiy fikrlashni rivojlantirish: o'qituvchi

uchun qo'llanma. - M .: Ta'lim, 2004 - 175b

4. Klaster, D. Tanqidiy fikrlash nima? / D. Klaster // tanqidiy fikrlash va yangi savodxonlik. 2005. - 5-13 bet.

5. T.Bunova, S.V. O'qish va xat / harflar orqali tanqidiy fikrlashni rivojlantirish texnologiyasi. "Birinchi sentyabr" gazetasiga. - 2005 yil.

6. Hoshimov K., Nishonova S., Inomova M., Hasanov R. Pedagogika tarixi. - T.: "O'qituvchi",1996.

7. Akbarova, Z., & Rustamova, D. (2022). BOSHLANG 'ICH SINF O 'QUVCHILARI NUTQIDA LEKSIK SINONIMLARNI FAOLLASHTIRISH BOSQICHLARI. *Scientific journal of the Fergana State University*, (3), 75-75.

8. Tillavoldiyevna, K. Z. (2023). The Improving of Synonyms in The Speech of Primary School Students. *Web of Scientists and Scholars: Journal of Multidisciplinary Research*, *1*(3), 5-7.

9. Qizi, D. R. T., & Qizi, R. S. O. (2024). TURKISTONDA JADIDCHILIK HARAKATI DAVOMIDA TA'LIM-TARBIYANING AHAMIYATI. *Science and innovation*, *3*(Special Issue 26), 21-24.

10. Qizi, D. R. T., & Qizi, D. A. I. (2024). BOSHLANG'ICH SINFLARDA ONA TILI VA O 'QISH SAVODXONLIGI DARSLARIDA INTERAKTIV METODLAR ORQALI O'QUVCHILARNING LUG'AT BOYLIGINI VA NUTQINI O 'STIRISH. *Science and innovation*, *3*(Special Issue 26), 125-127.

11. Qizi, D. R. T., & Qizi, O. D. F. (2024). BOSHLANG'ICH TA'LIM FANLARINI O'QITILISH JARAYONIDA SHARQ MUTAFAKKIRLARI MEROSIDAN FOYDALANISH. *Science and innovation*, *3*(Special Issue 26), 77-80.

12. Qizi, D. R. T., & Qizi, J. S. B. (2024). BOSHLANG 'ICH TA'LIM–BILIMLAR POYDEVORI. *Science and innovation*, *3*(Special Issue 26), 37-41.

13. Toyirovna, R. D. (2020). AJMR. *AJMR*.

14. Xodjayeva F.O. O'quvchilarni tanqidiy fikrlashga o'rgatish va uning muhim jihatlari. "Zamonaviy ta'lim" ilmiy-amaliy ommabop jurnali, 2017-yil, № 6,