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## METHODS OF DEVELOPING CRITICAL THINKING OF PRESCHOOL ADULTS IN TEACHING

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### ABSTRACT

This article talks about ways to develop critical thinking of preschoolers in the educational process.

**Key words:** critical thinking, education, training, curriculum, state education standard, knowledge, skill, qualification, competence, professional quality, logical thinking, method, technology, etc.

### Introduction

In this section, we will demonstrate the methods of developing the ability of educators to think critically and the successful application of pedagogical technology for the development of critical thinking through reading and writing in arithmetic exercises. To this end, we will consider several specific methodologies - *cluster, insert, sinkwain*.

Focusing on the training of G.V.Dorofeev [122], we cite the development of critical thinking of preschool seniors. The purpose of the exercise is to review certain materials and study the characteristics of arithmetic.

It is recommended to use a special methodology called a cluster for repetition. When it comes to classrooms, the method of graphically regulating material (charts, tables, etc.) is understood, allowing you to imagine the thought processes that arise when embedded in the subject being studied. It is recommended to use this methodology at the repetitive phase, as it is one of the ways to stimulate mental activity before studying the subject.

The cluster is given in various colors. The information collected independently by the trainer is recorded in a blue paste, and the information filled or corrected is recorded in a green paste. In such a process, a teacher and a teacher can observe shortcomings in knowledge and draw relevant conclusions.

We add that the cluster can also be used in an unusual way, i.e. as a form of data systematization based on material results. In this case, the cluster allows for large volumes of data to be covered, which is difficult for educators to absorb in the form of simple text. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. Since the subject area is not limited, clusters can be used to study a wide variety of topics. The cluster can be classified as a systematic-logical scheme for structural material. We do not emphasize this connection for two reasons. First, not all methods of developing critical thinking are like this. Secondly, the "personal cluster" of the educators changes over time.

At the stage of the study of new material, an insert method is used. Insert is one of the ways in which you can work with any text that helps to develop analytical thinking and is a tool for monitoring and understanding the material.

When working with text (manuals, additional publications, etc.), educators should independently answer a number of questions:

(1) What information do you know?

(2) What new knowledge have you gained?

3) What information does not fit your ideas and is it difficult to master them?

To answer these questions in quality, educators can be asked to use certain characters when working with text: the sign (+) determines what is already known; (♣) mark defines something new that the trainer learns from the text; (×) sign is what causes difficulties. In this case, the marking marks are used as nail marks, i.e. they are placed on the right and left side of the data being marked.

An important advantage of the "insert" method is that there will be no empty absorbing trainers in the exercise, and this is important.

The Sinclair method (meaning "five" from the French word cing) is combined using a method called "cing"). This is a short description of exercise using keywords, following some of the rules described below.

The first series represents the essence of the subject in one word. In the second row, with the use of qualities, a whole topic with two words is illustrated. The third line is three words of action within the subject, usually characterized by verbs. The fourth line is a four-word phrase that represents a personal attitude to the subject. The fifth line consists of a word, which is a synonym for the first word at an emotional- major or philosophically integrated level that echoes the essence of the subject.

Sinclair is also very useful from the point of view of developing the ability to express ideas in a few meaningful terms, compact expressions, as well as serving as a way to assess a trainer's perception of exercise. It is recommended that you do some of the main rules of writing in syntheses with an arithmetic description. For example, briefly explaining a topic in an exercise on "Arithmetic Actions" will not be easy for educators because, first of all, numbers can be increasing, decreasing, and permanent. So here's the synchronization compiled by most educators:

1. Increased numbers.
2. Decrease in numbers.
3. Replacement of numbers.
4. Use of numbers in life-style examples.
5. Add and collect numbers.

Sinclair serves as a means of developing the artistic expression and activity of educators. Creative activity starts where there is an independent search to solve a particular problem, with more important areas for research.

Exercises taught using the aforementioned methods are naturally unconventional. In such exercises, educators and teachers not only educate children, but also nurture the ability to properly protect their opinions, to see the situation as a whole, not to individual parts of it, to evaluate and not ignore the problem, and to determine the process of finding solutions, independently obtaining information and analyzing it.

## Summaries

1. Research studies that meet the objectives of the study were analyzed. Current views on critical thinking were comparatively analyzed and his definition of "worker" was compiled. The pedagogical technology of developing critical thinking through reading and writing, or the ability to use its elements in arithmetic exercises, was identified and theoretically based.

2. Critical thinking is an individual's targeted independent activity in which questions are raised and problems are identified, hypotheses are formed, tested, convincing evidence is provided about the shortcomings and advantages of criticized content, and murky solutions are sought.

3. It has been learned that a person who uses critical thinking is characterized by the following qualities: willingness to plan, flexibility, perseverance, readiness to correct his or her mistakes, awareness, and the search for compromise solutions.

4. Pedagogical technology or its elements were used in arithmetic exercises using new and modified methodologies to develop critical thinking. The targeted use of the technology of developing critical thinking in arithmetic exercises allows you to educate not only a critical thinker but also a creative thinker. The constructive basis of the technology consisted of three main models: "research-understanding-reflexes."

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