Possibilities of Using Pedagogical Technologies in Teaching Students to Critical Thinking

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ABSTRACT

The article describes in detail the situation and possibilities of using pedagogical technologies in teaching students to think critically.

Keywords: Opportunity, future teacher, educational technology, innovation, thinking, pedagogy, critical, pedagogical technology, social.

Based on the essence of today's requirements, students studying in higher educational institutions should have the following qualities:

1. Possessing the ability to deeply understand the essence of the events taking place in society and to evaluate them correctly, social, political, economic and ideological maturity.

Future teachers should be able to feel the spirit of the times, as well as to him

they should be able to act accordingly.

2. Possession of scientific and deep professional knowledge. In-depth study of scientific knowledge helps to solve organizational and financial issues for teachers of science, while thorough mastering of specialized and pedagogical knowledge helps to ensure the effectiveness of the educational process, technological content of pedagogical activities.

3. Having spiritual and moral qualities (competencies). As we mentioned above, students should be able to be an example for the people around them as a typical representative of socially active individuals. Students should be able to set an example for young people as members of a large team. In particular, they will train young people whose worldview is not sufficiently formed based on the reflection of important qualities such as loyalty to the Motherland, entrepreneurship, willpower, ideological immunity, kindness, responsibility, tolerance, legal culture, innovative thinking, hard work, etc. it is appropriate for them to start a dream.

It is known that moral standards, spiritual and moral qualities are the indicators that regulate the life of the society. In fact, development occurs only in a society where knowledge and morality are glorified. Social relations develop. Only a student who has spiritual and moral qualities (competency) will first of all take care of his own interests and also the interests of others [1].

4. To be active and enterprising in the spiritual-educational processes and to the correctness and rightness of the activities one is carrying out

moving with confidence. The effect of any activity is carried out

that the increasing subject is doing it right and is right in this regard

depends on the existence of confidence. Today's demand is known

satisfying the individual's own needs based on the performance of work, as well as

is to contribute to the interests of society.

The belief that students studying in higher educational institutions will become specialists working for the benefit of society and people in the future gives them moral strength. This situation is an important stimulus (incentive) of vital aspiration.

5. Being socially active. It is more important for the teacher to be socially active. Comprehensive development of activities of social activity educational institution, identification of internal opportunities and effective use of them, strengthening of social activity of students, as well as other educational institutions of continuous education system, similar educational institutions, family, neighborhood, social and allows to find ways to achieve cooperation with international organizations. Social activism can be an incentive not to look for various excuses for doing certain things, but to find existing shortcomings.

6. Having the ability to educate and manage oneself. From a psychological point of view, self-education and management is a process in which a person acts as "I am a student" and "I am a teacher" in relation to himself. The ability to manage one's own educational and cognitive activities appears in the student. He performs the management functions of the teacher and directs them to himself [2].

The above-mentioned ideas meet the modern requirements of students

allows us to come to the conclusion that it is important for them to conduct appropriate activities and to be morally and ethically an example not only among the team of the educational institution, but also among the public. It is important to develop students' critical thinking and practical skills through the use of pedagogical technologies used by the teacher in classroom and non-auditory educational processes.

By transferring the specified pedagogical requirements to himself, a person acquires the corresponding system of "metacognitive abilities" [3].

1. He should have the ability to diagnose what he already knows and what he does not know yet.

2. He should be able to set a specific educational task and think about it

its implementation program.

3. He should be able to implement planned plans: choose the necessary educational material, work through it.

4. He should be able to regulate the process of his learning and control the success of their actions.

5. He can analyze and understand the results of his educational activities, compare them with the intended goals.

6. He should be able to determine the direction of further work on himself.

Teaching critical thinking gives students not only the ability to adequately perceive information, but also how to receive it, work with it, apply it to specific life situations, and interpret this information should teach. Thus, newly born ideas are based on already existing knowledge. It is also necessary for the development of the student.

To expand students' knowledge, to work with different sources, to expand their knowledge by repeating previously learned information, to develop the ability to apply it in various fields, to form their own attitude to certain skills, life situations, evidence and problems, and others it is important to be able to listen and find ways to solve problems together.

The goal of this educational technology is to develop the intellectual skills of students, which are necessary not only for studying, but also for everyday life, making informed decisions, working with information, analyzing various aspects of events, etc.

All the above tasks cannot be performed in a traditional system. Teaching. A comparison of lessons using traditional and innovative methods of activities in the educational process (from the point of view of organizing students' activities) shows that the first approach, as a rule, solves educational problems, provides the student with a reasonable basis that meets the

requirements of the science program. , provides knowledge through logically structured materials. At the same time, the problem of developmental education often remains secondary. In addition, the traditional system of building the educational process often forms only reproductive knowledge.

The use of technology for developing critical thinking gives students the ability to assimilate information, change the proposed methods, and achieve their goals. At the same time, it allows to reach the level of synthesis and evaluation of the studied phenomena, that is, the level of productivity.

Critical thinking is open reflective evaluative thinking. The skills developed with the help of this technology are also a sum of open mind and thoughtful attitudes. By developing critical thinking in students to look at the events in the text from different points of view, not only to carefully study the texts, but also to build one's own knowledge based on them, to realize oneself, and to receive positive emotions from the educational process.

Development of critical thinking skills allows one to find one's own educational direction while studying individual topics and solving individual problems.

It is known that a person performs the necessary activities using the way, method, and tools available to achieve a goal in any field. So, if the goal appears first, then the activity will be based on the available opportunities.

It can be seen that the specific goal determines the cause and final result of each work. But it should be said that the goal itself is formed on the basis of certain reasons. Such reasons are called needs. If there is a need, a purpose arises and this purpose causes activity.

Need and purpose are collectively called motives. From this, it is assumed that each activity originates on the basis of motives and continues according to these motives and achieves the final result.

Development of critical thinking in students by using pedagogical technologies causes motivations in the process and leads to the result of this process. From this, the use of pedagogical technologies in the development of critical thinking of my students creates an opportunity to analyze it by dividing it into three components, consisting of motives, process and result.

The above-mentioned ideas meet the modern requirements of students

allows us to come to the conclusion that it is important for them to conduct appropriate activities and to be morally and ethically an example not only among the team of the educational institution, but also among the public. Not only the theoretical process, but also the practical process and its content are of special importance in the development of students' critical thinking in higher educational institutions

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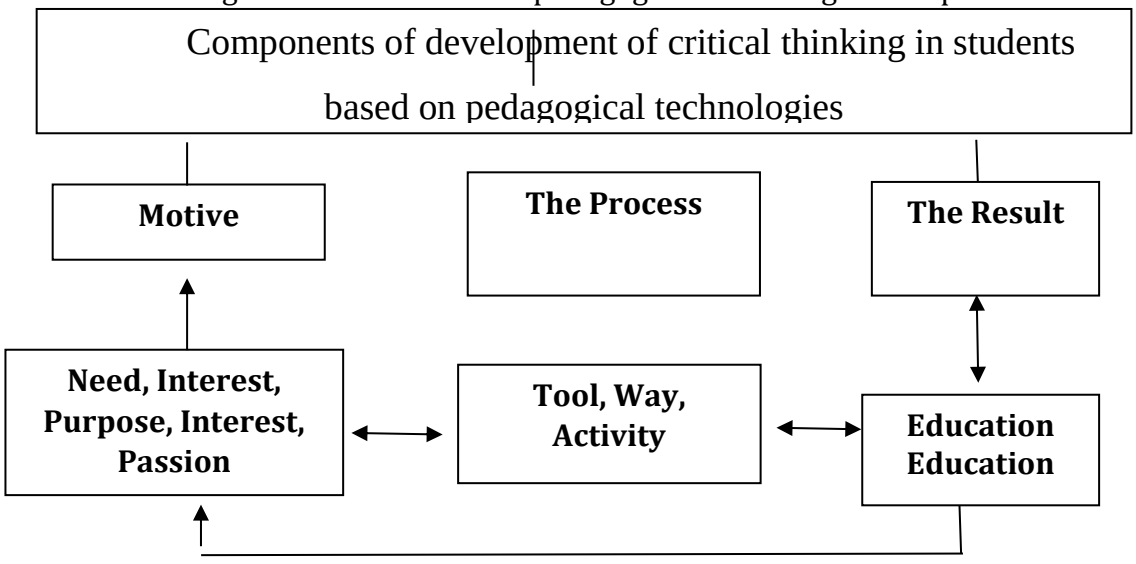
Figure 1

Critical thinking in students based on pedagogical technologies components of development

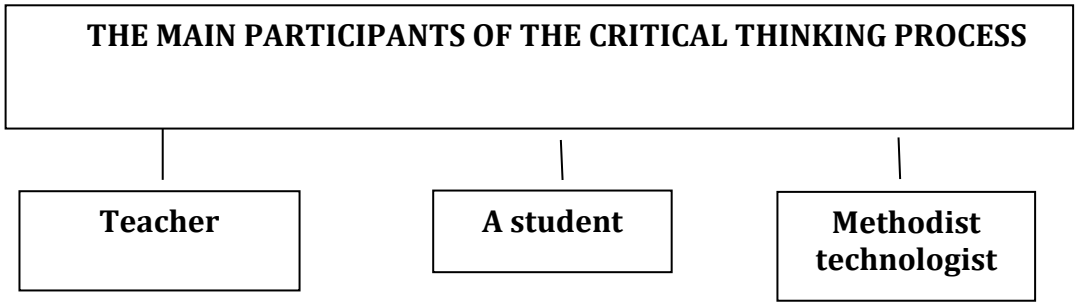


Each of the above-mentioned three components of this form actively serves to teach students to think critically.

Not only the theoretical process, but also the practical process and its content are of special importance in the development of students' critical thinking in higher educational institutions. It is more important to enrich the content of the practical process with effective forms, methods and tools.

The use of pedagogical technologies in the development of critical thinking of future students in higher educational institutions creates the ground for the active movement of three important participants. They are: pedagogue; student; Methodist technologist.

. **Figure 2**



It can be considered that the use of the term "methodologist-technologist" in this form is logically related to the use of the term "pedagogical technology". Because during the period of teaching on the basis of private methods, the activity of the methodist was appropriate. Currently, in connection with the introduction of pedagogical technologies, it is logical to call a specialist who is engaged in the activities of identifying, studying, analyzing, evaluating, developing, generalizing, popularizing, and creating new ones as a specialist in this technology as a technologist. .

The growing interest in the need to teach students to think critically in a higher education institution can be explained by the following reasons:

- The variety of tasks for students of the higher educational institution implies not only the development of theoretical research, but also the development of its practical issues.

In theoretical studies, the expression of laws, creation of theories and concepts takes place, at the same time, practical studies analyze the pedagogical practice itself, summarize scientific results;

- does not always pay prompt attention to the scientific justification of new ideas, approaches, teaching methods with his established teaching laws, principles, methods;

- to introduce a systematic and active approach to pedagogy in higher education institutions, to improve teaching methods, to ensure consistent and continuous use of pedagogical technologies in the educational process;

- growth of diagnostics (measurability) in setting educational goals for students, evaluating teaching results;

- from extensive organization of education to intensive organization, i.e. using the latest achievements of pedagogy, psychology, informatics and achieving high results;

- increasing the scientific application of projects based on the need to model educational activities, acquire professional experience of students in educational processes in higher education institutions and, as a result, educate new pedagogical thinking, activity and independent activity, creativity of students;

- the possibility of expert design of the technological chain of interaction processes, methods and organizational forms of pedagogues and students, which ensures guaranteed results in the higher education institution and reduces the negative consequences of the work of an unqualified pedagogue.

In essence, the technology of developing critical thinking has an independent field of knowledge in the professional didactic training system, which is connected with the theory and practice of teaching. The discussion about the essence, topic, structure, concepts,

classification, sources and ways of development of the technology of developing critical thinking in the following years in the press of our country and abroad confirms the theoretical and practical relevance of this problem.

Thus, the development of students' critical thinking means the qualitative transition of the educational process to a new level in today's society.

However, the socio-economic changes taking place in the country require each student to study in depth the knowledge of his specialty, that is, his professional activity. At the stage of formation of the labor market, the importance of the professional variability of specialists increases. Therefore, there is a need to expand the direction of their activity. It is important to choose the most important information from a large amount of information, and in order for students to be able to use it effectively in various professional situations, it is necessary to form a system of knowledge and methods related to their activities.

In teaching students to think critically, pedagogues are not only the transmitters of visual-scientific knowledge, information carriers, transmitters of norms and traditions, but also help in the development of independent research and creative thinking in students.

It was concluded from the research that as a result of the pedagogue's development of students' critical thinking, their character and position will also change. goes to cooperation. Conditions are created for students to actively acquire the teaching profession.

The second characteristic aspect is the change in the methods of organizing the acquisition of the tasks of the knowledge acquired in the higher educational institution. The mastering process is no longer a laborious memorization and reproduction, but the student's search is organized as a productive creative process.

The third important aspect is the first social nature of any teaching, development of the student's critical thinking and education of the future specialist.

is to take place. This is not just an individual, but a group

There are many forms of teaching, joint activities, and forms of interaction

diversity, interpersonal relationships and communication, everyday collaboration anda direction enriched by joint creativity is created.

Younger than the above-mentioned main task of higher education and related to directing the teaching process to the profession of a teacher of a higher educational institution which ensures that personnel can quickly start their professional activities

and leads to the development of unique "learning process technologies" in the development of critical thinking in the requirements.

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