



# Form, Methods and Tools of Using Pedagogical Technologies in Teaching Students to Think Critically.

**Khurramova Sanobar  
Mahmatmurad Qizi**

Teacher of Termiz State Pedagogical Institute  
E-mail:xurramova\_sanobar@mail.ru

## ABSTRACT

This article discusses the form, method and means of using modern pedagogical technologies in teaching students to think critically.

### Keywords:

pedagogical technology, knowledgeable, independent, logical thinker, moral-ethical, cluster, brainstorming, syncretism.

**Enter.** Today, the use of modern pedagogical technologies in teaching students to think critically opens the way not only to students' broad thinking, but also to the implementation of positive changes in the educational process.

As a result of the use of pedagogical technology, innovative and basic forms of critical reflection in students are seen in non-standard solutions of everyday educational problems, methodologically and theoretically perfect development, invention and improvement of pedagogical methods and their effective use.

At the same time, the process of control and evaluation affects the enrichment of the student's knowledge, their personality development and education.

**Analysis and results.** The Russian scientist V.P. was one of the first among the CIS countries to scientifically justify the need to introduce pedagogical technology into the educational process. Bespalko gives the following definition: "Pedagogical technology is the project of a pedagogical system that can be put into practice." is a process project

Russian scientist N.V. Kuzmina believes that the "pedagogical system is composed of interrelated elements subordinated to the goal of education and training.

A group of Russian scientists consider that "pedagogical technology is an objective process and it is one of the conditions for raising education to an evolutionary stage in order to solve new qualitative problems."

M.V. In Clarin's opinion, Pedagogical technology is the design of the educational process based on the predetermined target indicators, approaching the educational process.

According to Uzbek scientist N. Sayidakhmedov: "Pedagogical technology is a process by which a teacher (educator) influences students with the help of teaching (educational) tools and forms predetermined personal qualities in them.

**Methods.** In today's rapidly changing social, information and technological conditions, it is difficult to imagine the development of the state and society without the development of education. From this point of view, it is the need of the hour to train students in higher

educational institutions to develop critical thinking and mature personnel with all-round knowledge, independent, logical thinking, spiritual and moral qualities. This requires a thorough study of pedagogical and information technologies, interactive methods, forms and tools, and approaches to the pedagogical process in the theoretical and practical lessons. Currently, there are mainly traditional and non-traditional (modern-systematic, technological, research-creative) approaches to education.

What is the difference between traditional and non-traditional approaches to education?

The main feature of the traditional approach is that the teacher speaks and explains certain information, and the student keeps this knowledge in his memory. In this case, the concept of "knowledge" is understood in the sense of information stored in memory.

In our opinion, pedagogical technology is a set of educational processes, educational methods, tools, forms, relationships between a teacher and a student, and requires a systematic, technological approach to the educational process and It reflects important features such as clarifying educational goals, guaranteeing the result, and objective evaluation.

It is known that in a traditional lesson, the teacher is at the center of the educational process. Therefore, sometimes the traditional lesson is called a teacher-centered teaching method.

In the implementation of pedagogical technology, certain methods are used based on the content of education.

Creating clusters. "Cluster" is a Latin word meaning "bundle of buds". The cluster method is a pedagogical strategy that helps the student to think freely and freely about this or that topic. It requires only the identification of the structure of connections between ideas that enables thinking. It is associated with the activity of the brain rather than a simple form of thinking.

At the stage of receiving information from clustering, thinking

stage is also used. It can be used to provide thinking activity until such a particular topic is thoroughly mastered.

Clustering can be used as a means of completing students' imaginations, as well as providing the visualization of new connections or their graphical representations. This is a strategy that paves the way for one's own knowledge, imagination and understanding of a particular topic.

The clustering rule is implemented in the following ways:

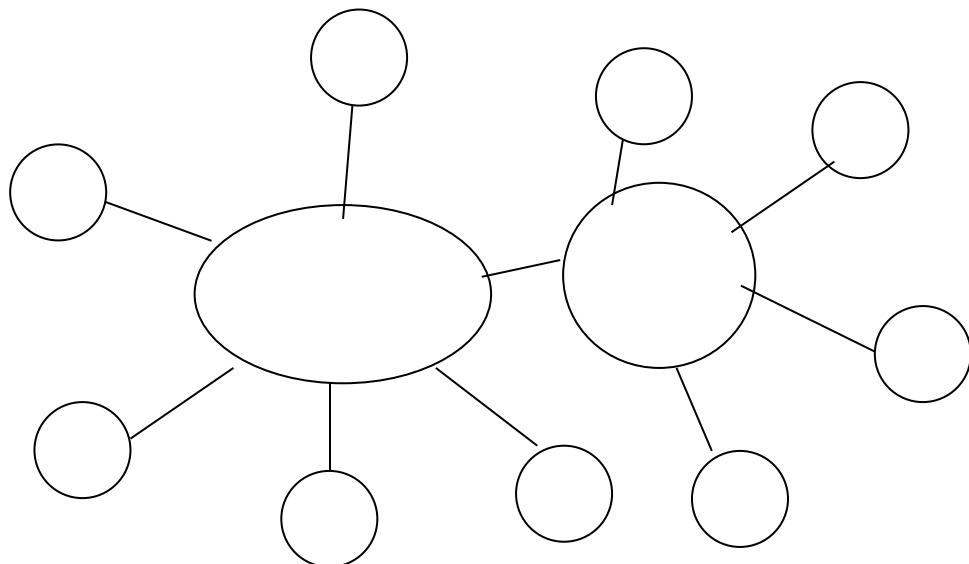
1. Write down all the thoughts that come to your mind. Don't discuss these ideas, just write them down.
2. Do not pay attention to spelling and other factors that delay the letter (text).
3. Don't stop writing until your allotted time is up. When you're stuck for ideas, just sit and draw something on a piece of paper until new ideas come to you.
4. List as many relatable ideas as possible. Don't limit the flow of ideas and the connections between them.

According to Janie Steele and Steele (1991), one of the scholars who developed the idea of clustering, it is a very flexible strategy. It can be used both individually and in groups. In group activities, he serves as a promoter of group ideas. This brings students closer to connections and connections that exist in every practice.

The sequence of creating clusters is as follows:

Table 1

<p>Cluster: (Cluster - bunch, bundle)</p> <ul style="list-style-type: none"> <li>- create an information map</li> </ul> <p>a tool for gathering ideas around some central factor to focus and define the entire thought construct. Emphasizes the activation of knowledge, presents a new association in the process of thinking about the topic helps to enter freely and openly.</p>		<p>Get acquainted with the rules of cluster formation. In the center of the classroom blackboard or a large sheet of paper, write the title of the topic consisting of key words (1-2 words)</p>
		<p>By association with keywords, small circular "companions" are written on the side - a word or phrase related to this topic. They are connected to the word "head" with a dash. These "satellites" may also have "minor satellites". Continue until the time allotted for writing is over or the idea is gone.</p> <p>Clusters are interchanged for discussion</p>



Clustering is a very flexible strategy that can be used individually or in groups to study all subjects. A cluster is an example for Brainstorming. Usually, using the "Brainstorming" method, both during the lesson and according to the answers given by the cluster, it is divided into summarizing categories. This develops students' ability to

categorize information, allows them to learn to systematize thoughts.

The pedagogues say that it is better to use the cluster in the "understanding" and "comprehension" phase. Because it allows students to not only independently and actively learn learning materials, but also to monitor their understanding.

Cinquain method. Summarizing information is an important skill in terms of being able to express complex ideas, feelings, and perceptions in a few words. It requires thoughtful reflection based on a rich stock of insights. Sinkwain is a poem, it is an event. requires the synthesis of information and materials in short expressions to be written or reflected on.

The term "Cinquain" is French, "a unique five-line non-rhyming poem, in which information about the studied concept, event, event is collected, with the word student-student in different variants. and expressed through different perspectives. So, Cinquevain is a poem of five lines.

Sinkwain in practice:

- complex information synthesis tool;
- a tool for assessing students' understanding reserve;
- is very useful as a means of creative expression of thought.

Reflecting, synthesizing and synthesizing common concepts and information in general, it is considered a fast and powerful weapon at the same time.

In a modern democratic society, every student or citizen should have the ability to find a rational solution to all the problems before him through deep thinking.

**In conclusion** Therefore, in teaching students to think critically, it is necessary to involve them in finding solutions to the most controversial and controversial problems in the lessons.

Organization of lesson processes through the use of pedagogical technologies and active methods in teaching students to think critically creates an opportunity for students to freely express their personal, independent and critical opinion, at the same time, the independent opinion of each student is taken into account, and his independent opinion is firmly established. iy protection, not like everyone else, but the formation and development of individual, creative and critical thinking characteristics is achieved.

### List Of Used Literature

1. R.Ishmuhamedov, A.Abduqodirov, A.Pardayev.Ta'linda innovatsion texnologiyalar. Amaliy tavsiyalar. T: «Iste'dod». 2008-yil.
2. R.Ishmuhamedov, A.Abduqodirov, A.Pardayev.Ta'linda innovatsion texnologiyalar. Amaliy tavsiyalar. T: «Iste'dod». 2008-yil.
3. Djeni Stil, Kert Meredis, Charlz Templ. Проект: Чтение и письмо для развития крытического мышления. Пособия 1-7. Бишкек, 2000.
4. G'aniyev Yu., Boymirov Q. Eshqorqyev U., Qosimov A. Innovation ta'lim texnologiyalardan o`quv jarayonida foydalanishning metodik-didaktik asoslari T.: "Yangiyer" - 2018. 196-b
5. Yo'ldosheva J.R. Usmonova S.A., Zamonaviy pedagogik texnologiyalarni amaliyotga joriy qilish. - T.: "Fan va texnologiya" - 2008. 396-b.
6. Sayidaxmedov N. Yangi pedagogik texnologiya mohiyati. «Xalq ta'limi», 1999 y, 1-son, 98- bet.
7. M.Ochilov. Yangi pedagogik texnologiyalar. (ma'ruzalar matni), Qarshi - 2000. 188-b.