Opportunities For Developing Critical Thinking Skills In Early Class Students

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Annotation: In order to think critically we need to examine ideas and evaluate them against what is already known and made decisions about their merits. The basic target of critical thinking is to try to move on of an objective position,when we consider all sides of an argument and evaluate its merits and demerits. This article discusses the psychological and pedagogical possibilities of developing critical thinking in primary school students and also some activities and methods to make learners think critically.

Key words: Continuous education, critical thinking, innovative technologies.

One of the most important tasks of the educational process is to develop the ability of young people to think. From the day they are involved in the learning process, the thinking process becomes more important in the system of mental functions that the learner does. Students also develop the skills of mental work, and they acquire analytical thinking skills.

Students' ability to analyze begins with the ability to compare subjects and events with them. In order to develop this skill, it is advisable to do exercises in comparison of different subjects. During the comparison, students identify identifying marks and answer the "Why?" question. In order to find the answer to the question, the students use the words, expressions, illustrations in the thought process. In this regard, primary students can be divided into three groups:

1) Theorists perform any task by telling them;

2) Practitioners - perform based on the exhibition;

3) The artists are brilliant thinkers.

Characteristics of critical thinking development include: evaluation, openness to new ideas, justification of critical thinking.

Teaching students to think critically requires a new approach to old ideas, the use of arguments in the debate, the distinction of facts from assumptions, reasoned evaluations, emotional separation, and the elimination of existing errors. Elementary school students reflect on the psychological and pedagogical possibilities of developing critical thinking. Based on the analysis of the phenomenon of critical thinking, it can be concluded that it spontaneously emerged. But thinking in this situation does not provide a high level of analysis. Elements of critical thinking form only in the learning process. Therefore, critical thinking needs to be implemented in situations involving learning problems.

Elementary students' active involvement in cognitive processes is focused on the perception of the surrounding world and the creation of its landscape. Thinking is related to speech. The more a student is mentally active, the more questions he or she will ask. Elementary students' questions concern a comprehensive typology of "what? Who? why? when ? where? and so on.

In the process of thinking, primary school students rely on their own experiences. Therefore, the object of reasoning must also be specific. The use of various tools and techniques can be demonstrated in elementary school students as one of the pedagogical conditions for developing critical thinking. In this regard, the use of innovative educational technologies is crucial. Also included in the standard and non-standard setting are students engaging in interesting activities, teaching them to compare, analyze and summarize, providing them with an opportunity to think

freely, and ensuring that their activities meet the age and psychophysiological abilities of students.

Objective evaluation of the nature of events and the separation of emotional information from facts constitute the psychological nature of critical thinking.

It is also worth pointing out the criteria for determining the extent to which such thinking skills are formed when thinking about the possibilities for developing students' critical thinking in the classroom. With regard to the peculiarities of the formation of critical thinking skills in elementary school English language learning, we regard these criteria as a method of conditional identification.

 1.Determine the speed of the thought process: "put down letters". The purpose of using criteria is to know the speed of thinking can be used individually or throughout the classroom.

Suggestion for use: letters with letters omitted are written on cards. After the teacher's mark, students put letters in place and pronounce the words. Words belong to the noun phrase, and are given as a unit. The teacher sets the time spent on the task and analyzes it after all students have completed the task. Indicators can be evaluated as follows:

• **10-12 seconds ---- high level; (5)**

• **13-17 seconds ---- medium level; (4)**

• **over 18 - low indicator (3)**

2. Classification. The goal of finding the word "redundant" is to identify the level of mental ability - the classification level.

Recommended for use. Readers are advised to have five words in four words.

1. Dog, horse, cow, wolf.

2. Table, chair, bed, floor.

3. Tractor, machine, ski, combine.

4. Apples, tomatoes, apricots, peaches.

5. Tashkent, Namangan, Andijan, Amudarya.

Students mark the word underneath.

Rate: Five words found correctly - 5 marks.

      Four words found correctly - 4 marks.

       Three words found correctly - 3 ratings.

Once the evaluation criteria have been identified, it is advisable to think about complex, integrated techniques that aim at developing critical thinking skills, because critical thinking technology provides this opportunity.

It is important to note that the methods described below are intended for primary school students, who will implement critical thinking technology in three steps.

The call phase aims to determine what the learner knows about the problem.

In the cognitive phase, the student responds to the questions posed in the first round based on the guidance of the teacher and the support of his classmates.

The student summarizes his knowledge of the problem in the reflex phase.

The objectives of the critical thinking technology stages can be summarized as follows:

Call	Content Perception	Reflection (to summarize)

Motivational stimulation (motivation to work with new information, interest in the topic) **Call to the "top step"** Communication (Non-Conflict Communication)	**Information** (new information on the topic) **Information** (new information on the topic)	**Communication** (exchange of views on a new topic) **Informative** (mastering new topic) **Motivational** (motivation to expand information space) **Evaluator** (assessing the process of comparing new data with existing knowledge)

The following methods can be used in these steps:

The "read-only" method requires students to be split into pairs. Students will be given several texts (texts). Each pair, after reading the text, displays a summary of it in a separate sheet. When the task is completed, the text is read aloud, and the rest of the readers can ask questions about the content of the text. At the end of the work, all students will be asked a question about the material read and listened to, or if a text is given to the reader, they should read the text and find the appropriate heading.

Read and choose a title.

a) Summer

b) Summer in Uzbekistan

c) Fruit and vegetables

Summer is a good season in Uzbekistan. There are three months in summer: June, July and August. It is usually hot in summer. The sun always shines in June and July. It is sometimes cloudy and warm in August. River w ater is warm. We often swim. We don't go to school. We can play tag, play see-saw, play hopscotch, play games and run. It is a lot of fun. We eat grapes, apples, plums, apricots, watermelons, melons, peaches, cherries and pears. We can have tomatoes, potatoes, onions, carrots, cabbages, eggplants, cucumbers and peppers. We love summer in Uzbekistan. [3]

The name of the "five" method depends on the number of stages in its structure. For example, we read text from fairy tales. With the adjectives we describe: miraculous, simple. Let's put it in one word: fairy tales. We describe the actions they take in the process of learning: we read, remember, learn, relate. Students' attitudes to fairy tales are expressed in one phrase: fairy tales lead to goodness. We find synonymous words: myth, magic.

"Pause reading". When using this method it is necessary to use the main genre of the story. What can readers tell about, depending on the title of the text? The question is: In the course of the lesson the text is divided into parts. At the end of each section, students are invited to reflect on and explain how events will develop later. For this, it is important that the teacher stops the text.

Read the title, guess and complete the story.

Two close friends

Once a upon time, there were two friends… .. [4]

The angles method is used to assess event participants. Participants' behavior is evaluated into 'good' and 'bad'. Class students are divided into two groups. The first group includes the positive character of the character, the second group is negative.

Creating creative text is used to enrich students' vocabulary and to reinforce the studied subject. Students are tasked with continuing to read texts and illustrating the highlighted items using words. Once the assignment is complete, students will read the texts they have created.

The **"Find"** method is also aimed at improving students' vocabulary, speech development and analytical thinking. Take, for example, a second-grade English lesson.

Topic: Animals,

Find the names of animals.

It has a long neck. Its color is orange. What is it? **(A giraffe)**

It has long nose and short tail. Its color is gray. What is it? (**An elephant**)

it has two legs. It lays eggs. Its color is black, white, gray and brown. What is it?

(A hen)

the purpose: to activate the lexical units used by the subject, the students is it? to develop the ability to use interrogation.

Homework: What kind of animal is it?

In conclusion, elementary education English classes offer a great opportunity for students to develop critical thinking skills. The teacher's job is to make the most of the available opportunities effectively and efficiently.

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