

Building Critical Thinking Skills in Primary Class Students

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ABSTRACT

Development of critical thinking skills in primary school students is one of the urgent tasks for pedagogues today. The article highlights some ideas about how to develop these skills in students in the classes of mother tongue and reading literacy.

KEYWORDS: *thinking, mentality, student, text, primary grade, mother tongue, reading literacy.*

Currently, reforms aimed at fundamental reform of the education system, improving the quality of teaching, introducing the national curriculum and updating textbooks are being carried out gradually and systematically in our country. Especially in the textbooks of mother tongue and reading literacy in primary school, special attention is paid to this matter, and there are great opportunities for children's freethinking.

Many interpret critical thinking as seeing both sides of a problem. There are also those who consider it as criticizing something and looking for flaws in it. In fact, critical thinking is the highest level of thinking, and it is the clear and rational thinking of a person. It means determining the logical connection between thoughts and ideas, understanding their relevance, evaluating them, and approaching problems consistently and comprehensively. Independent thinking, searching for new ideas is considered one of the main tasks of primary school mother tongue and reading literacy textbooks developed on the basis of the national curriculum in practice, and it is important to develop critical thinking skills in it. considered separately as an issue.

After each text given in today's practical mother tongue and reading literacy textbooks, there are questions and interesting tasks that encourage the student to think, and these exercises are aimed at understanding the essence of the given text, asking questions will be aimed at analyzing the situation.

In addition, critical thinking relies on helping to develop language skills, making it easier for students to express their ideas and opinions through clear and systematic thinking. The improvement of the expression style directly ensures the effective use of language capabilities of young children.

For example, let's look at this poem from the 1st grade Mother Tongue and Reading Literacy (Part 1) textbook:

The kind aunt-in-law

I have never let doing

My father my homework.

If I can't do it,

I will not tell my mother.

Any difficult issues

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My brother won't take it off.

"Do it yourself" my sister,

Answered "Stay away".

Always my homework

Will do... my aunt-in-law.

Xudoyberdi Komilov

This poem also encourages students to think critically. A problematic situation is created in the poem, that is, the main character of the work has difficulty doing his homework. Of course, this is a natural state. Often, if students do not understand the homework assigned to them, they ask their parents or close relatives at home for help with homework. Therefore, this child cannot fulfill the task assigned to him, and he does not even tell his parents about this. His brother does not want to help him. Similarly, his sister avoids him saying, "Do your homework yourself." At the end, the main character goes to his aunt-in-law, and she does the homework for him. This is a summary of the poem, followed by questions and assignments in the book.

1. What event is this poem about?
2. Describe the child who is narrating the events of the poem.
3. What grades do you think this child will get in school?
4. How do you think about letting others do your homework?

As you can see, the poem is not concluded, that is, there is no explanation as to whether this child's work is right or wrong. But the questions asked afterwards encourage children to think critically and analyze the situation. By getting acquainted with the poem, the child develops the ability to think, a personal opinion about the situation, and the difference between what is right and what is wrong.

Through the above questions, the child begins to understand and analyze the meaning of the poem. The teacher can add to these questions:

- If your relatives do your homework, can you do it yourself if you face the same task in class?
- If you can't do your homework, should you hide it from your parents?
- How can your parents help you if you have difficulty doing homework?
- Do you think the boy is doing the right thing?
- Is this boy's aunt-in-law really kind?
- What would you do in his place?

After answering the above questions, the reader determines the logical connection between the thoughts and ideas in the poem, makes an independent assessment of the phenomenon, and learns to approach problems in a consistent and detailed manner. After the students express their personal opinions about this child, the teacher summarizes the answers and draws a conclusion to this poem together with the children.

Let's take a look at the text from the next Grade 1 Mother Tongue and Reading Literacy book below. The text "Let's play chess" is taken from the "Agenda" section of the textbook, and the main content of this text is not to waste time, but to use it wisely.

Let's play chess

- Rustam, come to our house in the morning and we will play chess.
- Doniyor, I can't. In the morning, we want to go to the farmer's market with my grandfather.

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- Then come in the afternoon. We practice until the evening.
- We wanted to graft trees after lunch.
- Well, we can't prepare for the competition?
- If my father allows, I will come in the evening.

Here is a conversation between two friends, Rustam and Doniyor. They have to prepare for the upcoming chess tournament. Doniyor invites Rustam to play chess together and prepare for the competition. As you can see, Rustam is not wasting his time. He spends his free time helping family members. . After the conversation, the two friends agree to play chess at Doniyor's house in the evening if Rustam's father allows.

1. What did Doniyor offer to Rustam?
2. Why did Rustam not agree to the offer?
3. Did Rustam agree to go to Doniyor's after lunch?
4. Did Doniyor and Rustam have time to prepare for the chess tournament?
5. How to graft a tree?

These questions are given after the text, and the teacher can add to them as follows:

- How does Rustam spend his time? Doniyor?
- Which of them do you think will help their family members the most?
- Should we ask permission from our parents before leaving the house?
- If Rustam's father does not allow him, can he go to his friend's house?
- How do you think the story can end?

We have considered some methods of forming the skill of critical thinking through the examples given above. It should not be forgotten that in the current process of globalization, education of students who think independently and have their own opinion is the demand of the times. Through these small exercises, children gradually acquire the ability to correctly assess the situation, to summarize it, and to understand another idea hidden behind the idea.

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