

Factors for Teaching Critical Thinking through Organization of Written Work in Primary Education

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ABSTRACT

This article describes details the factor that teach elementary students to think critically through the organization of written work.

Keywords: education, investigation, diversity, activism, permission, risk taking, critical thinking.

It is known that primary school is the main foundation of the education system, during in this period students should be aware of writing as well as arithmetic skills, along with this learners need to develop thinking activity, independent thinker, understanding the idea of others, express one's thoughts freely and fluently, to perform independently and definitely to apply the acquired knowledge in one's work. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. Paul and Scriven go on to suggest that critical thinking is based on: "universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. It entails the examination of those structures or elements of thought implicit in all reasoning: purpose, problem, or question-at-issue, assumptions, concepts, empirical grounding; reasoning leading to conclusions, implication and consequences, objections from alternative viewpoints, and frame of reference. Critical thinking - in being responsive to variable subject matter, issues, and purposes - is incorporated in a family of interwoven modes of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, moral thinking, and philosophical thinking." In carrying out the above tasks, a teacher's new approach to the teaching process is one of the most important tasks today. It helps to study the students' work in a timely manner, to encourage their achievements, and to organize additional classes in order to eliminate the number of mistakes and shortcomings. Teachers can increase students' confidence in their own abilities and knowledge by correctly explaining their mistakes in increasing student engagement. As a result, their interest in science is growing.

It is a well-known fact that written work is one of the most important tools for determining a pupil's knowledge. Writing skills include all the knowledge and abilities related to expressing ideas through the written word. The ability to clearly communicate ideas through writing is in high demand for employers in any industry. Apart from that, it may be fundamental for engaging in professional and social activities. People who have competent writing skills may be

at an advantage to comply with the demands from present-day society and achieve accessing to better education or valuable jobs. As the school functions as a bridge between children life and adult life, it may be recommendable that students develop strong writing skills at this stage. However, this skill might be considered the most complex to acquire and teachers play a key role in guiding students through this process. Effective writing instructions, ways of assessing and feedback may be of paramount importance. This research paper purports to expose the diverse methods instructors may employ to assess students' written work and explore whether one is more effective than others. Written works identify gaps in students' knowledge and their knowledge and take measures to eliminate them. Written works are divided into 2 types and have an educational and investigative character. While written assignments help students reinforce the topics covered, develop thinking skills, and deepen knowledge, test dictations help to identify and fill in gaps in students' knowledge, and to reinforce the knowledge imparted is one of the educational conditions.

The written work is carried out in order to determine how the students have mastered the knowledge learned from the subjects. The written work is carried out after the completion of the relevant section of the curriculum and at the end of the quarter. their work ensures the selection of the appropriate conditions for the preparation of materials in accordance with the requirements of the State Education Standards of Uzbekistan, the avoidance of uniformity. The teacher is able to choose the text based on the nature of the students' knowledge and the requirements of the program. The elements that teachers need to master when designing control tasks must be designed with knowledge, skills, and competencies in mind.

It should be noted that there are factors that teach critical thinking through the organization of written work: - giving time and opportunity to gain experience in critical thinking;

- giving students the opportunity to think;
- acceptance of various ideas and opinions;
- Ensuring the active participation of students in the learning process;
- Students should be reassured not to laugh; - to inspire confidence in the ability of each student to think critically;
- The emergence of critical thinking should be appreciated.

In this regard, students:

- gain self-confidence and understand the value of their thoughts and ideas;
- active participation in the learning process;
- listen carefully to different opinions;
- be ready to formulate their own judgments and to withdraw from them. Time - critical thinking takes time. Pearson, Hansen, and Gordon (1979) argue that the creation of one's own ideas seems to lead to an archaeological study of previous ideas, imaginations, encounters, and experiences.
- express their opinions in their own words;
- exchange of critical opinions;
- be able to express their ideas and respond to constructive suggestions;
- be able to implement ideas in the form of specific ideas, in a comfortable environment and to fully and clearly express their ideas.

For freedom of critical thinking, students must be allowed to say, think, and create positive and negative things. Once students understand the permissible situations, they are actively engaged in critical analysis. Permission for critical analysis is based on the principle of consciousness. In doing so, the difference between analysis and exaggeration must be determined. Critical thinking is allowed in a friendly and productive environment where genuine purpose is to think.

Variety. As students think, different thoughts and ideas emerge. Colorful thoughts and ideas only emerge when the notion that there is a single answer is eliminated. When expressions are restricted, students' thinking is restricted. If there is only one answer, it is possible to use a variety of tools and processes to help students find that answer.

Activity. Critical thinking is directly related to the activity of students. Usually, students are slow listeners because the teacher is knowledgeable or the text reflects his or her knowledge, which leads to the belief that their knowledge is the responsibility of the teacher. The active participation of students in the learning process and their willingness to take responsibility for their studies provides the expected results in critical thinking. A pedagogical approach, such as encouraging students to think and share their ideas and opinions, increases their activism.

Risk. Free thinking is based on risk. In his educational work, it is necessary to encourage people who are not afraid to take risks. In the process of thinking, "stupid ideas" can also be cases in which unreasonable connections and concepts are put forward. The teacher should explain this to the students as a natural state of the learning process. you need to make sure you think in the environment you want.

Professors at WALDEN UNIVERSITY in the UK have developed 7 ways to teach critical thinking in the educational process for primary school pupils¹. Critical thinking skills are an increasingly important element of elementary education, but teaching them can often be a challenge for elementary school teachers.

From what critical thinking is to how to incorporate it into everyday lessons, we examine the essentials of this fundamental intellectual skill below.

➤ **Ask questions**

Asking questions, especially open-ended questions, gives elementary school students a chance to apply what they've learned and build on prior knowledge. It also allows them to problem-solve and think on their feet, and boosts self-esteem by providing an opportunity for students to express themselves in front of their peers.

➤ **Encourage decision-making**

Since a large part of teaching critical thinking skills revolves around applying knowledge and evaluating solutions, elementary school teachers should encourage decision-making as much as possible. This enables students to apply what they've learned to different situations, weigh the pros and cons of a variety of solutions, then decide which ideas work best.

➤ **Work in groups**

Group projects and discussions are another excellent way for elementary school teachers to encourage critical thinking skills. Cooperative learning not only exposes students to the

¹ Walden university professors

thought processes of their classmates, it expands their thinking and worldview by demonstrating that there's no one right way to approach a problem.

➤ **Incorporate different points of view**

Some of the very best critical thinking exercises for elementary school students involve exploring a concept from multiple perspectives. This tactic not only establishes that an idea should be assessed from different points of view before an opinion is formed, it gives students a chance to share their own viewpoints while listening to and learning from others.

➤ **Connect different ideas**

Connecting different ideas is key to teaching critical thinking. For example, elementary school teachers can ask students if they know anyone who has to take a bus to work, and if so, why it would be important for that person to also have a train schedule. Questions like these help children consider different situations (delayed buses, for example) and potential solutions (taking the train instead), helping them apply prior knowledge to new contexts.

➤ **Inspire creativity**

Imagination is key to teaching critical thinking in elementary school. Teachers should seek out new ways for students to use information to create something new. Art projects are an excellent way to do this. Students can also construct inventions, write a story or poem, create a game, sing a song—the sky's the limit.

➤ **Brainstorm**

Brainstorming, a time-honored tradition in elementary education, is an excellent learning tool. It's also an excellent critical-thinking exercise, especially when paired with visual elements that bring original thinking and classroom discussions to life.

In summary, as a result of schooling, young school students need to learn how to manage their thoughts, and when they need to, it needs to be done on a regular basis. When reading in primary school, children are aware, critical of thinking. This is because, as solutions are discussed in class, solution options are taken into account, and children learn to justify and prove their judgments.

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