

The Importance of Critical Thinking in the Process of Personal Development

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Abstract: In modern socio-economic conditions, one of the priority areas of higher education is the training of highly qualified specialists who have the necessary professional knowledge, are able to make independent and responsible decisions, and are creative in non-standard conditions. For example, the professional activity of a future lawyer includes knowledge of laws, regulatory legal documents, the ability to interpret them and apply them in practice. The competence of a lawyer is based on the ability to freely adapt to various situations, the ability to creatively solve problems, and openness to innovation and independent learning. These qualities are extremely relevant for a legal profession that requires high intellectual potential, on the basis of which the skills of comprehensively understanding existing problems and creatively solving them are formed. A high level of critical thinking is of great importance for this professional competence.

Keywords: critical thinking, personal development, knowledge, learning, skills, creative, decision.

Introduction

The term “critical thinking” has been around for a long time in educational circles, and is understood differently by different educators. For most educators, critical thinking refers to “higher-order” thinking—higher in the sense that it is at the top of Benjamin Bloom’s hierarchy of learning abilities. Philosophers often refer to critical thinking as the skills of reasoning and reasoning that enable students to read carefully, engage in thoughtful discussion, and express their ideas clearly and thoughtfully in writing. For literary theorists and historians, “critical” is an approach to a text that helps them to dissect the components of a text, critically examine the ways in which it affects the reader, and identify the reasons the author used to create the work.

In her book *The Psychology of Critical Thinking*, Diana Halpern writes that critical thinking “means a form of thinking that is characterized by balance, logic, and purposefulness.” [1]

Methodology

The project “Reading and Writing for Developing Critical Thinking” by Janie Steele, Curt Meredith, and Charles Temper states: “When a person thinks critically, he or she becomes familiar with ideas and considers the possible consequences of their implementation. [2] In this case, the person initially perceives these ideas with a certain degree of distrust and compares them with opposing points of view. To substantiate them, he or she uses a system of additional considerations and develops his or her own point of view on this basis.” Critical thinking is a complex process of creatively combining ideas and possibilities, rethinking and reconstructing concepts and information. It is also a process that occurs simultaneously at several levels of

active and interactive cognition. The person who thinks critically is less affected by tricks, and since he or she has his or her own system of views, he or she is free from various dangers. [3]

Critical thinking is the process of examining ideas and their significance from a multi-perspective perspective and comparing them with other ideas. This is the highest level of thinking, which is an intellectual activity that focuses on analysis, comparison, explanation, application, argumentation, novelty, problem-solving, or evaluation of the thought process. Critical thinking also develops communication and teamwork skills. [4]

Nowadays, teaching students to read and think critically is an important task. When faced with new information, students need to be able to independently evaluate it, look at it from different perspectives, and draw conclusions about its potential for use in their own needs and goals. To become a true critical thinker, students need to think creatively, challenge themselves, and acquire the skills to do so. [5]

Critical thinking requires:

- developing a unique perspective in the student;
- the ability to justify the superiority of one opinion over another;
- the ability to solve complex problems;
- the ability to argue with evidence;
- the ability to work together to develop a common opinion;
- the ability to understand how life experiences influence views and perceptions.

Results and Discussion

Developing critical thinking is not an easy task. It is not something that can be taught at a certain age and forgotten. There are no clear-cut paths to critical thinking. However, there is a certain set of teaching conditions that can be used to foster critical thinking. In particular, the following conditions are necessary:

1. Provide time and opportunity for critical thinking to be practiced.
2. Provide students with opportunities to think.
3. Accept a variety of ideas and opinions.
4. Allow students to actively participate in the learning process.
5. Reassure students that no one will laugh at them.
6. Reassure each student that he or she is capable of critical thinking.
7. Value the emergence of critical thinking.

At the same time, students should:

1. Develop self-confidence and understand the value of their own ideas and opinions.
2. They should actively participate in the learning process.
3. They should listen to different opinions with respect.
4. They should be ready to form their own opinions or refrain from doing so.

The elements of critical thinking are as follows:

- first, critical thinking is independent thinking.
- second, information is not the result of critical thinking, but its beginning.

Knowledge is a motivating factor for a person to think critically. Sometimes it is also said that “thinking with an empty head is difficult.” To create a complex thought, it is necessary to process a lot of “raw material” - evidence, ideas, texts, theories, data, concepts. [6]

- third, critical thinking, questioning and solving According to the American philosopher and educator J. Dewey, critical thinking appears in students only if they begin to deal with a certain problem. “The most important question that can be asked about a situation or event, which is the starting point of the learning process, is the question that tells us what kind of problem it poses.”
- Fourth, critical thinking seeks reliable evidence.

A critical thinker finds his own solution to a problem and backs up this decision with rational, well-founded evidence. He recognizes that there may be other solutions, but he tries to prove that the solution he chooses is the most logical and rational in comparison with others.

- Fifth, critical thinking is also social (every person is a social organism).

Conclusion

Any thought is only sharpened when it is shared with others, or as the philosopher Hannah Arendt wrote: “being with someone makes me whole.” When we argue, read, participate in discussions, express objections, and exchange ideas with others, we clarify and deepen our point of view.

Critical thinking is most clearly manifested in writing. In writing, it is possible to observe the process of thinking, and this also creates convenience for the teacher. The student who writes is always active. He always thinks independently, and in this he uses all the knowledge available to him. He puts together enough reliable evidence to support his opinion. In addition, it is social in nature. Because the writer writes for the reader. [7]

Critical thinking is a thought based on the ability to express one's own opinion on a specific issue or problem, critically re-perceive the opinions of others, thoroughly justify one's own opinion and maintain it. In general, thinking is a psychological category, it is a process that includes thoughts about a certain issue, situation, situation. [8]

In critical thinking:

- an objective approach to the problem is taken;
- open thoughts are encouraged;
- thorough understanding, mutual sincerity and respect are given special attention;
- a wide opportunity is created for a person to think freely;
- if incorrect subjective thoughts are expressed, their error is justified;
- there is no barrier between the teacher and the student;
- the content of the problem is presented in a way that is consistent with the needs of students and is clear;
- educational materials are used effectively in solving the problem;
- pluralism of thoughts (various thoughts) and views are integrated;
- education is carried out through a sincere, open relationship between the teacher and the students;
- favorable conditions are created for students' independent learning, and interactive methods are selected for independent learning in accordance with the level of students' readiness, etc.

The factors of critical thinking are the emergence of students' inner feelings, teaching them to think logically, intellectually, analytically, to compare ideas, to form a worldview. In this case, the talents of students are revealed, their skills are formed, their critical point of view is strengthened, and the student acquires new knowledge. [9]

Thus, critical thinking is associated with the activity of students. The method of critical thinking in the learning process is based on the active participation of students and convinces them of their responsibility for education, that is, critical thinking gives the expected effect in education: it teaches students to make the right decisions to effectively solve social, scientific and practical problems in life. [10]

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