

Methods and Techniques for Developing Critical Thinking in Reading Literacy Lessons in Elementary Grades

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Abstract: This article is devoted to understanding the basic meaning of critical thinking. It is necessary to pay attention to the fact that the development of critical thinking is a natural way of interaction; the starting point for the development of thinking. Understanding and awareness of society to think about what they do and why, what they believe in and why. Not a single day should pass without these questions. The work will analyze the main tasks of developing reading skills of primary school students.

Keywords: critical thinking, tasks, ability, learning, primary school, formation, skills, program, development, assessment.

Introduction

Critical thinking is a key skill of our time, allowing us to analyze information, draw conclusions and make decisions based on the analysis, as well as form our own opinion and defend our position.

In today's world, we are surrounded by information, it comes from different sources and needs to be rethought and verified for accuracy. Thanks to critical thinking, we see inconsistencies and contradictions, we can filter out inaccurate data and separate facts from their interpretation.

What is critical thinking? The answer to this question can be given in the following words: "This is a person's ability to realistically evaluate the events happening around him, to determine his "I" in it." Not every adult can do this. Therefore, it is necessary to develop independent thinking, which is individual in nature, from childhood. Considering the work in modern schools, namely in teaching primary school students, we can say that interdisciplinary connections are introduced, the so-called integration. "Reading: working with information". The task of primary school teachers today is not so much to develop reading skills in students, but to provide opportunities for developing the ability to work with information as an indicator of the general development of the individual.

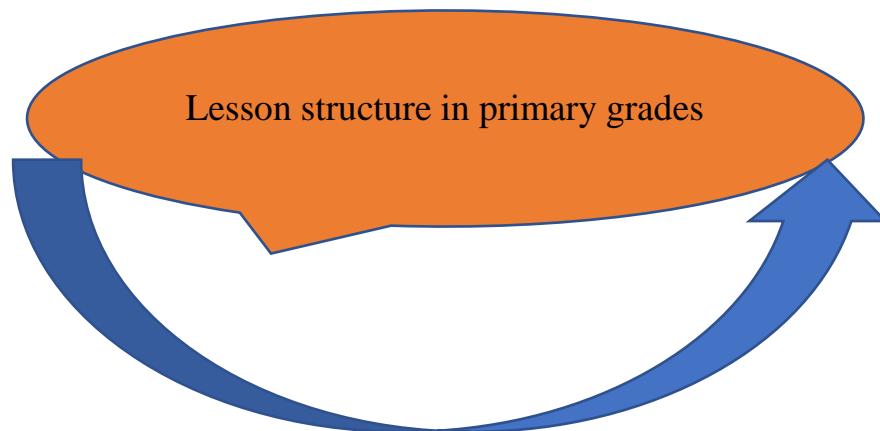
As a result of the work, we can say with certainty that after studying all subjects without exception, graduates, that is, students after the fourth grade, will be able to search for information, select and record the necessary information, systematize, compare, analyze and generalize information, interpret and transform it.

Methodology

Innovation in the study of basic disciplines by primary school students in the education system cannot be achieved within the framework of traditional education. The development of critical thinking in primary school students is relevant.

Developing critical thinking is a natural way of interacting; a starting point for developing thinking. "People need to think about what they do and why, what they believe and why. Not a single day should pass without these questions.

Methods and techniques for developing critical thinking in elementary school lessons can be used at the level of knowledge of the world, literature (reading), Russian language, and less often – in mathematics lessons.



Challenges Comprehension Reflection According to this scheme, we can say that it corresponds to the stages of human perception. In the development of critical thinking of primary school students, you first need to tune in, remember what you know about this topic, then get acquainted with new information. After analyzing the data, you can then think about where you can apply the knowledge you have gained. Challenge is one of the main aspects. It helps students consolidate the knowledge they have gained on a particular topic. Then, primary school students recall what they know and ask questions they would like to answer. "Any opinion is valuable" (5 min.) Understanding is the second aspect in learning and receiving new information, but not from the teacher. Independent work by primary school students is very important here. Accompanied by the actions of primary school students (30 min.) Reflection – the third aspect is the summation, systematization of new information received by the primary school student; correction of ideas received at the challenge stage (10 min.) I. The challenge phase. The tasks of this phase are:

- 1) Setting the objectives of the lesson.
- 2) Activating the students' cognitive activity.

Remember, what do we learn best? Usually, it is information on a topic that we already know something about. If you give the student the opportunity to analyze what he already knows about the topic being studied, this will create an additional incentive for him to formulate his own goals and motives. During the implementation of the challenge phase:

Students:

- can express their point of view on the topic being studied;
- record their statements on the board or sheets of paper;
- work individually and in small groups.

Teacher:

- stimulates students to remember what they already know on the topic being studied;
- promotes a conflict-free exchange of opinions in groups, recording and systematization of information received from schoolchildren;
- asks to make assumptions or forecasts on an unfamiliar stated topic.

In case of successful implementation of the challenge phase in the classroom, a powerful incentive arises for work at the next stage - the stage of obtaining new information. II. The phase of understanding the content. (Semantic stage) Most often, acquaintance with new information occurs in the process of its presentation by the teacher, much less often - in the process of reading or watching materials on video or through computer training programs. In this case, the possibility of its understanding is practically excluded. The main task of this phase is to monitor your understanding when working with the material being studied. Setting goals in the process of getting acquainted with new information is carried out when it is superimposed on existing knowledge. In the phase of understanding the content:

Students:

- make contact with new information;
- try to compare this information with existing knowledge and experience;
- focus their attention on finding answers to previously arisen questions and difficulties;
- pay attention to ambiguities, trying to ask new questions;
- strive to track the process of getting acquainted with new information, pay attention to what exactly attracts their attention, what aspects are less interesting and why;
- prepare to analyze and discuss what they heard or read.

Teacher:

- can be a direct source of new information;
- if students work with text, the teacher monitors the level of activity in the work, attentiveness when reading;

To organize work with the analyzed text, the student is offered various techniques for thoughtful reading and reflection on what has been read.

III. The reflection phase. This is careful weighing, analysis, evaluation and choice.

In the process of reflection, the information that was new becomes analyzed and turns into personal knowledge. It becomes the main goal of the students' and the teacher's activities.

At the reflection phase:

Students:

- become aware of their "I", their experience of their own actions and the actions of other students and the teacher;
- rethink the knowledge they have acquired, the formation of experience, and the development of personality.
- holistic understanding, generalization of the information they have received;
- form their own attitude to the material they are studying.

Teacher:

- is aware of his own actions and the actions of his students;
- gains new teaching experience, development of skills;
- sees the effectiveness of the teaching process.

In the course of studying and applying methods and techniques for developing critical thinking in elementary school lessons, we identified the most suitable ones for each phase of the lesson.

For example: When analyzing texts from the textbook "Reading Literacy" 2nd grade 3rd quarter, a comparative table is used:

| Lines of comparison | "Nartay and the Snowman" | "Visiting Grandfather Frost" | "Swallow" |
|-----------------------|--------------------------|------------------------------|-----------|
| Vocabulary work | | | |
| Main characters | | | |
| Actions, deeds | | | |
| Description of nature | | | |
| What does it teach? | | | |

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