



ON SEVERAL FUNCTIONS OF A CRITICAL PERSON

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Abstract. *Critical thinking involves developing a person's ability to identify problems, analyze and synthesize information from any source, evaluate it, propose alternatives, and choose problem-solving methods. This belief and action is an intellectual and disciplined process of conceptualizing, applying, analyzing, synthesizing, and evaluating data collected or generated through observation, experience, reasoning, learning, or association. The article discusses these issues.*

Keywords: *function, critical thinking, problem-solving, activity, discipline, confidence, analysis, synthesis.*

The 21st century is characterized by many specialists in the fields of psychology, pedagogy, and neuropsychology as an entirely new realm in the field of education, driven by high rates of growth, intellectual wealth, and employment. The theoretical foundation of education goes to the second level, and at the first level, we observe the necessity of applying acquired knowledge in practice even more strongly, along with the flexibility of thinking, skills of rapid adaptation to the situation, analysis, and reflection. Information is characterized by its rapid distribution, increasing quantity, and the need for constant verification, which inevitably affects human cognitive activity. Based on this, in modern education, the development of students' cognitive abilities and their rapid adaptation to the realities of the surrounding world and the information-rich environment are prioritized. Based on this, it can be concluded that any activity utilizes both external and internal processes, and in education, especially when teaching adolescents who currently have a relatively low motivation to learn, it is necessary to work not only with them to perform memorization exercises but also to develop their mental and psychological abilities.

V.D. Shadrikov emphasizes that thinking is multifunctional, it initiates understanding, helps solve emerging problems, works with goal setting, and triggers reflection. Thinking is a product formed on the basis of ongoing internal processes and resulting motivations for action [1].

I.O.Zagashev, I.A.Mushtovinskaya, S.I.Zair-Bekler also participate in the implementation of educational activities, therefore it is very important to pay attention to its development (especially the development of critical thinking) in teaching schoolchildren [2].

A.N. Leontiev, studying the nature of thinking, repeatedly demonstrated its connection with practical activity, since thinking is always determined by motives and is carried out



with the help of actions and operations (under operations he understands synthesis, analysis, generalization, etc.) [3]. The psychologist also pointed out that the motives of thinking are often connected with the motives of activity in which thinking is involved. There are also specific motives for thinking activity, such as the desire to learn something new.

Analysis also has several characteristics: a relational nature and generalization. A person does not always directly know the world around them; sometimes, they use their existing experience for this purpose, and through this experience, they learn by utilizing their senses and theoretical knowledge. Moreover, recognizing the interconnectedness of all things, we generalize experience and shape thinking.

D. Halpern views thinking as a structure of knowledge [4]. He explains thinking from the perspective of the experience previously acquired by others; by studying it, we only form a new chain of knowledge. We construct such structures to connect existing knowledge with newly acquired knowledge, so that each piece of knowledge, as D. Halpern noted, is characterized by its uniqueness, and behind it stands the individual.

To understand the role of critical thinking in the general system of thought theory, let's consider the classification of thinking. L.S. Vygotsky, depending on the type of influence, distinguishes three types of thinking: visual-motor, visual-figurative, and verbal-logical [5].

A.V. Brushlinsky, based on the level of novelty of the product of thinking activity, distinguishes productive and reproductive thinking. O.K. Tikhomirov takes into account the nature of the course of thinking activity and defines analytical and intuitive thinking. S.L. Rubinstein [6], B.M. Teplov based voluntary and involuntary thinking on the degree of voluntariness on the type of problem solved and distinguished practical thinking [7].

Only in the works of G. Lindsay, K.S. Hall, and R.F. Thompson do we encounter creative and critical thinking. Among the scholars who studied critical thinking and identified it as a form of critical thinking, P.B. Gurevich categorized it into logical, creative, and critical types, calling them the highest level of human intellectual abilities [8]. In this case, logical thinking operates according to rules and includes various thinking operations, such as synthesis and analysis; creative thinking creates a new product or idea and moves on creative assumptions; critical thinking is the highest level of thinking, allowing one to distinguish between truth and falsehood in ideas, identify them, and respond to them. As a result, it enables the analysis, evaluation, justification, or refutation of the obtained information [9].

As we have determined, critical thinking is a type of thinking that allows us to evaluate the information received. This is especially important in the 21st century, when we observe a certain amount of information and must be able to evaluate various sources of information in terms of their relevance, usefulness, reliability, and, moreover, choose what to believe and what not to believe. Forming all of the above in students' skills is especially



important in adolescents whose psychology is still very unstable and more adapted to external influences than in adults.

Critical thinking combines metacognition (knowledge about knowledge), logical evaluation of information sources, and the selection of appropriate strategies for solving emerging problems.

From the perspective of developing critical thinking skills in primary school students in native language and reading literacy lessons, the general conclusion of these ideas is that critical thinking can be developed from childhood in native language and reading lessons through in-depth analysis of texts (for example, evaluating the author's opinion, identifying hidden meanings), group discussions (analyzing alternatives and finding agreed solutions), reflexive tasks (justifying one's opinion and correcting mistakes), and problem-oriented methods (predicting results and selecting the optimal solution). The joint participation of these researchers provides a solid scientific basis for educating primary school students as independent, rational, and active thinkers, moving away from passive learning and ultimately increasing their cognitive and social development.

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