SJIF Impact Factor: 7.001| ISI I.F.Value:1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 5 | Issue: 5 | May 2020 - Peer Reviewed Journal

ABOUT INTERPRETATIONS OF THE CONCEPT OF CRITICAL THINKING

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ABSTRACT

The concept of "critical thinking" is not a discovery of recent years. This concept has been studied and researched by many foreign and domestic scientists. This article discusses the interpretations of the concept of "critical thinking" provided by current scholars. .

KEYWORDS: *in the field of pedagogy, psychology, philosophy, "critical thinking", "analytical thinking", "creative thinking", different views, opinions, negative situation, result, process, directions, goals, innovative technologies.*

INTRODUCTION

The study of critical thinking as the basis of educational technologies of the XXI century is recognized as one of the priorities in the field of pedagogy, psychology, philosophy.

There are different views, interpretations and opinions about the concept of "critical thinking". In some studies, this concept is equated with a negative situation because it requires evaluation, in other studies, this concept is interpreted as "critical thinking", "analytical thinking", "creative thinking".

Although the term "critical thinking" has been investigated by psychologists L.S. Vygotskiy [1], J. Piaget [2], there are now ideas that interpret critical thinking based on everyday life perceptions as a negative thing, a rejection, a tendency to put everything in opposition. However, M.V.Clarin [3] studies have shown that the development of critical thinking has become one of the main goals of education in the United States since the 1980s and in European countries since the 1990s. E. Glasser has developed a critical thinking program that includes tests to think, draw conclusions, recognize assumptions, and evaluate the conclusion and validity of evidence. Critical thinking, according to E. Glasser, is the ability to assess the validity of judgments, the description of actions and the degree of their reasonableness (reasonable), to find the limits of application.

MATERIALS AND METHODS

Critical thinking is a process, not just a result, but a constant effort to "determine assumptions". "When we try to understand someone's idea, our critical thinking becomes passive: we only perceive ideas created by someone before us. Critical thinking only begins when new, already understood ideas are tested, evaluated, and developed. In that case, you never reach the final stage of critical thinking. This is a lack of confidence in the general truth. "[4] The result of critical thinking can be a new approach to decision-making, perspective, suggestion, and the solution of an important problem. In addition, not only old problems but also new problems can be solved using critical thinking.

Critical thinking is interpreted by Richard Paul and Linda Elder of the California Center for Critical Thinking as "the ability to think in a way that recognizes the strengths and weaknesses of thinking and consequently the ability to shape thinking in a new way" [5]. "Such thinking is the ability to comprehend the basic elements of thinking (purpose, question, information, conjecture, interpretation, understanding, perspective) and evaluate these elements using intellectual criteria and standards: (acceptability, accuracy, relevance, depth, breadth, and logic). includes ".

"Critical thinking," writes C. Wade, "is the ability and desire to make an objective assessment based on well-proven reasons. Such an ability is to see shortcomings in the fundamentals and to resist those who do not have clear evidence. In any case, critical thinking is not just negative thinking, but enhances the ability to be creative and constructive to create possible explanations for findings, to think

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about additions, to add new knowledge to a wide range of social and personal problems. ". [6]

Emotions, creative imagination, value relationships are an integral part of critical thinking [6]. Clearly, critical thinking involves factors that lead the thinking process to the conclusions we make or are taken into account in decision making. It covers factors such as balance, logic, attention and control. Critical thinkers develop the ability to understand their own thought process.

The definition of critical thinking is also contained in an abstract prepared by Michael Skriven and Richard Paul for the National Council for Critical Thinking Teaching (USA): "Critical thinking is an intellectually disciplined process of active, skillful application of analysis, generalization, and evaluation. Review (literature) , constitutes the guiding principle of the views and behaviors accumulated or acquired as a result of experience, thinking, explanation or communication. "

The American National Council on Critical Thinking describes critical thinking as an intellectual process, understanding, applying principles and concepts, interpreting information gained through experience, reflection, or communication as a guide to action or belief. Critical thinking is rational, reflective thinking that seeks to decide what to believe or how to act. The American National Council for Critical Thinking teaches critical thinking to universal requirements (standards) of intellectual ability such as accuracy, validity, relevance, depth, objectivity, logic, and objectivity. thinks he has to answer. The mechanism of critical thinking includes mental operations that determine the process of thinking and proving: setting goals, identifying problems, making hypotheses, presenting evidence, substantiating them, predicting consequences, accepting or rejecting an alternative point of view. Critical thinking means evaluation, reflective thinking.

It is difficult to draw a clear line between critical and creative thinking. We can say that critical thinking is the starting point for the development of creative thinking, moreover, critical and creative thinking develops in close interdependence.

In 1990, a two-year Delphi [8] project led by the American Philosophical Association was completed, resulting in a clear definition of critical thinking. According to the Delphi project, critical thinking is a goal-oriented, self-controlling decision, a human intellectual process.

Critical thinking is necessary as a research tool. It is therefore a source of education and a powerful source in everyone's life and community life. According to Delphi, a critical thinker is a person who is curious, knowledgeable, persuasive, open-minded, flexible, fair-minded, ready to consider harmless, wise decision-makers, diligent in finding the information he needs, eager to research, and determined to achieve results. Therefore, the goal of teaching critical thinking is to approach perfection, the ideal. The educational process combines the development of critical thinking skills and attitudes that are the foundation of a democratic society. The team of experts found that no one can have all the skills and competencies that are the basis of critical thinking.

Critical thinking involves the structure of skills and tendencies. It consists of the following cognitive skills: interpretation, analysis, evaluation, conclusion, explanation, and self-management that define its essence. Experts do not consider critical thinking to be a separate topic for study. Critical thinking is applied in all areas of life and education. In addition to reading and writing, guidelines for the application of critical thinking can be used in programs enriched with specific science content or as a basis for the development of personal critical thinking. The analysis of critical thinking skills is based on the following: critical thinking skills go beyond the boundaries of a particular subject, successful teaching requires certain knowledge, and includes specific methods and techniques of decision making.

RESULTS AND DISCUSSIONS

P. Facion's definition is of particular importance: critical thinking is a self-regulating, goal-oriented, regulated thought, the results of which are interpretation, analysis, evaluation, explanation of clear, conceptual, methodological, criteria, and structural factors on which it is based. [8]

By putting all the existing approaches to the problem of critical thinking into a specific system, three directions can be distinguished in its interpretation:

In the first direction, criticality is interpreted as an individual trait that affects the nature of mental activity. L.S. Vygotskiy, Yu.A. Samarin, B.M. Teplov argues that the criticality of thinking influences the course of mental processes as a generalization of human experience. The study of mental qualities as individual parameters of mental activity A.I. Conducted in Lipkina's research. According to the author's approach, a person's mental activity is determined not only by the objective content, but also by certain parameters that characterize the stable factors that regulate the subject's thinking process.

In the second direction, critical thinking is interpreted as a constitutional education of the effectiveness of external influences. In the study of B.V. Zegarnik, critical thinking is considered as a means of regulating behavior, an indicator of the

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safety of the personal motivational sphere [9, p. 82]. He believed that the critique of consciousness is a manifestation of the control function of thinking, which consists in the ability of an individual to examine and correct his actions in accordance with objective conditions.

In the third direction, critical thinking is presented as an ability, a skill of mental activity. Critical thinking is "the ability to carefully test all the evidence for and against emerging hypotheses and to test these hypotheses comprehensively" [10, 78], "the ability not to succumb to the persuasive influence of other people's opinions ..." [11; Page 177]); the ability to identify the pros and cons of the work and formulate suggestions for correcting errors [p. 12.8].

Despite the diversity of interpretations of critical thinking, its goals, structure, strategy, functions, and conditions of development are not clearly and completely defined. Nevertheless, the scientific research of the above researchers highlights the following goals of critical thinking:

1) Studying the problem of using the situation, information or hypothesis;

2) evaluating of the sufficiency and effectiveness of the stages and results of mental activity;

3) Determine the validity of possible options;

4) Identifying of advantages, identification and correction of shortcomings;

5) Knowing of conflicts and errors that arise in the course of activities and their disclosure and elimination;

6) Selection of additional materials to refute or confirm the hypotheses;

7) Controlling over the activities carried out;

8) Finding alternatives to problem solving;

9) Elimination of stereotypes of common thinking, generally accepted views;

10) Encouraging the promotion of new ideas;

11) Identifying of a new information search area to solve the problem faster and more efficiently;

12) Development of organizational and communication skills of the person;

13) Search for the most effective ways to acquire knowledge and solve problems;

14) Verification of the correctness, validity of the verdicts, ie approach to the truth;

Based on incomplete interpretations of critical thinking technology, it should be noted that the application of such technology provides an opportunity to perform a number of educational, developmental and pedagogical tasks. Such tasks include: "critical thinking" [13], solving complex problems based on information analysis, analyzing alternative ideas, identifying cause-and-effect relationships, comparing and drawing conclusions, and engaging in communication with others.

CONCLUSION

Critical thinking is the ability to logically analyze information, make informed judgments and decisions, and apply the results obtained to standard and non-standard situations and problems.

Critical thinking forms new types of thinking, aimed at a more complete and in-depth study of topics, the use of which allows to clarify situations with a high level of uncertainty, creates a basis for new types of personal activities.

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