academic publishers

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE (ISSN: 2692-5206)

Volume 04, Issue 02, 2024

Published Date: - 03-05-2024

NURTURING CRITICAL THINKERS: APPROACHES AND ACTIVITIES FOR BUILDING CRITICAL THINKING SKILLS IN PRIMARY STUDENTS

Abduraimova Gulruh Samadovna
a teacher at Karshi International University, Kashkadarya, Uzbekistan

Annotation
In today's rapidly changing world, critical thinking has emerged as a crucial skill for success in academic pursuits and beyond. Developing critical thinking skills from an early age is essential to equip primary students with the ability to analyze, evaluate, and synthesize information effectively. This article explores various approaches and activities that educators can employ to foster critical thinking in primary students. From questioning techniques to problem-solving tasks, these strategies aim to empower young learners to think critically, make informed decisions, and navigate complex challenges. By integrating these approaches into the primary curriculum, educators can nurture a generation of confident, independent thinkers poised to thrive in the 21st century.

Keywords
Critical thinking, Primary education, Teaching strategies, Inquiry-based learning, Problem-solving, Cognitive development.

Аннотация
В современном быстро меняющемся мире критическое мышление стало важнейшим навыком для достижения успеха в академической деятельности и за ее пределами. Развитие навыков критического мышления с раннего возраста необходимо для того, чтобы дать учащимся начальных классов возможность эффективно анализировать, оценивать и синтезировать информацию. В этой статье рассматриваются различные подходы и мероприятия, которые преподаватели могут использовать для развития критического мышления у учащихся начальных классов. Эти стратегии, от методов постановки вопросов до задач по решению проблем, направлены на то, чтобы дать юным ученикам возможность критически мыслить, принимать обоснованные решения и решать сложные задачи. Интегрировав эти подходы в начальную учебную программу, преподаватели смогут воспитать поколение уверенных в себе, независимых мыслителей, готовых процветать в 21 веке.

Ключевые слова
критическое мышление, начальное образование, стратегии обучения, обучение на основе запросов, решение проблем, когнитивное развитие.

Annotatsiya
Bugungi tez o'zgarib borayotgan dunyoda tanqidiy fikrlash ilmiy izlanishlarda va undan tashqarida muvaffaqiyatga erishish uchun muhim mahorat sifatida paydo bo'ldi. Boshlang‘ich sinf o‘quvchilarini axborotni samarali tahlil qilish, baholash va sintez qilish ko‘nikmalari bilan qurollantirish uchun erta yoshdan tanqidiy fikrlash ko‘nikmalarini shakllantirish muhim ahamiyatga ega. Ushbu maqola boshlang'ich sinf o'quvchilarida tanqidiy fikrlashni rivojlantirish uchun o'qituvchilar foydalanishi mumkin bo'lgan turli yondashuvlar va tadbirlarni o'rganadi. Savol berish usullaridan muammoli vazifalarni hal qilishgacha bo'lgan bu strategiyalar yosh o'quvchilarni tanqidiy fikrlash, ongli qarorlar qabul qilish va murakkab muammolarni hal qilishga yordam berishga qaratilgan. Ushbu yondashuvlarni boshlang‘ich o‘quv dasturiga integratsiyalashgan holda, o‘qituvchilar XXI asrda rivojlanishga tayyor, o‘ziga ishongan, mustaqil

fikrlaydigan avlodni tarbiyalashi mumkin.

Kalit so‘zlar

Tanqidiy fikrlash, Boshlang‘ich ta’lim, O‘qitish strategiyalari, So‘rovga asoslangan ta’lim, Muammolarni yechish, Kognitiv rivojlanish.

Introduction: In an era characterized by rapid technological advancements and global interconnectedness, the ability to think critically has never been more important. Critical thinking empowers individuals to analyze information, evaluate arguments, and make informed decisions. For primary students, developing these skills lays a foundation for academic success and lifelong learning. In this article, we will explore various approaches and activities designed to cultivate critical thinking skills in young learners.

Approaches to Building Critical Thinking Skills:

Questioning Techniques: Encouraging students to ask and answer questions fosters curiosity and stimulates critical thinking. Educators can employ strategies such as Socratic questioning, which prompts students to explore underlying assumptions, evidence, and alternative viewpoints.[1]

Inquiry-Based Learning: By engaging students in hands-on investigations and research projects, inquiry-based learning promotes critical thinking and problem-solving. Encouraging students to formulate hypotheses, gather data, and draw conclusions nurtures their analytical skills and encourages independent inquiry.[1]

Collaborative Learning: Collaborative activities provide opportunities for students to exchange ideas, debate perspectives, and construct knowledge together. Through group discussions, debates, and peer reviews, students learn to consider diverse viewpoints, communicate effectively, and critically evaluate their own thinking.[1]

Metacognitive Strategies: Teaching students metacognitive strategies, such as goal setting, self-reflection, and monitoring their own thinking processes, enhances their ability to think critically. By encouraging students to reflect on their learning experiences and adjust their approaches accordingly, educators empower them to become self-directed learners.[1]

Problem-Solving Tasks: Presenting students with real-world problems and challenges encourages them to apply critical thinking skills in practical contexts. Whether solving math problems, conducting scientific experiments, or addressing social issues, problem-solving tasks require students to analyze information, generate solutions, and evaluate their effectiveness.

Activities for Developing Critical Thinking Skills:

Mystery Bag: Place a variety of objects in a bag and have students reach in, feel the objects without looking, and describe them using sensory details. This activity encourages observation, inference, and deductive reasoning.[2]

Socratic Circles: Organize small-group discussions where students explore open-ended questions related to a text or topic. By engaging in dialogue and defending their perspectives, students develop analytical thinking and communication skills.[2]

Mind Mapping: Have students create visual representations of concepts, ideas, or problem-solving strategies using mind maps. This activity promotes critical thinking, organization, and synthesis of information.[2]

Case Studies: Present students with real-life scenarios or dilemmas and ask them to analyze the situation, identify key issues, and propose solutions. Case studies encourage students to apply critical thinking skills in contextually rich situations.[3]

Debate: Divide students into teams and assign them opposing viewpoints on a controversial topic. Through research, argumentation, and rebuttal, students develop critical thinking, persuasive communication, and respectful discourse skills.[4]

Conclusion: Building critical thinking skills in primary students is essential to preparing them for success in a rapidly evolving world. By incorporating approaches such as questioning techniques, inquiry-based learning, collaborative activities, metacognitive strategies, and problem-solving tasks, educators can cultivate the critical thinking abilities of young learners. Through engaging activities like mystery bags, Socratic circles, mind mapping, case studies, and debates, students develop the analytical, evaluative, and creative thinking skills necessary to navigate complex challenges with confidence and competence.

References:

Ennis, R. H. (2015). Critical thinking: A streamlined conception. Routledge.[1]
Paul, R., & Elder, L. (2006). Critical thinking: The nature of critical and creative thought. Journal of Developmental Education, 30(2), 34-35.[2]
Brookhart, S. M. (2010). How to assess higher-order thinking skills in your classroom. ASCD.[3]
Ritchhart, R., Church, M., & Morrison, K. (2011). Making thinking visible: How to promote engagement, understanding, and independence for all learners. Jossey-Bass.
Lipman, M. (2003). Thinking in education. Cambridge University Press.
National Research Council. (2012). Education for life and work: Developing transferable knowledge and skills in the 21st century. National Academies Press.
Perkins, D. N., Jay, E., & Tishman, S. (1993). Beyond abilities: A dispositional theory of thinking. Merrill-Palmer Quarterly, 455-478.
Tishman, S., Perkins, D. N., & Jay, E. (1995). The thinking classroom: Learning and teaching in a culture of thinking. Allyn & Bacon.[4]