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The Importance of Developing Critical Thinking Ability in Primary Education

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Annotation: *In this scientific article the author clarifies what critical thinking is, how much importance it has in childrenhood and identifies several 8 dimensions of universal intellectual standards, namely: clarity, accuracy, precision, relevance, depth, breadth, logic, fairness. identified several 8 dimensions of universal intellectual standards, namely: clarity, accuracy, precision, relevance, depth, breadth, logic, and fairness. In the basic clarification, critical thinkers try to better understand to what is claimed by others. It covers many abilities, including: identify conclusion, and assumptions, premises, and logical structure and processes passed by to come up to the conclusion.*

Keywords: critical thinking, interpretation, analysis, time, permission, variety, activity

1. Introduction

In the context of Uzbekistan, where great reforms are taking place, the presence of independent-minded young people are the matter of time, because only people with a personal outlook will be able to achieve success in the development of society. One of the main factors of the policy pursued in the republic is the development and upbringing of talented people with deep thinking, independent outlook. Because the psychology of being dependent on the opinions of others, following different ideologies, will undoubtedly lead to the decline of the spirituality of society.

The development of the ability to think is the highest result of the process of thinking as a way of perceiving being, reality. It is activity-related and is formed in the process of independent work. The existence of things and events is related. Understanding, proving, explaining, and thinking are the gradual stages in the formation of a relationship that changes when there is a breakdown. Thinking is a life-giving force. That is, man lives by independent thinking. A mindless person becomes a dead body unable to create and grow.

Focusing solely on the content of knowledge in education leads to inefficient teaching. Only a thinking student can master knowledge. That's why it's so important to teach students to think.

It is known that the main purpose of the study is to identify advanced ways to develop the thinking skills of primary school students, to develop the factors influencing it, to recommend the results of experiments on the problem in practice. The conclusions drawn from scientific and methodological experiments, the ideas put forward, methodological recommendations, educational technologies play an important role in determining the effectiveness of the developed system. Firstly, we should find out the meaning of critical thinking.

2. Literary Review

Many experts have proposed definitions of critical thinking. Ennis (2011) suggested that critical thinking is reasonable and reflective thinking focused on deciding what to believe or do. This is similar to Ruggiero (2012) who suggested that the main idea involved in critical thinking is evaluation. Ruggiero claimed that critical thinking is a process by which we test claims and arguments and determine which have merit and which do not. Therefore, to think critically means to evaluate the correctness, the merit, and the validity of claims or arguments. The Open University (2008) proposed that critical thinking skills entail: (1) actively seeking all sides of an argument, (2) testing the soundness of the claims made, and (3) testing the soundness of the evidence used to support the claims. A more detailed proposition about critical thinking processes was suggested by Facione (2011) and Cottrell (2005). Facione (2011) expressed that there are several cores of critical thinking skills, namely: (1) interpretation, (2) analysis, (3) inference, (4) evaluation, (5) explanation, and (6) self-regulation. Meanwhile, Cottrell (2005) identified critical thinking is a complex process of deliberation which involves a wide range of skills and attitudes, such as: (1) identifying other people's positions, arguments, and conclusions; (2) evaluating the evidence for alternative points of view, (3) weighing up opposing arguments and evidence fairly; (4) being able to read between the lines, seeing behind surfaces, and identifying false or unfair assumptions; (5) recognizing techniques used to make certain positions more appealing than others, and persuasive devices; (6) reflecting on issues in a structured way, bringing logic and justifiable, based on good evidence and sensible assumptions; (7) drawing conclusions about whether argument are valid and justifiable, based on good evidence and sensible assumptions, (8) presenting a point of view in a structured, clear, well-reasoned way that convinces others.

The above paragraphs express that critical thinking is a very complicated process and comprises of several stages. Critical thinking is used to evaluate the merit and correctness of any statements, claims, or arguments. Author identified there are at least 7 stages involved in critical thinking:

Stage 1: *Understanding other's claims or arguments objectively.*
Stage 2: *Understanding the assumptions behind it.*
Stage 3: *Evaluating the validity relationships between claims and its assumptions.*
Stage 4: *Examining the appropriateness of the assumptions used for drawing conclusion.*
Stage 5: *Deciding the validity of other claims or arguments,*
Stage 6: *Collecting evidences to support or to develop alternatives.*
Stage 7: Presenting supports or alternatives that convince others elegantly.

3. Methodology

Ownership of critical thinking skills is very important, whether for continuing study at higher level, or in developing peaceful daily life. We need to be a critical thinker for study at higher level. We need to be a critical thinker to ensure that we don't make wrong and misleading judgment in our community. Critical thinkers have so many advantages that make the study in the higher level easier to accomplish and living in a more peaceful situation in community. This is in-line with characteristics of critical thinkers according to Ruggiero (2012), who identified critical thinkers as being:

1. *Honest with themselves*. They acknowledge what they don't know, recognizing their limitations, and being watchful of their own errors,
2. Regard problems and controversial issues as *exciting and challenging*,
3. *Strive* for understanding, keep curiosity alive, remain patient with complexity, and are ready to invest time to overcome confusion,
4. Base judgments on *evidence* rather than personal preferences, deferring judgment whenever evidence is insufficient, and revise judgment when new evidence reveals error,
5. Are *interested* in other people's ideas and so are willing to read and listen attentively, even when they tend to disagree with the other person,
6. Recognize that *extreme view*s (whether conservative or liberal) are *seldom correct,* so they avoid them, practice fair-mindedness, and seek a balanced view,
7. Practice restraint, controlling their feelings rather than being controlled by them, and thinking before acting. Ennis (2011) identified several abilities possessed by critical thinkers. These abilities were classified into: (1) basic clarification, (2) inference, (3) advanced clarification, (4) supposition and integration abilities, and (5) auxiliary abilities.

In the basic clarification, critical thinkers try to better understand to what is claimed by others. It covers many abilities, including: identify conclusion, and assumptions, premises, and logical structure and processes passed by to come up to the conclusion. In the inference activity, the critical thinkers actively challenge the claims and arguments by asking questions such as: why? What do you mean by? What would be the example? What are the facts? Etc. In this stage, the critical thinkers also judge the credibility of source used by the claimer. The critical thinker see the expertise, reputation, and other things related to the quality of data provided to develop a claim or an argument. The critical thinkers also evaluate the inferences made by the claimer using valid logical procedure and established criteria. Finally, the critical thinker develop a supportive or an alternative point of view, and using their knowledge about feeling involved in a discussion, presented their point of view in an appropriate manner and in elegant rhetorical strategies. Paul & Elder (2008) identified several 8 dimensions of universal intellectual standards, namely: (1) clarity, (2) accuracy, (3) precision, (4) relevance, (5) depth, (6) breadth, (7) logic, and (8) fairness. Critical thinkers are interested to see most of all of these dimensions since many of human being uses their personal points of view to present their ideas. Critical thinkers always request clear, accurate, precise, relevance, logical, and fair information. The depth and breadth coverage of information would be their second level consideration. According to Paul & Elder (2008) critical thinkers always try to: (1) raise vital questions and problems, and formulate them clearly precisely, (2) gather and assess relevant information, (3) come up with a very well-reasoned conclusion, (4) open minded to any ideas, and (5) communicate effectively.

So, becoming a critical thinker is very important. Every teacher and educator is called to provide educational experiences which enable students to become critical thinkers.

identified several 8 dimensions of universal intellectual standards, namely: (1) clarity, (2) accuracy, (3) precision, (4) relevance, (5) depth, (6) breadth, (7) logic, and (8) fairness.. For him:

- give time and opportunity to gain experience in critical thinking;
- giving students the opportunity to think;
- acceptance of various ideas and opinions;

- Ensuring the active participation of students in the learning process;
- It is necessary to convince students not to laugh;
- to inspire confidence in the ability of each student to think critically;
- The emergence of critical thinking should be appreciated.

In this regard, students:

- gain self-confidence and understand the value of their thoughts and ideas;
- active participation in the learning process;
- listen carefully to different opinions;
- be ready to formulate and reverse their judgments.

4. Results and Discussions

Time. Critical thinking takes time. Pearson, Hansen, and Gordon (1979) argue that the creation of one's own ideas seems to lead to an archaeological study of previous ideas, imaginations, encounters, and experiences. Therefore:

- express their thoughts in their own words;
- exchange of critical opinions;
- be able to express their ideas and respond to constructive suggestions;
- to be able to implement ideas in the form of specific ideas, in a comfortable environment and to express their ideas fully and clearly.

Permission. For freedom of critical thinking, students need permission to say, think, and create positive and negative things. Once students are aware of the permissible situations, they are actively engaged in critical analysis. Permission for critical analysis is based on the principle of consciousness.

In this case, the difference between analysis and exaggeration must be determined. Critical thinking is allowed in a friendly and productive environment where the real goal is to think.

Variety. Different thoughts and ideas emerge in the thinking process of students. Colorful thoughts and ideas only emerge when the notion that there is a single answer is eliminated. When expression is limited, students' thinking is curtailed. If there is only one answer, it is possible to use a variety of tools and processes to help students find that answer.

Activity. Critical thinking is directly related to the activity of students. Typically, students are slow listeners because they have the knowledge that the teacher is knowledgeable or because the knowledge is reflected in the text, which leads to the belief that the teacher is responsible for their knowledge. The active participation of students in the learning process and their readiness to take responsibility for their studies provides the expected results in critical thinking.

A pedagogical approach, such as encouraging students to think and share their ideas and opinions, increases their activism. Mikhail Chikjentmihali (1975) argues that if students actively participate in the learning process at that complex level, they will benefit greatly from their participation in the learning process and will feel a deep sense of satisfaction.

Risk. Free thinking is based on risk. In his educational work, it is necessary to encourage people who are not afraid to take risks. In the process of thinking, "stupid ideas" can also be cases in which unreasonable connections and concepts are put forward. The teacher should explain this to the students as a natural state of the learning process. It is important to make sure that students think in an environment that is risk-free, that is, where ideas are valued, and where students can actively motivate their active participation in thinking activities.

Appreciation. One of the factors of critical thinking is that students value the thought process. In the process of organized thinking, students respond with deep responsibility and attention, realizing that their ideas and imaginations are valued by the teacher. Students try to show appreciation for their thinking process and begin to take it seriously and its consequences.

Value. In organizing the thinking process, students need to be made aware of the value of their ideas and the results of their critical analysis. When a teacher requires students to simply process a particular material, they should be free of ready-made templates. This leads students to believe that mechanical processing of other people's ideas is the most important and valuable. In fact, students need to be able to show that their opinions, ideas and perceptions are valuable. Students need to be able to make sure that their ideas are valuable. They need to recognize that their point of view is very important in the process of understanding and discussing the issue, as well as a major contribution.

Exchange of views. The thinking process involves the interaction of students and young people. The way students interact with each other builds their friendships in learning from each other. Students are required to share their big ideas and simple mistakes as thinkers. Communication also requires students to listen carefully, to force their point of view on the speaker, and to refrain from correcting other speakers. In return, students will have the opportunity to use the general opinions of others. As a result of a wide-ranging discussion, students become more able to analyze and identify ideas that belong to them, and incorporate them into the system of ideas they have created in their knowledge and life experiences. There are several ways to organize the

thought process. They are:

- self-confidence
- active participation in work
- exchange ideas with peers and teachers
- listen to others

5. Conclusion

In conclusion, it should be noted that the use of methods of information retrieval, reflection and reasoning allows to solve the following important tasks:

- Helps students to understand their goals;

- Ensures active participation in trainings;

- Encourages effective discussion;

- Helps students to formulate their own questions and ask them in the form of questions;

- Helps students to express their personal knowledge;

- Supports the motivation of students to read personally;

- creates a sense of respect for any opinion;

- Helps to increase the suffering of students and young people; - creates conditions for thinking, which is valued by students.

The most important thing is to be able to focus and motivate their critical thinking, to be able to actively manage their desires, to value the time to use every minute to improve their personality.

In the primary grades, the teacher's task is not only to develop reading skills and provide basic information in the native language, but also to develop students' ability to think independently.

The study of teachers' lessons and work experience in schools As a result of observing the ability of primary school students to work on textbooks, the level of independent work, we came to the conclusion that teachers have a wide range of creative work in the classroom. do not give rin, do not use didactic games and various forms of independent work, students' independent mental activity on the learning material is not sufficiently organized. As a result, the elementary school student is transferred to the upper grade without the ability to work on the textbook. This, on the one hand, prevents the student from working hard to improve their knowledge, and on the other hand, has a negative impact on the level of mastery in the upper grades. As a result, students are no longer able to meet state educational standards and requirements after graduation.

Based on the above, we tried to create a teaching system based on an innovative approach to developing thinking skills in primary school students.

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