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Pedagogical Basis of the Use of Innovative Educational Technologies in Developing Critical Thinking Skills in Primary Students

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A B S T R A C T
This article examines the importance and effectiveness of developing critical thinking skills in primary school students. Through interactive games, children develop skills such as logical and creative thinking, problem solving, decision-making, and analysis. Students have the opportunity to apply knowledge in the process of playing, learn teamwork, and learn to defend their opinions. The article also provides recommendations for introducing games into the educational process and analyzes their advantages.

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Critical thinking is a type of thinking that provides the ability to take and justify one's position on a given issue, to listen to the interlocutor, to carefully consider the arguments and analyze their logic; the ability not only to assimilate information, but also to critically evaluate, understand and accept it. This is a rational, balanced approach to making difficult decisions about what to do and what to believe. Critical thinking involves a certain amount of distrust, doubting generally accepted truths. Critical thinking is curiosity and the use of research methods. The task of pedagogy and psychology is to educate a person who can think and act independently, which implies the active participation of this person in the life of society. The rejection of pedagogical authoritarianism, one-sidedness in assessing events has required various scientific studies in the education system, among which the problem of developing students' thinking skills occupies an important place[2].

- generalized thinking;
- this is problematic and evaluative thinking;
- This is reasoned thinking;
- information is not the end point of the thinking process, but the starting point;
- it begins with asking questions and clarifying the problems that need to be solved.

The development of critical thinking in students in primary grades is an important goal of the pedagogical process. One of the effective ways to form it is to use interactive games. Such games not only help children learn in a fun and active way, but also stimulate the ability to think, analyze, solve problems and find non-standard solutions.

Step one. First, you need to analyze the information, interpret it, and if necessary, evaluate it. This is the most important competency in working with information. What is primary and secondary information? What is primary and secondary? Cause and effect? How is one piece of information related to another?

Step two. It is very difficult to confuse the thoughts of a critical thinker, because he can easily identify all logical errors and any inconsistencies in thinking. Use a simple algorithm of critical questions. Is the topic of discussion clear? Can all the arguments be called true? Are all the arguments disclosed and proven? Are there no contradictions?

Step three. Finding logical errors is one thing, explaining them and substantiating them to your opponent is another. The skill of argumentation and convincing reasoning is the main aspect of critical thinking. Persuasion should not be based on a beautiful presentation or form, but on the basis of comprehensively proven and disclosed evidence.

Step four. And finally, the main aspect. A person can theoretically analyze information perfectly, find logical errors in exercises in a logic textbook, create arguments in the format of an artificial “debate”, but if he cannot apply all this knowledge and skills to business practice and solve real practical cases, this method will not give any results. Therefore, the fourth component of critical thinking is the ability to use the results in solving problems.

There are chronological, problematic, hypothetical, heuristic, intuitive, etc. types of thinking. In general, if we systematize the types of thinking, they are divided into causal and logical thinking. The great pedagogue A. Avloni says about the education of thought: “The most necessary in the education of thought is a sacred task that has been destined for a long time, has been focused on by teachers, and is entrusted to their conscience. The power, beauty, and breadth of thought depend on the education of the teacher. The lesson and the two are inseparable, the body of one is located in the other. If children do not learn to think freely, the effectiveness of the education provided will inevitably be low. Therefore, in order to live a meaningful life and activity, a person must first of all know the world around him, have high intelligence and experience. Because only because of the human mind and its important place in life, and because of intelligence, a person can realize such characteristics as wisdom, deep thought, truthfulness, correctness, foresight, and not succumb to the whims of the ego. Our people's proverbs such as "The mind is the eye of a person", "The mind is clearer than water, as clear as a mirror" are not said in vain. Therefore, intelligence is a very high blessing for a person. The scholar Imam al-Bukhari, who placed the study of knowledge at a high level, put forward the following ideas in his works: “A person cannot become a mature hadith scholar until he receives hadith not only from his superiors or peers in the field of knowledge, but also from those who are inferior to him.” Imam Bukhari emphasizes this idea that the positive motivations for learning are formed by the teacher. Today, unprecedented innovations in the field of education are encouraging educators like us to work even more intensively.[1]

Thought is a spiritual and human quality that constitutes human activity, its identity, power, and essence. Since the development of thought is the main driving force of socio-economic development, the history of the development of thought is closely related to the history of human relations and the basic social principles that determine life[1]. In the early stages of human creation, thought was to understand the processes in nature in order to use them for survival and self-preservation. Thus, as human thought developed, other material and spiritual manifestations of human labor began to emerge. What is thought? Thought is the interconnection and development of meanings in the human brain. We give the most modern definition. Stages of thought: Consciousness, perception, consciousness, and contemplation. Consciousness consists of 3 things: Enlightenment of thought, perception 3 Consciousness. The power of thought is its scientificity, depth, beauty of thought, good intentions, dedication to the goal, breadth (broadness), purity of thought, focus on a specific area.

1. The importance of interactive games in the development of critical thinking

- “Development of analytical skills”: Games that require analyzing data teach children to compare facts, find similarities and differences.

2. Examples of interactive games for the development of critical thinking

- “Logical problems and puzzles”:

These games encourage children to think strategically, find patterns and follow logical chains to solve the problem. For example, games such as Sudoku, puzzles, and attention-focused tasks teach children to develop strategic thinking.

- “Decision-making games”:

What happens next? Games like "Exploration and Discovery Games" present children with situations where they have to predict the consequences of their actions. This develops the skills of prediction and making well-considered decisions.

- "Exploration and Discovery Games":

Educational games (for example, virtual tours or quests), in which students must find solutions through research, develop the skills of independent search and analysis of information.

3. Advantages of using interactive games

- “Increase interest in learning”: The game form of classes makes learning interesting and attractive, which encourages children to participate more actively in the process.
- “Practice knowledge”: In interactive games, children have the opportunity to apply the knowledge they have gained in practice, which improves their understanding of the material.

4. Recommendations for introducing interactive games into the educational process

- “Choosing games by level of complexity”: It is necessary to take into account the age characteristics of students so that the tasks are complex, but not too difficult.
- “Integration with traditional methods”: To achieve a balanced learning process, interactive games should be used in conjunction with traditional teaching methods.
- “Using digital technologies”: Modern educational platforms offer a wide selection of games to develop critical thinking, making the process more technologically advanced and convenient.
- “Assessing student achievement”: Regularly monitoring student achievement in interactive games helps to identify the strengths and weaknesses of each student and improve educational approaches.

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