

CRITICAL THINKING AND ITS TEACHING TO STUDENT YOUTH IN THE PERIOD OF GLOBALIZATION

Davletmuratov K. X.

Nukus State Pedagogical Institute named after Ajiniyaz, Uzbekistan
Nukus City, Republic of Karakalpakstan

Abstract:

The article reveals questions about teaching students to think critically. independent-minded students and future highly qualified personnel with modern knowledge and high spiritual and moral qualities, modernization of higher education.

Keywords: Critical thinking, parliamentary debates, higher education, Uzbekistan, modern educational technologies, pedagogical methods, student development, educational modernization, history of parliamentarism, cognitive processes.

КРИТИЧЕСКОЕ МЫШЛЕНИЕ И ИХ ОБУЧЕНИЕ К СТУДЕНЧЕСКОЙ МОЛОДЁЖИ В ПЕРИОД ГЛОБАЛИЗАЦИИ

Давлетмуратов К. Х.

Нукусский государственный педагогический институт имени Ажинияза,
г.Нукус, Республика Каракалпакстан.

Аннотация:

Статья раскрывает вопросы о обучении студенческую молодёжь к критическому мышлению. самостоятельно мыслящих студентов и будущих высококвалифицированных кадров с современными знаниями и высокими духовно-нравственными качествами, модернизации высшего образования.

Ключевые слова: Критическое мышление, парламентские дебаты, высшее образование, Узбекистан, современные образовательные технологии, педагогические методы, развитие студентов, модификация образования, история парламентаризма, когнитивные процессы.

Introduction

In order to determine the priority areas of systemic reform of higher education in the Republic of Uzbekistan, to raise the process of training independently thinking highly qualified personnel with modern knowledge and high spiritual and moral qualities to a qualitatively new level, to modernize higher education, to develop the social sphere and sectors of the economy based on



advanced educational technologies. The peculiarity of teaching modern youth is that difficulties arise in the education system. Young people in the developing era of digital innovations have many sources of information, around which information of this kind creates complex situations. Industry news, new knowledge, modern approaches change from day to day. Changes in education have also led to the fact that in a period of increasing acceleration of learning, students were encouraged to participate in educational activities, which poses a difficult task for teachers to ensure satisfaction. The concept of development of the higher education system in the Republic of Uzbekistan until 2030 "in order to study and implement advanced foreign experience in improving the quality of education in the Republic of Uzbekistan, the procedure for the actions of heads of state higher educational institutions (supervising higher educational institutions in the system of the State Security Service, the National Guard, the Ministry of Internal Affairs, the Ministry of Defense, the State Customs Committee of the Republic of Uzbekistan) in the event of notification of their need to leave for service in foreign countries has been established. Modern higher education is important for achieving many goals develops a whole life all we need to know is what you can do to improve your skills necessary to become a professional in your field. To do this, we will need to know the formats of "Parliamentary Debates" for students. Why debates are needed or its history. The history of parliament is measured in centuries. With the passage of time, the role of parliament consistently changes, its essence is supplemented by new ideas, principles, experience of organization and activity. The ideas of parliamentarism arose at the turn of the first millennium in Rome, England and Spain in the form of popular assemblies, then went through several stages of development. Thus, parliament as a state institution has a centuries-old history. The main trend in the development of parliamentarism is that parliaments occupy a key place in public life. Naturally, each state resolves issues of the structure and functioning of parliament in its own way. However, this does not exclude the presence of common features that are taken into account in parliamentary practice. In this sense, it is important to ensure the study of the experience of the formation and development of parliamentary institutions, to understand their role and place in history, to trace their evolution and today's large-scale development, to determine the tasks for the future. The formation of the supreme legislative body of Uzbekistan has its own specific features. This is due, first of all, to the historical past. National identity presupposes various forms and methods of state building. A specific method of such construction is the synthesis of universal principles with national and historical specifics. It is not without reason that the knowledge of any social phenomenon presupposes, first of all, the definition of how it arose in the specific conditions of a certain historical era, what main stages it passed in its development, how it changed in this process and how it will act in the future. These provisions are of fundamental importance for the consideration of any social phenomena, including such an important institution as parliament. Moreover, as practice shows, the formation of parliamentarism is a complex and sometimes labor-intensive process. It reveals the peculiarities of the historical period, social and state life of each country, national traditions, legal culture and political will of the people. Naturally, the development of social practice, the course of historical development change theoretical ideas about the legislative body of the country.



Legislative power is the most important component of state power, its improvement is associated with the historical evolution of the entire system of state power. Therefore, a comprehensive analysis of the problems of the formation and development of the highest legislative bodies is of fundamental importance for the theory and practice of state building, the future parliamentarism of Uzbekistan. With the acquisition of state independence by Uzbekistan on September 1, 1991, a qualitatively new stage in the development of national parliamentarism as one of the most important institutions of state power began. The Supreme Council adopted the Constitution of the Republic of Uzbekistan, which became the legal basis for the creation of fundamentally new bodies of state administration and the construction of a just democratic society with a socially oriented market economy.

Parliamentary Debate Format. Parliamentary Debate is a rather complex debate format. It is used in universities all over the world. Parliamentary Debate originates from the countries of the British Commonwealth of Nations (England, Canada, Australia, etc.) and is also very popular in the United States. More than 40 countries from 6 continents participate in Parliamentary Debate. Their representatives participated in the 1998 World Championship in Athens. The 1999 Championship will be held in the Philippines. The 1997 Championship was held in South Africa. The advantage of Parliamentary Debate for university students is that it is a very flexible format; this is also a disadvantage for schoolchildren. Schoolchildren with less experience in debating need a rigid structure, such as the Karl Popper format. If they want to try Parliamentary Debate as a one-off event, they should work with an experienced teacher who needs to make sure that flexibility does not lead to a loss of quality in the debate. The Open Society Institute recommends Karl Popper debates as a "standard menu" for the Debate program in schools. The Karl Popper format was created specifically for pedagogical purposes and has proven its capabilities brilliantly. Therefore, while students can combine the Karl Popper format with new formats (Parliamentary debates, debates on politics), we recommend that schoolchildren limit themselves to the Karl Popper format.

The topic of the Parliamentary debate is a bill that the Government submits to the House for consideration.

This House supports the death penalty.

This House supports super contracts in universities.

2-two Teams: 1. Team name. 2. Team motto.

Government: 1. Introducing the team-3. Relevance of the topic Philosophy on the topic. 2-3 arguments

Against

Opposition: 1. Introducing the team-3. Relevance of the topic Philosophy on the topic. 2-3 counter arguments

Prime Minister

Opposition Leader

Member of the Government 1. Restore your arguments and new arguments.

Member of the Opposition 1. Restore your arguments and new counter arguments.

Order of speeches:



Prime Minister – constructive speech 7 min.

Opposition Leader – constructive speech 8 min.

Member of the Government – constructive speech 8 min.

Member of the Opposition – constructive speech 8 min.

Opposition Leader – refutation 4 min.

Prime Minister – refutation 5 min.

- Questions are asked directly during the speech.

When a speaker from one of the teams is delivering his speech, a member of the other team may stand up and ask a short question or make a comment (no more than 15 seconds long).

- A question may not be accepted.

The speaker has three options:

(1) he can say “no” or show with a simple hand gesture that the question cannot be asked;

(2) he can ask to wait a little;

(3) You may be allowed to ask a question.

- The answer to the question must be harmoniously integrated into the speech.

- Questions are allowed only in the first four speeches, between the end of the first and the beginning of the last minute of the speech.

The Importance of Critical Thinking

Critical thinking includes the ability to objectively evaluate information, analyze it from different points of view, identify logical errors, and draw conclusions based on facts. In the era of globalization, when information is available in huge volumes, the ability to filter it and make informed decisions becomes especially important. Critical thinking helps students not only in their academic activities, but also in everyday life, where it is necessary to evaluate the reliability of information sources and make an informed choice.

Methods of Teaching Critical Thinking.

Discussions and debates: Organizing discussions on current topics helps develop the ability to argue one's point of view, critically analyze the statements of other participants and form one's own opinion.

Case analysis: Using real or hypothetical situations helps students apply theoretical knowledge in practice, identify problems and propose solutions based on analysis.

Reflection: Encouraging students to self-analyze their thoughts and actions helps develop awareness of their own cognitive processes and strengthen critical thinking skills.

Working with information: Teaching students the skills of searching, analyzing and critically evaluating information from various sources helps them develop the competencies necessary for successful adaptation in the information society.

Result.

1. Respect the opposing team.
2. Studying personal and intellectual merits.



3. Teaching student youth critical thinking as independently thinking students and future highly qualified personnel with modern knowledge and high spiritual and moral qualities, modernization of higher education.

Conclusion

The most important thing is that judges or teachers provide not only information about the classes, they pay special attention to the fact that they are of a developmental nature. In addition, the question under discussion, the problem, the topic under study, the independent comments of students on this topic (even if erroneous, opinion, let them know), encouraging thinking, comprehending, whatever they may be, are considered one of the important signs characteristic of education, which is transmitted to the individual.

REFERENCES

1. Decree of the President of the Republic of Uzbekistan, dated 10/08/2019 No. UP-5847.
2. Ishmukhamedov R., Abdukodirov A., Pardaev A. Talimda innovation technology / Amaliy tavsiyalar. – T.: “Iste’dod” zhamgarmasi, 2008-180 b.
3. Olimov K.T. Pedagogist of technology. – T.: “Fan va texnologiyalar” nashriyoti, 2011. – 275 b.
4. Ruzieva D., Usmonboeva M., Kholikova Z. Interfaol methodolar: mohiyati va qullanilishi / Method.kʻyll. – T.: Nizomiy nomli DTPU, 2013. – 115 b.
5. Saifurov D. Malaka oshirish tizimida masofaviy talimni tashkil etishning uziga hos hususiyatlari // Kasb-hunar talimi zh. – T.: 2002. - No. 5- – 28-29-b.

