THE ROLE OF INTERACTIVE METHODS IN THE DEVELOPMENT OF STUDENT'S CRITICAL THINKING

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Abstract:

Critical thinking is based on the ability to express one's opinion on a given issue or problem, to critically re-perceive the opinions of others, to justify and maintain one's point of view.

Introduction

Critical thinking is based on the ability to express one's opinion on a given issue or problem, to critically re-perceive the opinions of others, to justify and maintain one's point of view. To further clarify this rule, thinking is a process similar to reading, writing, speaking and hearing. It is an active, co-ordinating process that includes thoughts about a reality. Critical (analytical) thought is important because: - it helps to understand the meaning of complex changes in life; - encourages open thinking of the team; - means communication, mutual understanding and respect; - creating conditions for personal development, etc. Grounding of critical (analytical) thinking in the educational process:

1. Cultivates mutual respect between teacher (pedagogue) and students and between students.
2. The student's own experience is used during the training.
 3. The specific educational content is used in a way that meets the student's needs.
4. Educational materials are used to solve the problem.
5. Different opinions and views are integrated.
6. Prerequisites are accepted and checked.
7. Education is given through the relationship between the teacher (pedagogue) and the students or between the students themselves.
8. Conditions for independent education of students are created and methods are chosen according to their level of preparation.

Didactic game technologies used in the course of training to activate students' cognitive activity, independent work on textbooks and additional literature, develop the culture of speech and communication, consciously guide them to the profession, eliminate difficulties that arise during the didactic game. Getting the goal right, analyzing various situations, prepares the ground for making the right conclusions.

The organization of problematic or controversial activities in accordance with the requirements of educational programs is important in the development of critical and analytical thoughts. Two types of discussion classes are used in the educational process: scientific discussion classes and free thinking classes. Interactive methods are a set of actions aimed at exchanging

ideas, complementing each other's ideas, sometimes non-verbally, sometimes verbally. In the application of interactive methods, intellectual activities built on the basis of interaction are not limited to performing the function of influence or motivation, and directing the subjects of cooperation to creative research, helping to open (discover) an unknown situation. can also perform feedback generating functions. In mastering the educational content, the following interactive methods are used in accordance with the students' level of knowledge, level of mastery, source of education, didactic tasks: - demonstration method of teaching; - method of independent works; - problem-heuristic modeling method; - scientific research methods; - problem-research and reproductive methods of teaching; - inductive and deductive methods of teaching; - self-monitoring methods of teaching.

Methods include the following groups:

Methods of the first group: methods of receiving educational information by listening (oral methods: story, lecture, conversation, etc.).

Methods of the second group: methods of visual transmission and reception of educational information (visual method, visual display, etc.).

The third group of methods: providing educational information through practical work activities (practical methods, exercises, laboratory works, creating programs, solving exercises and problems and test assignments, work activities, etc.).

Various strategies are used in lesson systems based on interactive methods. In this case, students are not prohibited from using covert methods (books, notes, etc.), on the contrary, they are encouraged to use such methods. To develop students' creative abilities, encourage them to make non-standard solutions along with ready-made standard solutions to solve problems, bring out their inner feelings, encourage them to think logically, compare them, teach them to think privately, develop their intellectual and resourceful qualities and develop certain skills. in order to develop at a higher level, the problem method is used.

Students should be given the time and opportunity to develop critical thinking skills;
 - to give students an opportunity to think;
 - acceptance of various ideas and thoughts;
- ensuring students' activity in the educational process;
- to instill confidence in each student's ability to think critically;
- appreciation of the emergence of critical thinking. In this regard, students: - gain self-confidence, understand the value of their thoughts and ideas; - active participation in the educational process; - listening carefully to different thoughts and ideas; - he should be ready to form his own judgments and return from them. Critical (analytical) thinking is directly related to student activity. Because students are slow listeners, they believe that the teacher is knowledgeable or that his knowledge is reflected in the text, and because of this, the teacher is responsible for their knowledge. Active participation of students in the educational process and readiness to take responsibility for their own education gives expected results in critical thinking.

In organizing the thinking process, there are several models of conducting it, that is, self-confidence, active participation in work, sharing ideas with peers and the teacher, being able to listen to the opinions of others, etc. In general, the development of students' critical

(analytical) thinking plays an important role in the implementation of the principles of development and education in the educational process of higher educational institutions and in the self-management of students.

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