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MANAGING THE PROCESS OF DEVELOPING CRITICAL THINKING FOR SCHOOL-AGE CHILDREN

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Abstract
This article talks about managing the process of developing critical thinking of preschool children.

Keywords: development, process, learners, thought, education, education, curriculum, state educational standard, knowledge, skill, skill, competence, professional quality, logical thinking, method, technology and b.q.

Introduction

It is known that the weapon of a systematic approach is systematic analysis, which includes a set of methods and tools for the study of complex objects. This complex includes modeling, graphics, Christianity, and a number of other methods. Systematic structural analysis of pedagogical processes includes methodological basis for modern teaching processes.

Modeling the cognitive process using systematic analysis methods and tools involves: distinguishing the system; define its structural structure (partition into systems and identify the step-by-step hierarchy); identify and select the meaningful nature of the model describing the effects of input and output; management and taking into account limitations in status dimensions; defining the type of correlation between status and control dimensions [3].

We consider it the responsibility of a systematic approach to developing a structure for managing the process of developing the critical thinking of educators. From the point of view of knowing the systemic characteristics, we analyze this aspect: integrity (unity consisting of components that complement one another — arithmetic), the interrelationship of components (the relationships of components - the results of the critical thinking development process model), the result (channels that provide interchange between components – information transmitted to and from the trainer), integration (unique to one whole, however, having qualities that do not belong to a single individual component of this integrity separately).

In order to imagine and study the process of critical thinking of educators as a system, you can engage a systematic analysis apparatus. As the basis for building a model for

the development of critical thinking for older children up to the end of the school year, you can obtain the following: the process of developing critical thinking will be gradually implemented, i.e. discrete; each phase consists of small phases that will serve to consistently pass arithmetic and thereby form the characteristics of the trainer being studied; through systems for managing these stages.

An axiological approach *to explaining the uniqueness and content of the research problem* allows you to gather its characteristics around the concept of value. Ancient ancient philosophers (Sukrot, Plato, and others), as well as dear approach, are reflected in the works of Decart, Spinoza, and Locke. An axiological approach to pedagogy is expressed as a guide to learning how to study and organize the learning process. This should be considered in terms of their dignity, positive significance, and meeting the needs of individuals and society.

The category of values is among the general concepts, and its methodological significance is of great importance to pedagogy. Among the country's pedagogical research on the problem of values, the research of V.I.Andreev, I.F.Isaeva, A.V.Kiryakova, N.L.Xudyakova is of greatest interest.

V.I.Andreev applies the concept of value to determining characteristics, objects, events, as well as theories and ideas that serve as an ideal of quality and what is needed in a way that is consistent with socio-economic superiority.

Thus, an axiological approach involves studying events and predictions for an individual's education and development from the point of view of their dignity. An axiological approach allows us to reveal components of socio-economic values and to organize the study of arithmetic from the point of view of the necessity of educators.[2]

An individual-oriented approach involves two aspects of the pedagogical process: the activities of teachers and educators, who direct educators in the field of learning, knowledge, and other values, taking into account their preparation. An individual-oriented approach to education is aimed at fostering knowledge-related independence in educators.

An individual-oriented approach allows you to develop the independence of educators in knowledge, acquire arithmetic knowledge and skills, develop critical thinking, and methodologically monitor the process of creating motivation for activity.

V.V. Davidov *attributes an active approach to* a person's readiness for action, for they encourage an individual to actively engage in activities. Any activity is characterized by certain goals, its own predictive content, the form of organization, its methods of coordination and control. In this approach, attention is focused not only on the activities of an individual but also on social values. Within this approach, everything created and modified in the process of human activity is recognized as a value. B.S.

Gershunsky interprets activity as a creative understanding, understanding, and transformation of reality in some particular area [1]

The pedagogical process is a meaningful, meaningful, and organizational interaction between educators and educators, aimed at improving their knowledge, skills, and skills, their intellectual and permanent learning, and their ability to apply them [5].

Many scientists (V.I. 3agvyazinski, V.S.Lazarev, M.M. Potashnik, V.N. Xudyakov, E.V. Yakovlev, and others) devoted their research to modeling pedagogical processes. This is due to the fact that the model has a visual character - it emphasizes the structure, functions and dependence of its elements; the model imitates the truth, a copy of this pedagogical process; The model allows you to study it before the process appears, to predict the results of the activity. [4]

We included the following in the improvement of the model aimed at developing critical thinking and in the external factors that affect the implementation of the model: the First Step Program, which serves as the criteria for interaction between educators and educators; the requirements of society for the level of training of educators.

It outlines the factors that led to the development and direct impact of such a model (the First Step Program and society's critical thinking needs for an advanced educated educators), as well as the main stages of model creation (methodological and didactic support for the content of teaching arithmetic and the process of developing critical thinking). Our proposed sequence chart in the context of conducting an experimental study reflects the relationship between the model's methodological-didactic support and the results of experimental research; as well as directions of the process of developing critical thinking of educators; the procedure for conducting experimental work.

A model has been developed to develop systematic, individual-oriented, axiological and functioning approaches and critical thinking of educators, which can be considered as an educational system.

To describe the model, we imagine its general structure:

the targeted component is to identify the objectives and functions of developing critical thinking of educators on the basis of social order;

meaningful component – content (arithmetic work programs, methodological observation, methodological support, technical support, information supply, approaches, principles, pedagogical conditions);

The process component is the processes of organizing educational and educational activities, the selection and systematicization of individual work material, the integration of the teaching and training process, the forms and methods of teaching,

the criteria for selecting the content of textbooks, the structure of critical thinking, its stages of formation, methods, tools.

The diagnostic-evaluation component is the stages of pedagogical experiments, evaluation criteria, and degree indicators.

Natija komponenti – natijaviy komponent

We will consider the content of each component of the model.

The purpose of our targeted component model is to develop critical thinking based on improving the methods of individual education for educators. [5]

Restoring and improving the motivation for developing critical thinking in educators requires a single-order approach, taking into account the pedagogical possibilities of a teacher. Psychological and pedagogical motivation in science represents a particular process, resulting in personal meaning for an individual, arouse interest in him, and transforming his or her external objectives into internal needs. At the same time, external motivation is provided as an arrangement for activities outside an individual, and internal motivation is presented as an adjustment of factors that are within an individual. Internal motivation creates a particular need and dignity for an individual.

The principle of interaction of components requires the interaction and interaction of all components in the model. This is reflected in the interrelationship between content, organizational forms, and methods, theoretical and practical. The principle of theory and practice depends on the formation and implementation of theoretical and practical knowledge, skills, and teachings in one unit.

The meaningful component includes: methodological observation of the process of developing arithmetic science, as well as critical thinking (a set of practical and arithmetic tasks, educational and methodological manuals for arithmetic). Arithmetic plays a major role in the development of critical thinking of educators. As mentioned earlier, we have faced the problem of determining the content of arithmetic included in the development of a model for the development of critical thinking in educators.

Describing the functions of the process of developing critical thinking in educators is presented in Table 1.

Table 1 Description of the tasks of the process of developing critical thinking in educators

Task	Skilled	Implementation Entities
About theoretical knowledge	To understand the importance of critical thinking by a teacher, to make willful attempts to understand and understand them, and to learn from textbooks, electronic resources, and so on.	Teacher-teacher - educator-teacher - educator
Personal activities	It involves independently seeking and strengthening additional necessary theoretical knowledge from the	Educator-teacher -
Internship-Oriented	The ability to independently choose optimal ways to solve individual tasks, to evaluate yourself, and to demonstrate critical thinking.	Educator-teacher - educator

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