DEVELOPING CRITICAL THINKING SKILLS IN PRIMARY SCHOOL STUDENTS: THEORETICAL FOUNDATIONS AND PEDAGOGICAL CONDITIONS

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Аннотация: В статье рассматриваются теоретические основы формирования навыков критического мышления у учащихся начальных классов, а также методика их развития в условиях современной образовательной среды. Проведен анализ научной литературы, определены педагогические условия и предложены эффективные методы обучения.

Ключевые слова: критическое мышление, начальная школа, методика обучения, педагогические технологии, анализ, рефлексия.

Annotation: The article examines the theoretical foundations of developing critical thinking skills in primary school students, as well as the methodology for fostering these skills in the context of the modern educational environment. An analysis of scientific literature is conducted, pedagogical conditions are identified, and effective teaching methods are proposed.

Keywords: critical thinking, primary school, teaching methodology, pedagogical technologies, analysis, reflection.

Introduction

Modern education aims to develop individuals capable of independent thinking, analysis, and informed decision-making. In the rapidly evolving information society, the ability to critically evaluate information has become a fundamental competency. This is especially important in primary education, where the foundations of intellectual development are established.

Critical thinking enhances logical reasoning, independence, and the ability to assess information objectively. Therefore, its development at the early stages of education is a priority task.

The concept of critical thinking has been widely studied by scholars. John Dewey defined thinking as a process of problem-solving. L.S. Vygotsky emphasized the role of social interaction in cognitive development. Jean Piaget identified primary school age as a crucial stage for the formation of logical operations.

Modern researchers such as Richard Paul and Linda Elder consider critical thinking as a system of analytical and evaluative skills. In pedagogical practice, particular attention is given to technologies that develop critical thinking through reading and writing.

The study is based on the following approaches:

- activity-based approach;
- learner-centered approach;
- competency-based approach.

These approaches ensure the development of students' cognitive independence and analytical abilities.

Pedagogical Conditions for Developing Critical Thinking

Effective formation of critical thinking requires specific pedagogical conditions:

- creation of a supportive learning environment;
- use of individualized instruction;
- active student engagement;
- systematic implementation of teaching methods;
- integration of digital technologies.

Among these, the individual approach plays a key role, as it considers students' abilities and learning pace.

Discussion

Research shows that the development of critical thinking is more effective when students are actively involved in the learning process. Interactive and student-centered methods promote deeper understanding and independent reasoning.

Primary school students are particularly receptive to developing analytical thinking skills, as they are in a stage of active cognitive growth.

Conclusion

The development of critical thinking in primary school students is a crucial objective of modern education. It requires a strong theoretical foundation and appropriate pedagogical conditions. Implementing these conditions ensures the formation of intellectually capable and independent learners.

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