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TECHNIQUES FOR DEVELOPING CRITICAL THINKING SKILLS IN ELEMENTARY SCHOOL STUDENTS

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***Abstract*:** This article examines techniques for developing critical thinking skills in primary school students. Critical thinking today is considered one of the key indicators of intellectual development, enabling learners to analyze problem situations, make decisions, and provide logical arguments to support their opinions. The paper discusses the main components of critical thinking and the methods of fostering it in the primary education process.

Special attention is given to interactive teaching methods such as debates, brainstorming, clusters, Venn diagrams, and the “Fishbone” method, as well as tasks aimed at enhancing analytical and logical skills. Recommendations are provided for organizing lessons that include problem-based questions, logical exercises, and assessment criteria designed to encourage independent thinking among students.

The development of critical thinking not only improves the effectiveness of knowledge acquisition but also contributes to the formation of creativity, communication, and collaboration competencies.

Keywords: Primary education, critical thinking, logical reasoning, interactive methods, problem-based learning, innovative technologies, Venn diagram, brainstorming, cluster, independent thinking, competencies.

Introduction

One of the most important tasks facing the educational system in today's globalization process is not only to make students knowledge holders, but also to form their competencies of independent thinking, logical analysis, fundamental decision – making and ability to effectively solve problems. From this point of view, the development of critical (critical) thinking at the stage of primary education is of particular importance, since it is this period that serves as the foundation for the formation of the thinking process in children.

Critical thinking is a process that focuses on in-depth analysis of the data obtained, comparing different points of view, substantiating evidence, and drawing conclusions[1]. This skill not only increases the quality of the individual's acquisition of knowledge, but also develops his universal competencies, such as creativity, communicativeness, cooperation.

In modern pedagogical approaches, such methods as interactive methods, technologies for solving problem situations, group work, debates, mental attack, Venn diagram are widely used to formulate critical thinking. They teach students to base their opinion, identify logical dependencies, and approach creatively[2].

The stage of primary education is the period when the thinking process of an individual is formed, interest in acquiring knowledge is consolidated. Therefore, it is during this period that the development of critical thinking requires a pedagogically grounded approach. Critical thinking is the ability to analyze the data obtained, compare different point of view, substantiate evidence, find a solution to an existing problem and come to a conclusion. This skill not only increases the quality of knowledge, but also serves to develop modern competencies of students, such as creativity, communication, cooperation.

Today, interactive methods (debates, “mental attack”, cluster, “fish skeleton” method, Venn diagram), problem questions, logical assignments, as well as project-based approaches are

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widely used to develop critical thinking in the educational process. These techniques serve as effective tools for students to think deeply, base their opinion, engage in debate, and form a creative approach.

This thesis covers the theoretical foundations of the development of critical thinking in primary school students, pedagogical significance, as well as effective techniques for its implementation. In addition, teachers are also provided with methodological recommendations that can be applied in the course of the lesson.

MAIN PART

1. The essence of critical thinking and its importance in primary education

Critical thinking is not just the memorization of knowledge, but a thought process focused on analyzing information in depth, comparing different point of view, finding a reasonable solution to a problem, examining evidence, and drawing conclusions[3]. This skill is important in the intellectual and social development of an individual. Formation of critical thinking in the primary class:

Encourages students to seek independently rather than accept ready-made knowledge thinking is not just the memorization of knowledge, but a thought process focused on analyzing information in depth, comparing different point of view, finding a reasonable solution to a problem, examining evidence, and drawing conclusions[3]. This skill is important in the intellectual and social development of an individual. Formation of critical thinking in the primary class:

Encourages students to seek independently rather than accept ready-made knowledge;

Develops logical thinking, forms the skills of proofing and reasoning;

Increases the ability to adapt to new situations and make decisions;

Creates the basis for the development of competencies of creativeness, communicativeness and cooperation.

Therefore, the development of critical thinking is currently one of the most urgent tasks of primary education.

2. Techniques and techniques for developing critical thinking

In the process of developing critical thinking in the primary class, the teacher uses a variety of innovative techniques.ncreases the ability to adapt to new situations and make decisions;

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In the process of developing critical thinking in the primary class, the teacher uses a variety of innovative techniques. Below are the most effective techniques:

2.1. Mind attack (Brainstorming

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This method allows you to quickly advance various points in the process of solving the problem. During the course of the lesson, the teacher asks the students a problem or a question, each child freely expresses an opinion. Then the proposals are discussed and the optimal solution is selected. This method develops in children the skills of free thinking, creativity and seeing the problem from different points of view[4].

2.2. Debates and debates

The debate teaches students to defend their opinion on the basis of evidence, to analyze opposing opinions. For example, “is technology useful or harmful to children?"analytical and logical thinking increases in children by organizing debates on topics such as[5].

2.3. Cluster method

This method helps to group, generalize, and find a logical connection to the data.he debate teaches students to defend their opinion on the basis of evidence, to analyze opposing opinions. For example, “is technology useful or harmful to children?"analytical and logical thinking increases in children by organizing debates on topics such as[5].

2.3. Cluster method

This method helps to group, generalize, and find a logical connection to the data. For example, based on the word” nature", writing all concepts in the form of a cluster, then connecting and analyzing them[6].

2.4. ” Fish skeleton " (Fishbone) diagram

An effective technique for determining the cause and consequences of a problem. For example, “Why do students lose focus in class?"the question is asked, and the main reasons are indicated in the skeletal diagram.

2.5. Venn diagram

A convenient method for comparing two or more concepts, finding common and different aspects. For example, comparing the topics” winter “and” summer". This method teaches students to think analytically[7].fective technique for determining the cause and consequences of a problem. For example, “Why do students lose focus in class?"the question is asked, and the main reasons are indicated in the skeletal diagram.

2.5. Venn diagram

A convenient method for comparing two or more concepts, finding common and different aspects. For example, comparing the topics” winter “and” summer". This method teaches students to think analytically[7].

2.6. Creating a problematic situation

The teacher asks questions close to real life: "if you don't have electricity in your school, how would you continue the lesson?”. Such questions shape the skills of independent decision-making and creative solution in children.

3. Methodological recommendations for the development of critical thinking

In the lesson, questions should be in an open form (not limited to yes/no answers).The teacher asks questions close to real life: "if you don't have electricity in your school, how would you

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continue the lesson?". Such questions shape the skills of independent decision-making and creative solution in children.

3. Methodological recommendations for the development of critical thinking

In the lesson, questions should be in an open form (not limited to yes/no answers).

Creating conditions for the free expression of the opinion of each child through group work.

Support students in making comments, not being punished for mistakes.

The use of innovative technologies and visual tools (diagram, table, graph).

When evaluating the results, it is not just the correct answer, but the focus on the thinking process.

Conclusion

The development of critical thinking skills in primary school students is one of the most important areas of modern education. This skill shapes children as independent-minded individuals who can make evidence-based decisions, rather than as recipients of ready-made knowledge. The development of critical thinking not only provides a deeper assimilation of knowledge, but also develops universal competencies in students, such as creativity, communication, cooperation.

During the study, it was determined that the most effective way is to use interactive techniques for the development of critical thinking in the primary class – such as "mental attack", Debats, cluster method, "fish skeleton" diagram, Venn diagram. These techniques teach students to think freely, to base their opinion, to analyze different point-of-view theories, and to make the right decisions in problem situations.

Also, in the process of developing critical thinking, the teacher should give students the opportunity to freely comment, involve them in the discussion through open questions, and also take into account the process in the assessment. In this way, the development of critical thinking in primary education serves to prepare socially active individuals who can make competitive, independent decisions in the future.

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