

**BUILD CRITICAL THINKING IN STUDENTS PEDAGOGICAL FACTORS**

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**Abstract:** In this article, it is revealed that the formation of critical thinking skills in students today is an important intuitive process for them to take their life positions. As pedagogical factors for the formation of critical thinking in students, the formation of a conscious attitude towards the life of society, the strengthening of the sense of belonging to the happening events, and the peace of mind and spirit in order to be intolerant towards the forces that attack our national culture, one's own point of view, such as having a sense of pride. The possibilities of forming critical thinking in students are analyzed through the activities of national heroes.

**Key words:** student, critical thinking, personality education, pedagogical factors, national heroes, attitude, making the right decision, thinking skills.

Today's educational processes require the use of pedagogical approaches that incorporate new concepts and models of organizational learning. The educational process organized based on new approaches should, first of all, be directed at the personal-intellectual, moral, and cultural development of students. Based on this, the necessity of enrichment with pedagogical technologies and mechanisms that serve to form critical thinking skills in the subjects of the continuous education and training process is increasing. In Jahan education, priority is given to educating each individual to develop independent, logical, and critical thinking. Because the ability to think, especially critical thinking, is the greatest wealth of a person. The goal of education is the formation of critical thinking in students, which is considered an intuitive and individual pedagogical phenomenon.

In the encyclopedia of pedagogy, critical thinking is explained as follows: Critical thinking is a concept that represents an objective way of thinking that embodies different types of human mental activity. Critical thinking is a complex process of combining ideas and possibilities with creativity, rethinking, and reconstructing concepts and information. In critical thinking, ideas and their importance are examined from the perspective of diversity and compared to other ideas. This is the highest level of thinking, a mental activity that focuses on analyzing, comparing, interpreting, applying, arguing, innovating, solving problems, or

evaluating a thought process. In today's strategized, globalized educational processes, the development of critical thinking competencies in students in order to form their spiritual image, worldview, healthy beliefs, and their own point of view and position is manifested as an important pedagogical necessity.

Studying the activities of the heroes of the Uzbek people and guiding them to learn from them is one of the important educational tools so that students can analyze their own and others' activities and actions based on critical thinking. In the heritage of our ancestors, admonitions and appeals to young people have a special place. For this purpose, they wrote poems, "pandnoma", and appeals in the genre of advice. In folk epics, people's dreams about an ideal person who understands his identity, has his own position, and thinks critically are expressed. It should be emphasized that epic heroes such as Gorogli, Alpomish, Avazkhan, Ashiq Gharib and Shokhsanam, Vomik and Uzro, Farhad and Shirin, as well as Tumaris, Shiroq, Najmuddin Kubro, Jaloliddin Manguberdi, In the example of the activities of our national heroes such as Temur Malik, Pahlavon Mahmud, Amir Temur, and Zahiriddin Muhammad Babur, students have special pedagogical opportunities to form their own points of view, express their views and attitudes, and develop critical thinking skills. National heroes can be the greatest value and example for the young generation.

The main factor in protecting young people from various "mass culture" attacks is to express their reaction to the happenings, to analyze them, and to develop critical thinking. To form a conscious attitude towards the life of society in students and young people, to strengthen the sense of belonging to the happening events, to be intolerant towards the forces attacking our national culture, peace of mind, our own point of view, and a sense of national pride. Having it is of particular importance. Relying on the above factors, it is intended to familiarize students with the activities of national heroes in the fields of nature protection, beautification, environmental protection, and human health issues. Our ancestors' attention to nature protection, efforts to keep soil, water, and air clean, care for flora and fauna, greening, people's health, and a healthy lifestyle are national values in our cultural history. It has been revered for centuries.

Critical thinking expresses the levels of intellectual development and activity of a person. The issues of intellectual education and thinking development have been recognized as an actual pedagogical process in every era. Scholars and scholars of each era have shown their own views, methods, and directions in this regard. The issues of mental education were studied and researched by Greek philosophers and Eastern thinkers as a leading scientific direction. In the scientific research of the well-known expert Edward Glaser, it is recognized that "critical

thinking is the rational, objective analysis and evaluation of available facts, observations, and evidence.

"Students" critical thinking process is carried out step by step. That's why the questions presented to the students in the classes regarding specific problems, historical events, and real events become more complex than simple. While students are relatively less active in simple questions, in complex questions they turn more deeply to psychological processes such as self-concentration, memory recovery, and the use of their creative abilities.

Critical thinking allows students to raise their knowledge to a new level, as well as synthesize and generalize their existing knowledge, understanding, and information with new information. In this, the processes of reflection, imitation, expression of one's immanence and point of view, communication with the team, and discussion are activated.

Critical thinking can be interpreted in pedagogy as a term that defines the level of intellectual development of a person. Because the process of critical thinking is manifested as a product of a person's acquired knowledge, intellectual ability, and culture.

The formation of critical thinking in students is an important social event for them. Critical thinking helps students to establish interpersonal relationships, to be active in community life, in a group of peers, and to take their own position. Therefore, critical thinking is a practical process for students to be able to share their acquired knowledge, information, and ideas with others, to understand complex issues, to make reasonable and acceptable decisions, and to express their point of view.

Critical thinking includes a number of psychological and pedagogical processes. Psychological processes such as perception, intellect, memory, intuition, emotion, and intuition form the objective structure of critical thinking. The existence of pedagogical concepts such as culture, spirituality, ethics, worldview, and intellectual development are the subjective foundations of critical thinking. It is necessary to prepare future teachers for the implementation of a number of developmental pedagogical and psychological processes directed at the individual in order to bring students into the process of critical thinking.

a) from the psychologist:

- to make students understand the world, society, people, problems, and goals;
- to remember concepts, information, knowledge, and experiences;
- to develop the field of intelligence related to speaking, thinking and explaining, making rational decisions, and moving consciously;
- processes aimed at convincing one's inner feelings and intuition.

b) from the pedagogical side:

- to increase the general cultural level of the student, to form creative and cultural abilities, to understand the cultural environment of the time, and to form himself as a civilized person;
- to obey the rules of etiquette, analyze one's own behaviour, respect national values, and be humane in interpersonal relations;
- such as having an independent opinion, being able to express one's views and ideas, working on oneself, getting interested in reading books, and teaching to distinguish between human virtues and bad vices.

As a result of using the activities of national heroes in the formation of critical thinking in students and presenting the exemplary aspects of the activities of national heroes to students as educational material, the students' cultural worldview is formed. Providing students with knowledge about cultural heritage will help them get to know the creative activities of our ancestors. It is also important to develop the competence to express one's opinion, attitude, and views in students who can think critically. It should be emphasized that critical thinking is based on accurate information, knowledge, and experience.

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