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DEVELOPMENT OF STUDENT CREATIVE THINKING COMPETENCIES IN PHILOSOPHY

Samatov Dilshodbek Toxirjonovich

Andijan State Pedagogical Institute, Dean of the Faculty
Doctor of philosophy in Pedagogical Sciences, docent
dilshodbek.samatov.86@mail.ru

Abstract: this article will talk about modern methods of developing critical thinking of students based on the application of advanced pedagogical technologies in the process of teaching philosophy in the pedagogical higher education system of our country. At the same time, the concept of critical thinking, the role of critical thinking in the knowledge of philosophy, the necessary stages of the formation of critical thinking in a modern audience are covered. As well as philosophical debates and the main pedagogical conditions under which they are conducted on the basis of the method of "Mental attack" are revealed scientifically.

Keywords: education, philosophy, critical thinking, pedagogy, methodology, modern education, pedagogical higher education, innovative education, philosophical debate, thinking, audience, conditions.

Introduction. Philosophy of science is a difficult topic to define in many ways, because philosophy is difficult to define. But according to at least one controversial definition of philosophy, the relationship between sciences - physical, biological, social and behavioral-and philosophy is so close that the philosophy of science should be a fundamental issue for both philosophers and scientists. By this definition, philosophy is initially concerned with questions that the sciences cannot yet answer, or perhaps never answer, and with subsequent questions about why the sciences cannot answer these questions [1]. Is there any such preliminary questions, this itself is an issue that can only be solved by philosophical arguments. In addition, how science should act in its attempts to answer its unanswered questions if they are absent is also a subject of philosophical debate. These problems make it inevitable for scientists to make philosophical observation and thinking. The superficial study of the history of Science, from the Greeks to Newton and Darwin, reveals these (still) scientifically unanswered questions.

Reflecting on the influence of modern scientific findings and theories on philosophy shows that each is integral to understanding each other [2]. Indeed, this philosophy emphasizes that the history, sociology and other studies of science are the main prerequisites for understanding its methods, achievements and prospects. Classical philosophical problems such as free will and determinism, or whether consciousness is part of the body or a place for purpose, reason and meaning in the pure material world, are hasty and formulated by scientific discoveries and theories. These views on science will undoubtedly not affect the development of critical thinking.

Critical thinking is important in the study of philosophy blindly, not dogmatically, but consciously. This idea is especially relevant to the period when the need to get rid of the influence of the current, that is, totalitarian socialism ideology, to educate young people who can resist the penetration of ideas of a harmful and alien ideology and "mass culture" for our nation in the temporary "ideological void" formed. According to this, it is also necessary to pay special attention to the issue of the development of critical thinking in the teaching of philosophy [3]. First of all, it is worth noting that it is philosophy, especially rationalist philosophy, that is the highest example of the progress of critical thinking. Therefore, the development of critical thinking in a student is not a particularly difficult problem if, as early as the history of the formation of this philosophy, attention is paid to the presence of contradictions between different views, approaches, concepts. But there is also the fact that most of us philosophers still carry out activities in an environment during the reign of the ideology of totalitarian socialism, in which only one stream of philosophy is maintained - a tendency towards scientific materialism, and, accordingly, most textbooks, educational methodological manuals, lectures maintain those old views [4]. Therefore, the development of critical thinking in students also assumes overcoming the resistance of the environment regarding this totalitarian ideology.

Material and Methods. Innovative technologies are aimed at the formation of active life relationships of students. They include new forms of interactive methods in the learning process. These technologies are widely used today in the organization of educational and educational processes in higher education institutions of the countries of the United States, Germany, Japan and Russia, including developed foreign countries [6].

To form a critical thinking, we must first determine what this thinking itself will be like. In fact, in the original philosophical thought, it is necessary to have elements of skepticism. For example, the importance of the skepticism that Pyrrhus founded for the development of philosophical thought was incomparable. However, the formation of critical thinking is of great importance not only for the philosopher, but also for the daily life of any person, and for the activities of a major statesman in the field of politics. No one can turn a person with whom Zero's critical thinking is formed into his "marionette", that is, a doll, and he makes few mistakes in his life compared to others [7]. It is noteworthy in this regard, for example, a fact cited in the Korean series "King Sejong" in highlighting the qualities of this historical figure, that is, the fact that the king does not exclude from public office those who oppose his opinion. His loved ones asked, "why don't you let this person out of work, is he hurting you?!" when asked, "politics is delicate and murrakkab work, if the path of opposing opinions is blocked, mistakes are inevitable", his answer is extremely wise [8]. But there is also great confusion about understanding what critical thinking is. Among these confusions, the worst is when a person cannot see his mistakes and shortcomings, focusing this criticism only on the outside. In order to avoid similar shortcomings, and so that the student does not come from a "sophist" (demagogue, nonsense) in a negative sense, it is necessary to identify the

main features of critical thinking.

Critical thinking is thinking that focuses on the analytical study of a particular individual, and not on the goal of tracing mistakes and shortcomings in the opinion of others. Accordingly truly, critical thinking within the framework of higher culture covers the following aspects in its content:

- a. openness to new thoughts and ideas that oppose his own opinion;
- b. his desire not to make mistakes in his thoughts and views, to eliminate all that is;
- c. seeking to objectively distinguish between different opinions, without biasing the right and wrong;
- d. not to comment critically on an issue he could not understand, to admit that he does not understand;
- e. distinguish between grounded and unsubstantiated errors in thought, etc.k.

Of course, if a person has a strong interest in knowledge, then the culture of critical thinking will also be intuitively well formed. But the tendency to look, brag about one's own personality, pre-formed in the character of a student, vices like arrogance will be a huge obstacle to the formation of the original critical thinking, which is so necessary for mastering philosophy.

Results. The lesson has its own necessary stages of the formation of critical thinking. Critical thinking is a complex style of thinking, the formation of which goes through various stages, from passive perception of information to independent arrival of food of certain problems. Critical thinking will be very strongly developed in non-demagogue philosophers in the original sense, in genial scholars. So, in order for us to be able to educate our students as a level of global competence, we must first create conditions in it for the arousal and development of the ability to think critically [9]. In this, the critical spirit, the way of thinking in the lectures of the professor serves as the most important and necessary conditions, ground, basis. But since critical thinking is not easy and fast, but a complex theoretical and didactic process that goes through certain stages, it assumes a certain methodological readiness from the teacher.

The formation of critical thinking in philosophy lessons is mainly made up of the following stages:

The first stage: creating conditions, ground for critical thinking.

The second stage: invitation to critical thinking i.e. chanting.

Stage three: critical awareness of materials.

In order to create conditions for critical thinking, the groundwork, the professor himself must have a critical thinking, as well as give students new and problematic material in addition to textbooks. This constitutes the first stage in the formation of critical thinking.

In the second stage, the faculty invites students to think over this new material and express their attitude towards it. In this case, it is necessary to allocate up to five to six minutes of a certain time for thinking. In doing so, it is necessary to let there be a process of lively thought exchange among students.

At the third stage, students hear evaluative, summary opinions on the material discussed. In this it is necessary to demand that the student's thoughts are grounded and clear.

The concrete importance of critical thinking in the study of philosophy is as follows:

- critical thinking helps the student to think alternative and study alternative thoughts;
- serves to clearly and firmly understand the lecture material;
- teaches the lesson not blindly, to conscious acceptance, to independent thinking, to form, forward and justify one's own opinion, gaining one's self-confidence. Serves as the main factor in the formation of a person as a person;
- seeing new facets of the material or issue being analyzed leads to the discovery of new issues and their solution;
- fosters the skills of independent search for answers to new issues ahead by a changing life;
- ensures to communicate with others and to be open to society;
- correctly formulated critical thinking forms an atmosphere of respect for the opinion of other people, free connection with them, mutual understanding.

At the moment, it is also possible that the student has an intuitive belief in the solution of certain issues, a belief, but this does not arise in thinking. In such cases, an educator can either help rationally justify the student's intuitive trust, or, based on the matter itself, allow him to stand aside, without expressing his opinion for the time being. Therefore, there will also be those who lag behind in thinking and are lazy. It is necessary to try to attract such to learning by enriching them with bites that make learning interesting, as well as in other ways.

Discussion. The role of philosophical debates in the development of critical thinking in students is also great. There are also basic prerequisites for conducting philosophical debates in the workshop on the basis of the method of "attack on the mind". The "mind storming" or "Brein-storming" style has been put forward as one of the innovative methods of coursework in the current era. In fact, this method has been used in philosophical lessons even before. Only now it is much wider than other methods and is being put forward in a new modern interpretation of learning. We will now get acquainted with the content of this method in a new interpretation.

"Brein-storming" is one of the techniques widely used in debating in foreign developed educational institutions. The concept of "debating", on the other hand, is actually a concept that expresses the meaning of "doing things" and is defined as follows:

Debate is a process of thought tension that occurs among people of different views, in which each of the participants tries to logically convince others of the correctness of their opinion [10].

Debate participants are required to follow a few simple rules, and they are as follows:

First, not to criticize the debater without ending his speech when he is speaking. After all, some thoughts that seem understandable and insignificant at first glance may be passing an introductory or motivating task for important thoughts that are then

pushed forward.

Secondly, one should not look at any opinion expressed in a debate as an unorthodox, unnecessary, non-Kurak opinion. At the moment, the idea is also obliged to be continuous with the subject, within the framework of the subject. But it is also worth considering that it is often necessary to go through a stream of more shallow thoughts, which is not very good until one good, energetic thought is reached.

Thirdly, it is desirable that the points that are put forward in debate are not limited to three or four points, that is, more so up to twenty-five, for example. Because, the more thoughts, the more solid foundation, the foundation will be created for the final conclusions.

Fourth, in order for the "mental cell" method to work well, the process of thought alashinuv should be well established. To do this, it is necessary to combine ideas in different ways and replace them, coordinate with each other, carry out restructuring.

Conclusion. The method of "mental cell" can first be tested in small groups, and only then also spent among large commandos. When working on this method, it is advisable for one of the members of the group to write down the thoughts expressed. It is also natural that there is noise, confusion when this method is applied. Nevertheless, it is necessary to allow everyone to report their FIR. It will be possible to generate ordered and concrete arguments i.e. arguments from the forward points. Participation in philosophical debates is one of the conditions of life of the formation of skills. After all, in our daily lives, we always prove our opinion. For example, when we express to our parents our opinion that "I will return home later than usual today," we must justify it, prove it. The idea on which we are based is called "argument". The concept of an Argument expresses the meaning of a convincing argument. Accordingly, we, for example, will prove our opinion in the following order:

A) after Class, I want to go to the library, to the Internet club.

B) we began to study a difficult topic in our lessons, and I would like to get acquainted with the main materials on this topic in more depth.

C) the grade on this topic is decisive for the entire semester.

D) so I have to go to the library today.

The above example allows you to draw up a general scheme of the proofing (argumentation) process. Accordingly:

at the first stage, the divided opinion that wants to be expressed is put forward;

in the second step, the reason for the forward thought is explained;

at the third stage, the idea is proved (justified);

at the fourth stage, the idea is summed up.

Even when debating, its participants are required to justify their opinion in this order. The above scheme and structure of argumentation is intended to help those who are just participating in debating so that they can wrap up the organization of their speech. It is also permissible to pay attention to the exact expression of thought in debate. Below we will get acquainted with the main stages and conditions for conducting debates.

Argumentation that is, in order to correctly carry out the argument of an opinion, debaters must first prepare worksheets. The preparation of working sheets for the debate is carried out in the following order:

A) the name of the subject on which the debate takes place is written. For example: "the problem of the substance of being in philosophy".

B) the issue of the subject to be distinguished for debating. For example, "the question of the relationship between matter and Idea".

C) thoughts that are brought forward by students. That is, students are divided into groups according to what opinion they put forward.

This is followed by the process of argumentation of forward thoughts. Argumentation is carried out according to the scheme that we have already cited above. Pushing the thought forward-explaining the thought - reasoning the thought-inference.

Each stage should be covered in detail and illuminated on the working sheet. For example, a) what opinion is put forward in the group on this issue; B) the detailed coverage of the reason why this opinion is put forward; C) the argumentation of the opinion, expressing what basis the same opinion was put forward; G) the repeated approval of the thought or its cause, which was initially put forward.

And finally now let's look at the content of the process of preparing for a debate. This content involves the process of collecting information for debate in the first place. The student must choose and collect a lot of information, examples, facts, quotes that serve to convince debaters to debate in order to thoroughly substantiate their opinions. The collected material serves as a "proof-proof bank" or "information Bank". Therefore, an important part of the preparation for debate is the process of collecting information.

In the collection of information, the library, computer networks, publications in which the opinions of Soha specialists are described, sociological research, public opinion, statistics, demographics materials, etc. is used from. But when preparing for a debate, the student should assume that it does not consist in a simple collection of information, but should look at it through the eyes of the researcher. The student must trace the sources from which the strong ideas on the topic of debate are developed, sort and classify them, make a comparative analysis, then make the arguments obtained from them logically and accurately expressed, systematized, that is, ready for application in debate.

It is permissible for the teacher to give advice on choosing a book for debate argument to students. In this, first of all, work begins on quickly determining the relevance of the book to the topic. This has its own style:

First of all, the attention to the title of the book has a great acumen. Initially, from the name of the book, it is possible to determine its relevance to the topic and the approach of the author to it.

Secondly, if the title of the book is more general and the book covers a wide range of content, it is necessary to take a special look at its content.

Thirdly, it is necessary to pay attention to the preface (introduction, preface) of the

book.

Fourth book applications also help to anticipate the main ideas and concepts covered in it. Most books, especially fundamental works, will explain the terms used in the book, listing the names the author mentions.

Fifth, a selective peep of some parts and themes of the book also gives an early idea of the topics covered in it.

Sixth, it is also important to review the bibliography of the book. Well, at this stage, the student must develop the skills to preview the book. Working in collaboration with birnecha cadets will help in dressing this skill. Each of the students selects five books and has a quick look at them, and they question whether its relevance to the subject can be used as material for a debate argument. The debate is about the material chosen as the argument, i.e. quotations (excerpts), examples, etc. It is important from which source the of is obtained. Because the success of the debate depends on whether the arguments are derived from reliable, strong material. Of course, the question of what sources are considered reliable for use in debate is quite natural.

First, if there is no fanaticism (non-objectivity) in the content of the book.

Secondly, if the author relies not on unreasonable (shallow) and approximate thoughts, but, on the contrary, on conclusions arising from strong theoretical teachings, ideas and facts, and in this it helps to overlook book snosks and bibliographies.

Thirdly, the author himself is also known by many as the connoisseur of his Sox, and such sources are considered reliable if the general public approves.

The book also includes the author's subjective opinions and his own subjective views on value. When working with a book, they also need to be separated. Because, a student can use both of them (objective and subjective ideas) in Reasoning his opinion in debate.

Acknowledgement. Thus, it is necessary to take into account that the achievement of success in debate depends on how reliable the source, that is, the argument, is, based on the justification of the thought put forward in it. At the moment, it is also advisable to take into account what counter-arguments the opponent can put forward.

It is difficult to prove the source, which is presented as an argument to the debate. Because, in a debate, a very small part is taken from it - a quote (quotation), and it is addressed only "in the way". Therefore, the commanders participating in the debate use the tactics of identifying the source used by him when asking questions to the team that is advancing the opinion against him. That is, the source tries to determine whether there is fanaticism, superficiality, lack of justification. But, taking into account that there is fanaticism that can be recognized also has an important significance for debate ethics.

The systematization of information constitutes the second most important paragraph of preparation for debate. In order for the information to be easy to use at the time of the accident after it has been sufficiently collected, it is necessary to restore it to the state of an ordered system. To do this, Cards are prepared in which arguments are written in such a way as examples, quotations, facts, statistical materials. The cards must contain the following:

1. Bibliographic indicators (title, author, publisher name, time of publication of a book or article, number of journal publication if the article is published in a Journal, Citation, example, fact, etc. the resulting pages).

2. The type of assertion of an opinion (example, citation, fact, statistical material, etc.k.).

3. The information to be relied upon is itself. Abortive content can be written both verbatim and abbreviated. Next, it is necessary that the essence of the quote does not change, an important element of thought does not fall out.

Some materials, especially quotations, may consist of a birnecha abscess, and an unabridged variant may also be needed. In such cases, it is desirable to obtain a copy (xerocopia) from the original of the quotation. This will be necessary so that there is no place for doubt in any of the debate participants. In addition after the round, the judges will also be able to check the copy of the citation. At the moment, the team quotes its opponents and h.k.ni can check. Accordingly quotation, etc.k. for easy finding of written cards, it benefits to distribute to rubrics (sections separated by a header) and put a corresponding mark. Ethics of affirmation in Bach. The sorted information should rely on some to confirm the forward point in the training tax. This is necessary to ensure baxs ethics. When ethics is not adhered to in Bachs, baxs changes its quality, that is, not baxs turns into a quarrel.

If the student notices that ethics is broken in the arguments presented by the opponent, he should not blame his opponent dry by dry, but strive to prove his opinion on the basis of the original source. Also, if there is a clear belief in the artificiality of the arguments of the competing party, then it is necessary to tell the opponent about it and say the problem at an out-of-competition time. Because, sometimes it is also possible that a person did not do this on purpose and corrected his mistake.

When confirming an opinion, the quality of the taldiq is more important than the abundance of the amount of aspects confirming it. Therefore, it is necessary to pay attention to the correct expression, the correct interpretation of the tasliq in the debate. But, although the expression does not turn out well, especially for those who are just learning to practice baxs, this Hali is not a serious failure. Because, after a chain of thought-relations, the right conclusions, understanding and interpretations can come to the surface. But in the process of baxs, this chain cannot be imagined in advance. Therefore, it is advisable for the student to focus his main attention on the reliability of his conclusions.

The arguments and conclusions presented in the tax must conform to the arguments and conclusions of the competing teams. The basis on which the debate is based (if the debate is on a daily topic) is not outdated, it should also be possible to find it in accordance with the debate topic and from the cited source.

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