

## CRITERIA FOR DEVELOPING THE INTELLECTUAL CAPACITY OF PRIMARY SCHOOL TEACHERS BASED ON CRITICAL THINKING

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**Abstract:** *The article analyzes the criteria for the development of intellectual and critical thinking in the process of training primary school teachers, their importance in professional formation, and pedagogical factors influencing their development. During the study, the intellectual potential of the teacher's personality, analytical thinking, reflective approach, and creative thinking skills were studied in their interrelation.*

**Keywords:** *intellectual development, critical thinking, reflective approach, criterion, pedagogical process, professional training.*

### Introduction

In today's digital and rapidly changing society, a primary school teacher must be able to adapt their professional activity to innovations, think analytically, be creative, and make critical decisions. Therefore, the development of intellectual and critical thinking in the teacher training process requires special attention.

Critical thinking is the ability of an individual to analyze and evaluate existing knowledge and develop new solutions, and it is an integral part of intellectual development. Intellectual thinking, in turn, ensures logic, reflexivity, and flexibility in a teacher's professional activity. The relevance of this study lies in the fact that, in modern pedagogical education, the criteria for developing intellectual and critical thinking are not sufficiently systematized. Therefore, there is a need to identify them and create a system for their measurement and assessment.

### Literature Review and Methods

The purpose is to identify the criteria for developing intellectual and critical thinking in the process of training primary school teachers and to develop effective forms for their practical application.

#### Methods for developing critical thinking:

- “Cluster” method

- **Essence:** A graphical way of organizing text; a form of “brainstorming.”
- **Implementation stages:**
  - A key word is written in the center of a sheet (or board).
  - Ideas, facts, images, and thoughts related to the topic are added around it.
  - Key concepts and ideas are connected with lines, forming further associations.

- **Result:** An information field is formed, and the thinking process becomes visible.
- **Rules:**
  1. Do not be afraid to record any idea.
  2. Continue working until time is up.
  3. Create as many connections as possible.
- **Application:**
  1. At the stages of motivation and reflection.
  2. Individually or in group discussions.
  3. Applicable to any subject or type of text.
- **Working with key concepts**
  - **Essence:** Each text relies on 5–9 key concepts that reveal its main meaning.
  - **Goal:** To develop students’ ability to understand the content and create their own “reference systems.”
  - **Methods:**
    - Before the lesson — construct a text based on key concepts.
    - After the lesson — compare one’s version with the textbook.
    - Provide two definitions and justify which is closer.
    - Place key concepts into a cluster.
- **Working with conclusions**
  - **Essence:** Each text begins with a purpose and ends with a conclusion.
  - **Functions:**
    - Ensures the structure of the text.
    - Allows the author to check whether the goal was achieved.
    - Helps the learner consolidate understanding.
    - Presents content in brief theses.
  - **Tasks:**
    - Expand one of the given conclusions.
    - Create a personal system of conclusions.
    - Supplement conclusions with personal commentary.
    - Formulate questions not directly answered in the text.
- **Advantages:**
  - Systematizes the material.
  - Facilitates comparison and analysis.
  - Aids memorization.
  - Creates opportunities for diverse exercises.

According to R. Sternberg’s “Pentagonal Implicit Theory,” a person’s intellectual activity can be considered gifted if it meets five main criteria:

№	Criterion	Description
1	Normativeness	Traits must be socially recognized and meaningful
2	Value	Abilities and outcomes must be socially valuable
3	Rarity	Abilities are uncommon and unique
4	Productivity	Activity is effective and produces results
5	Demonstrability	Traits can be observed and measured

Sternberg argues that without these five conditions, a person cannot be considered truly “gifted.” In addition, it is necessary to rely on V. Halpern’s “Critical Thinking Framework,” D. Kluster’s “Intellectual Skills Model,” and the learner-centered education theories of local scholars R. Mavlonova, M. To‘raqulova, and A. G‘oziev.

### **Results and Discussion**

Based on the above, the criteria for developing intellectual and critical thinking in the training of primary school teachers are defined as follows:

- Formation of the student as an active subject;
- Core cognitive skills of critical thinking (interpretation, analysis, evaluation, inference, self-regulation);
- Criteria for assessing critical thinking and its significance;
- Basic critical thinking skills and methods for identifying them.

By solving pedagogical problem-based tasks, students acquire methods for addressing future professional challenges, and creative skills for resolving various pedagogical situations are developed.

№	Critical Thinking Skills	Application / Purpose
1	Interpretation	Understanding information and expressing ideas clearly
2	Analysis	Selecting relevant data and solving problems
3	Evaluation	Critically assessing viewpoints and making objective decisions
4	Inference	Drawing new conclusions and identifying correct directions
5	Self-regulation	Reviewing, correcting, and adapting one’s work

In intellectual activity, logic, coherence, and creativity were manifested together. These findings are consistent with the theories of critical thinking proposed by Sternberg and Halpern. Pedagogical factors—such as the guiding role of the teacher, creating an open environment, encouraging free thinking, and providing opportunities for reflective analysis—play a decisive role in developing a teacher’s intellectual potential.

### **Conclusion**

The results of the study show that the development of intellectual and critical thinking

in the training of primary school teachers is most effective under the following conditions:

- Creating a learner-centered and reflective learning environment;
- Systematic use of problem-based, analytical, and creative tasks;
- Establishing clear assessment criteria and implementing a monitoring system that allows teachers to analyze their own development.

Such an approach leads to the formation of a teacher who is intellectually mature, capable of critical thinking, and professionally independent.

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