

RESEARCH ARTICLE

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# STAGES OF HISTORICAL PROGRESS IN THE DEVELOPMENT OF CRITICAL AND LOGICAL THINKING

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## Abstract

In this article you will learn about the stages of historical development of critical thinking. Also cited are the gold-equivalent words of many prominent scientists and poets about thought.

**Keywords** Socrates, Plato, Socratic interrogation, Richard V.Paul, first wave, Abay Qunanbayuli.

## INTRODUCTION

Thinking is the ability to analyze the processes occurring around it. It is present in all humans, the reason is that each individual acquires the knowledge and skills, life experiences that he has. This means that thinking will not be an innate ability, but rather over the years it develops and of course it is no secret to anyone that thinking has its own history of origin and different interpretations over the years.

The roots of critical thinking go back to long periods, when it was first introduced into science by Greek philosophers. Therefore, the term has been used since the founding of the Greek empire. According to many historians, critical thinking first began to be used in Socrates' practical teaching 2,500 years ago. The earliest manuscripts associated with the theory were written by Plato.

Plato transcribed in these manuscripts the dialogues that Socrates presented during his teaching. Of course, these dialogues were considered the first dialogues that Plato copied, and it was the discussions in a critical spirit about

the moral issues that Socrates conducted with his fellow opponents. Socrates proved that the authorities and high-ranking holders of the Ush period behave irrationally and bewilderingly.

The philosopher believes that as long as a person wants to reach the value of life and live a good life, he must have a "questioning spirit", that is, be a critical questioner. He suggests that humans should ask themselves questions that make it think deeply, rather than simply accepting ideas directly. But asking questions also has its own rules of law, that is, the questions should not repeat each other in logical consistency, but continue. Socrates' "questioning process is known as" Socratic interrogation" and has been hailed as the best and most famous strategy teaching critical thinking.

In this strategy of his own, Socrates asked questions to expose illogical thinkers. In order to arrive at the final conclusion in his opinion, He developed a method of looking at approximate considerations with doubt. It also believes that humans should be able to distinguish logical beliefs

from beliefs that do not have a logical basis. Socrates' teaching was continued by Plato, who was his pupil.

Their successors, Aristotle and other Greek philosophers, further perfected Socrates' teaching. They were able to determine not only the external appearance of the phenomenon, but also its internal essence, through questions and answers of logical consistency, which they formulated themselves.

Richard Paul described critical thinking as a two-wave movement (1994). In his view, the "first wave" is often referred to as "critical analysis", and is called pure, rational thinking that involves criticism. Barry K. Beyer concludes that critical thinking consists of making clear, reasonable judgments. Critical thinking as defined by the U.S. National Council is defined as the intellectual process of skillfully transforming, practicing, analyzing, synthesizing, or evaluating information gathered through observation, experience, reasoning, dialogue into concepts.

The role of poets and writers in the development of critical thinking is incomparable, including Abay Qunanbayuli in Kazakh philosophy, who brought critical fixation to a high level. We can see an excellent example of critical thinking in some poems and speeches in his work, which glorified disobedience to authority, demanded reasonable accuracy in knowledge and faith. We can take his bird wise sentence as an example.

If you come across a situation.

The old man said,

Rich said: Whoever he was,

he said - If you win with your mind.

Don't give in to fools. If you literally die.

From this poem it follows that the word is justified by the fact that it is necessary to draw conclusions based on its content, and not on who said it.

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