METHODS OF STRENGTHENING TEACHERS' CRITICAL THINKING SKILLS USING DIGITAL TOOLS

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ABSTRACT

this article focuses on the topic of "ways to strengthen teachers critical reasoning skills using digital tools". Critical reflection is the ability of teachers to identify, evaluate, and offer solutions to problems in the educational process. Digital tools, on the other hand, help effectively in this process, as they allow teachers to develop new ideas, analyze data quickly, and apply innovative techniques. The article analyzes how teachers critical thinking skills can be enhanced through the inclusion of digital tools in the educational process. For example, with online platforms, simulations, and interactive programs, teachers can gain experience in problem solving through real-world situation-based exercises. The article also highlights the importance of developing cooperation through group work and discussion.

KEYWORDS: Digital tools, critical feedback, ability, innovation, methodology, innovation, interactivity, technology, comparison, experience.

INTRODUCTION

In the process of modern globalization, the teacher's ability to meditate critically is the most important factor in the upbringing of an independent, creative, critical thinking owner. And the introduction of digital tools into the educational process is expanding the possibilities of further strengthening the teacher's critical thinking skills, applying interactive, innovative techniques, effective activities in cooperation with students. Critical reasoning is the ability to make an unbiased conclusion without taking information together, by comparing it with logic, foundations, reliability, cultural and social context, alternative opinions. Currently, digital tools (online platforms, interactive applications, social networks, distance learning resources) are emerging as the most powerful assistants in the process of strengthening this competence.

Critical reflection (critical thinking) is an individual's ability to scrutinize any information, focus on evidence, focus on opposing opinions as well, examine alternative sources, draw an impartial conclusion, be free from emotional or imperceptible pressures, stand above subjective or stereotyped viewpoints. John Dewey refers to this process as "reflexive thinking", as a mechanism that activates a person's capacity to know through his own experience, questions, and promising ideas[1].

Jean Piaget notes that the formation of critical thought in the theory of stages of mental development occurs through independent experience, problem situations, participation in debates in the social environment. According to him, the individual is able to substantiate his opinion due to strengthening his knowledge, listening to an alternative opinion as well, comparing hypotheses and arguments, checking[2].

In the eyes of Paulo Freire, critical thought is formed by ridding an individual of "banking – style education", by transforming him into an active subject rather than a passive recipient. It states that"people discover their consciousness, their capabilities, their potential through critical thought, through which they actively participate in political, social, economic relations in society"[3].

Therefore, critical reflection is the ability of an individual to think independently, and for the teacher, deep knowledge of the methodology for forming, strengthening it and teaching students as well is a requirement of today's times.

The teacher's ability to meditate critically. A teacher is a promoter of Science and education in society, a specialist who directs the cognitive activity of students, plays a strategic role in the upbringing of a person. If the teacher does not develop a thorough skill in critical reasoning, then students may also develop cases of biracial thinking, belief in ready-made schemes, manipulation, acceptance of proof-of-proof information. This negatively affects not only the quality of education, but also the creative and critical potential of the future generation. Therefore, with the help of digital tools and a critical pedagogical approach, it is necessary to constantly improve the level of critical thinking of the teacher.

Digital tools-it mainly includes the internet, online platforms, social networks, mobile applications, distance learning modules, interactive presentation applications, artificial intelligence capabilities, audiovisual rollers and similar modern technological resources. The teacher will be able to use digital tools to easily turn to various sources of Information, world literature, multimedia materials, research work. With digital tools (Moodle, Google Classroom, Zoom, MS Teams, Miro, Padlet) it is possible to organize a lesson, apply interactive methods, conduct remote and mixed-form activities, organize online debates and keys-stadiums. Critical deliberation, in turn, requires maintaining impartiality in the face of "high risk" – information attacks, fake (fake) messages, manipulative techniques – while achieving "broad opportunities" in this process. The teacher himself must master such stages as critical thinking in this digital environment, assessing the reliability of various sources, noticing manipulation, analysis of evidence[4].

Reinforcement methods and evaluation criteria. Continuous practice: critical reflection – requires continuous exercise, not achievement with a few lessons or training. The teacher must, at least once a week, recommend a dubious or controversial message, article, infographic from digital sources for analysis, participate in it himself.

Portfolio: a teacher can put together his analysis of critical reflection, keys, involvement in controversy, evidence list, fact-checking experiments, reflexive (self-edited) writings, and store them in the form of an e-portfolio. This process strengthens the self-analysis skill.

Collaboration: among teachers, for example, by setting up an online chat, a professional network, a Telegram group or a Moodle section, "who has identified which manipulative message?" , "what evidence did he find?"can be strengthened by cooperation.

Evaluation criteria. Critical thought, independent analysis and evaluation – may seem subjective, but can be objectified by specific criteria[].

Quality of questioning: in a message quoted by the teacher, "Why Are you based on such evidence?", "Which research source is available?"questions? The questions are deep and focused on looking for evidence, or the superficial "is that right? limited to"?

Source verification: did the teacher use several source comparisons against the possibility of manipulation, compared with fact-checking sites, official statistics, conducted surveys?

Making evidence: is the evidence presented with a clear source? Which research, which statistics, whose review? Basis or subjective guess?

Conclusion: on the basis of what he concluded, emotional words, whether he expressed a formal, consistent opinion, relying on evidence, how many different point views are taken into account

Conclusion

Strengthening the teacher's critical reasoning skills with digital tools is one of the most important areas of modern education. Such tools (remote platforms, fact-checking programs, interactive games, online discussion forum) allow the teacher to get acquainted with various resources, conflicting opinions, fake news, manipulative elements on a topical topic, as well as develop critical thinking through their analysis. Thus, in this article entitled" methods to strengthen teachers 'critical reasoning skills using digital tools", strategies to harness the broad possibilities of education in a digital environment, develop didactic approaches to critical thinking with reference to the theories of John Dewey, Piaget, Freire, and Vygotsky, develop interactive methods, controversies, case-stades, role-playing games, fact-checking, portfolio assessment, and build a teacher's critical capacity. This approach is of great importance for society in the way of educating new individuals, professionals who can think critically.

The achievements of critical thought methodology integrated with digital tools are manifested as follows:

The teacher himself will improve his skills in the field of media literacy, learn to notice manipulations early, Keeping Up With the global information space;

To show students the process of independent thought, finding evidence, not rejecting the opposite opinion either, but evaluating and drawing conclusions through various interactive activities, online forums, debate, keys-stadi, role-playing games;

The level of "immunity" of teachers and students increases in front of any text in which information attacks, Feik messages, intentions or sources are questionable in society.

With the development of artificial intelligence technologies (deepfake, generative AI) in the future, creating fake content will become even easier. In such conditions, the teacher's ability to meditate critically and its strong integration with digital tools becomes extremely important. Therefore, digital literacy, identification of media manipulations, acquaintance with fact-checking methods, lessons and activities organized from interactive methods – should become an integral part of the educational process.

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