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INTRODUCING CRITICAL THINKING AS A NEW SUBJECT TO HIGHER EDUCATION IN UZBEKISTAN

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Annotation. *In this thesis, it is given the introduction of critical thinking in the higher education system of Uzbekistan and what needs to be done to do so. It is also covered some steps of introducing Critical thinking to Higher education in Uzbekistan relaying on the experiences of development countries.*

Keywords. *Critical thinking, higher education, globalized world, skills, schedule, textbooks.*

Nowadays, people are surrounded by a variety of information. In turn, this requires people to be able to distinguish which information is reliable or which is unfit. In today's evolving society, one of the most important tasks of higher education is to develop the skills of future professionals to keep pace with the times, to work freely in the field of information, high and rational thinking. According to Tenías (2013), the current world demands fostering the habit of being well informed, of expressing one's opinions correctly and appropriately, and having, defending and arguing one's ideas and opinions as well as being able to understand, analyses and evaluate others' views. To Flores (2016), critical thinking skills are indispensable for the professional development of students in the knowledge society, as they contribute to face the challenges of a globalized world [1]. "At a time when the economy is booming, it is unfortunate that the higher education system, instead of being the locomotive of development, is not keeping pace with the times" [2] said the President of Uzbekistan. Therefore, one of the priorities of the education sector is to further improve the quality of higher education, to confront students with modern sciences. Critical thinking is one of such modern subjects for higher education in Uzbekistan.

If we take a closer look at the higher education system of developed foreign countries, according to a [survey by the Times Education Supplement](#), 85% of teachers worldwide feel their students don't have the critical thinking skills they need when they start university. 93% of teachers in 82 countries across the globe agreed that it's important to develop students' critical thinking skills but only 21% agreed that they have all the materials they need to develop these skills [3]. In many countries, researchers pay attention to find new materials, textbooks and others in order to provide students sufficient materials. The United States, the United Kingdom, Russia, Germany, Italy, Japan, China, and other countries are already teaching students critical thinking in higher education. Following in the footsteps of these countries, it would be expedient for Uzbekistan to include this subject in the higher education system in the near future.

We have a number of important tasks ahead of us to introduce critical thinking as a new subject in higher education in Uzbekistan. The first perhaps the most significant step is to study the experience of foreign countries that currently teach critical thinking as a science in the higher education system. By studying it, critical thinking can be analyzed by comparing how many times a week they are in the class schedule, how many hours they last, how many hours they are taught for a semester, and how many total annual classes they have. After that, it is possible to

analyze the education system of all countries and think about the number of critical thinking classes in higher education in Uzbekistan. The next step is creating textbooks or study guides for students. In this process, too, we rely primarily on textbooks or other books from foreign countries. At the stage of creating textbooks or manuals, it would be expedient to create materials taking into account the national values, the content, as well as the various processes taking place in foreign countries and modern Uzbekistan such as economic, social and political. Upon completion of these stages, critical thinking as an experimental test is introduced into the higher education system as an elective subject for selected faculty or direction students. If this subject has a significant effect, then it is taught as a new subject for students of other faculties or directions. Of course, every textbook here is created in accordance with the direction of the students.

Taking everything into consideration, one of the main goals of the higher education system of Uzbekistan is to develop personnel who are able to meet the requirements of modern society, keep pace with the times, have high skills, high thinking ability, and work freely with information. The growing and changing demand for generic and professional competencies in the labor market requires higher education to constantly readapt to the current situation. Additionally, this also means reviewing and evaluating society's needs and emerging challenges, rethinking practices for the preparation of professionals and assessing the importance of the competences being developed. The need for critical thinking is obvious in the labor market [4].

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LEADERSHIP: COMMUNICATIVE PROPERTIES OF THE MANAGER'S PERSONALITY AND PSYCHOLOGY OF COMMUNICATION TECHNOLOGY USE

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Abstract: *The article is devoted to studying the relationship between the communicative properties of the manager personality and managerial decision-making styles. This problem is essential and relevant since the communicative properties of the manager's personality are rarely considered. Research has shown that most managers have developed communicative qualities and constructive decision-making styles. As a result of the correlation analysis of the data, significant correlations were revealed between hyperactivity as a decision-making style and indicators of self-control in communication (positive relationship) and indicators of organisational skills (negative relationship). Factor analysis of the data obtained showed that*