

PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS' INDEPENDENT THINKING

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Abstract: This article reveals the role of national values and the role of encyclopedic scholars in the development of students' ability to think independently.

Key words: Education, education, thought, national value, independent and creative thinking.

Introduction: In the conditions of Uzbekistan, where great reforms are being implemented, the presence of independent thinking young people is the need of the times. Because only people who have a personal worldview will be able to achieve success that ensures the development of society. One of the main factors of the policy carried out in our republic is the development and upbringing of talented individuals with deep thinking, independent outlook. After all, the psychology of being dependent on the opinion of others and following different foreign ideologies will undoubtedly lead to the decline of the morale of the society. Renewal in education is not only about giving new knowledge to students, but also about changing the system of attitude towards society, state, nature and work. As stated in the "National Program of Personnel Training" and the Law "On Education" of the Republic of Uzbekistan, it is necessary to educate a person to think freely and independently in a democratic society. Development of the ability to think is a product-high result of the process of thinking as a way of perceiving existence and reality. It is related to activity and is formed in the course of independent work. The existence of things and events is related. Realization, proof, explanation, and thought formation are the gradual stages of understanding that if the relationship is broken, there will also be a change in existence. Thinking is a life-giving force. That is, a person is alive through independent thinking. Without thinking, a person becomes a dead body, unable to create and grow. Regarding the incomparable breadth of human thinking, the "Holy Qur'an" and "Avesta" were interpreted on a religious basis, while the encyclopedic scholars such as Abu Nasr Farabi, Ibn Sina, Beruni, Abdullah Awlani, who lived and worked in the Middle Ages, interpreted in a scientific and artistic way. those who did. The scientific style prevails in the works of recent scientists. In order to take a deeper look at the root of the problem, first of all, it is necessary to dwell on the dictionary meaning of the words "independent" and "independence". In the "Annotated Dictionary of the Uzbek Language" the word "independent" means "one who has his own free will, is not subject, not dependent". Accordingly, independent thought can be said to be a product of consciousness that is not subordinated to anyone, not dependent on any extraneous thoughts or opinions of others.

The fact that independent observation is an important factor in human life and activities can also be found in Razi Abu Bakr Muhammad ibn Zakari's "Kitab tib ar-Ruhani". He writes about the ability to think independently and its vital importance: "The ability not only to read, but also to be

able to discuss what he has read, and to be able to apply what he has read in some cases, makes a doctor a doctor." According to Farabi, a person's body, brain, sensory organs are present at birth, but his mental knowledge, spirituality, soul, intellectual and moral qualities, character, traditions, and education are created in the external environment and communication with others. A person's mind and thoughts are the most mature product of spiritual growth. The great thinker of the East, Abu Ali ibn Sina, occupies an important place in the history of national pedagogy not only with his discoveries in the world of medicine, but also with his works in the field of education and training. In his work "Tadbiri Manozil" ("Education and education of a child at school"), he focuses on the need to teach students together to improve the thinking activity of students and increase the efficiency of the education process. In this way, the student will not get bored, he will be interested in mastering the subject, he will try to keep up with each other, and he will develop a desire to compete. Based on this, students share the books they have read, their opinions, and the opinions they have heard from adults, and in this process, their level of thinking is formed. The great encyclopedist, philosopher and pedagogue Abu Rayhan Beruni, while talking about the role of mind, thought and intuition in the formation of knowledge, writes: possible

If a person uses his senses with the help of thinking and drawing conclusions, he can make great progress in learning what is perceived with the help of these senses. Desires are achieved through hard work." According to the scientist, only the information that is heard, seen or received through the senses is not perceived as such, but is passed through the mind and appropriate conclusions are drawn, then only this knowledge will be real and solid. In the works of Alisher Navoi, the Sultan of Ghazal, an enlightened statesman, special importance is attached to the importance of human thinking in having one's own opinion, worldview, acquiring knowledge and being able to apply the acquired knowledge in life. In the work "Mahbub-ul-Qulub", the poet compares a person who cannot independently observe after acquiring knowledge to a "donkey with a book on top" and calls him "ignorant". Enlightenment scientist Abdulla Avloni in his work "Turkish Gulistan or Ethics" gives special importance to mental education as well as physical education. He said that education of thought "needs second only to the help of a teacher" and is important in human life. The last decade of the 20th century was a period of fundamental changes in the social life and consciousness of the Uzbek people. In a short period of time, there have been serious qualitative changes in the nation's way of understanding, perceiving and explaining the world and reality. This shows that the Uzbek people have returned to their identity, and that the nation's thinking has become healthy. These positive changes were also reflected in our national pedagogy. Now, the goal of our national pedagogy is focused on the education of a well-rounded individual, unlike the pedagogy of the authoritarian regime, whose main purpose is to impart knowledge and train specialists.

Continuity of involuntary mental actions (relative duration of thinking), etc. Development of students' thinking is one of the necessary conditions for solving problems related to personal education before the continuous education system. To the extent that a person is independent in his actions and activities, his understanding is broad and his intelligence is high. It is not difficult to understand how important the task of mother tongue education is when it is assumed that the thought is expressed through speech. We can indicate the following as criteria for developing students' thinking ability: 1) ability to independently analyze the studied material; 2) ability to solve the problem; 3) comparison of signs in events and processes, generalization, drawing general conclusions; 4) to logically prove one's opinion and understanding, to express one's thoughts fluently; 5) to be able to apply acquired knowledge in practice. Teaching students to develop their thinking ability is of particular importance in the current era, when radical changes are taking place in the life of society. Because in our country there is a greater need than ever for high-confidence,

independent-minded, enterprising, highly qualified specialists. The role of educational subjects in forming the personal qualities of students is incomparably great. In this regard, mother tongue education has a great responsibility. Having the ability to develop students' thinking ability has a positive effect on their learning skills and abilities. Accordingly, teaching students to think independently is fully compatible with the requirement of humanizing the educational process defined in the "National Personnel Training Program". The theoretical analysis of the literature devoted to the formation of students' cognitive activity and the views of pedagogic scientists show that there is currently no consensus in understanding the essence of students' independent thinking activity.

Conclusion: In short, self-employment is a description of the activity in terms of the amount of support or lack of support for the work being performed. Students' independent activities can be of different levels of creativity. But any independent activity of students is definitely organized by the teacher; conditions are created, instructions are given. During the research on the scientific-methodical foundations of teaching students to develop their thinking ability, we came to the conclusion that individual and typical characteristics of students are embodied in their thinking activity.

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