

Issues of Developing the Ability of Independent Thinking of Students of Primary School Age

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ABSTRACT: In the article, it is highlighted that 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. It has been researched that the role of educational subjects in forming the personality qualities of students is incomparable.

KEYWORD: educational system, thinking, creative thought, teaching-methodical process, quality of education.

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. The 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 thought, a person becomes a dead body incapable of creation and growth. Focusing only on acquiring knowledge in education leads to low educational efficiency. Only a student with a developed thinking ability will acquire knowledge firmly. That is why it is so important to teach students how to think.

The problem of developing students' thinking, creative organization and activation of the educational process is covered in detail in the researches of A. Gulomov, M. Haqberdiyev, T. Ziyodova, S. Yaminova, M. Saidov, B. Adizov, Ya. Rakhmanov. given In the research of Q. Yoldoshev, ways of organizing literature classes based on pedagogical cooperation were developed. M. Makhmutov, V. Okon, R. Ibragimov researched ways to create problem situations in the educational process and improve the effectiveness of students' learning activities on this basis. A. Choriyev philosophically analyzed the activity of independent thinking as the main component of personal independence. E. Ghaziyev, V. Karimova, Z. Nishonova revealed the psychological foundations of thinking in their research. As it can be seen from the research analysis, the means of teaching primary school students to think independently have been researched separately.

Formation of skills of development of thinking ability and ability to solve problems independently in primary school students is an important factor of increasing educational efficiency. As long as this is the case, the educational process should be organized in such a way that the students become equal partners of the teacher

in the educational process and acquire the ability to think independently, instead of being the object of the educational process. Let's go

The founder of democratic pedagogy, the famous Czech pedagogue Jan Amos Comenius, with his progressive ideas, opposed the dogmatic method of teaching based on scholasticism of his time, scientifically substantiated the place of enlightenment in the way of a person's progress from emotional knowledge to intellectual knowledge.

The great scientist says in his work "Great Didactics" that a person spends his entire youth, up to the age of 24, to acquire knowledge. Dividing this period into four parts, it shows that each period should have its own school. "First of all," he says, "things themselves are known through external senses, because things directly affect the senses. Then, in turn, the internal senses are activated, reflecting, embodying and expressing the perception of what is learned through the external senses through memory, as well as through hand movements and speech. Then the mind goes to work and, thinking in detail, measures and compares all the things in order to thoroughly study their mutual relations. This allows you to understand things and thoughts about them correctly. Finally, in all this, the will must show its legal power. Because the will unites and directs all the actions of a person." Therefore, the scientist, showing the stages of knowledge starting from the senses, shows that the mind develops independent thinking, and only as a result of this, correct thoughts are understood.

Analyzing the concept of "independent person" philosophically, the philosopher and scientist A. Choriev emphasizes that it embodies three components: independent thinking, independent work, independent living, and emphasizes independent thinking as the main component of human activity. he says about his secret: "... the independence of a person depends, first of all, on his way of thinking, the power of reasoning. Thanks to the same ability, a person determines the essence of the events, events, processes that he sees, knows, hears, happening around him, whether they are right or wrong, true or false. To put it more precisely, a person finds solutions to the problems that arise in our daily life thanks to this same ability. According to the observations, independent thinking is manifested primarily in the ability to see and pose a new question, a new problem, and then solve it with one's own strength. In other words, independent thinking is such an activity of students in which students show maximum activity, creativity, independent judgment and initiative. As a result, in this process they: - apply knowledge independently in a new situation; - being able to see a new problem while studying topics; - understanding that there may be several (alternative) solutions to a problem; - combining previously known methods of solving problems; - acquire the skills of finding original ways to solve problems.

During the performance of the above-mentioned and other similar activities, the level of conscious independence in the student's activity is manifested in the following: knowing, thinking, remembering or bringing new facts, events, events based on certain concepts. According to the content of the work, the student's actions in performing similar tasks are not independent, because they are performed on the basis of a sample. The activities of primary school students in their native language classes are also at the elementary level. Because in the form of simple processing, actions based on basic concepts have little effect on the way of thinking. Inadequate development of thinking, as stated by M. Saidov, "poverty of words, often encountered in the work of the student, inability to express thoughts logically, inability to express thoughts independently, dividing thoughts that need to be expressed into logical parts inability to distinguish leads to deviation from the subject's requirement. This shows the importance of the matter.

Z. Nishonova points out the following as the criteria for the development of independent thought:

1. A person's experience in critically evaluating his own and "other people's" opinion, the ability to understand the opinion of another person, to understand the logic in his opinion, to be able to compare the interlocutor's opinions with his own and come to a certain conclusion;
2. External and internal agreement with the content of the person's thoughts;
3. Ability to feel contradictions;
4. The ratio of theoretical and practical generalization in thinking;
5. Voluntary control of mental functions manifested in attention;
6. The level of development of mental initiative.

Analyzing the process of independent thinking and its influence on perfection, E. Goziev, doctor of psychology and J. Ikromova, doctor of pedagogy, emphasize that the act of independent thinking can consist of the following stages:

1. Emergence of the problem.
2. Understanding the nature of the issue, problem, task.
3. Emergence of similar information or images.
4. Reduction of imagination and memory materials, birth of assumptions (hypotheses).
5. Check assumptions or confirm their accuracy.
6. Emergence of a new assumption (hypothesis).
7. Secondary testing of hypotheses.
8. Finding (solving) a solution to a problem, task, problem.
9. Continuation 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 that the problem of solving a responsible task is faced by the education of the mother tongue, if it is assumed that the thought is expressed through speech. We can indicate the following as criteria for the development of thinking ability in primary school students: 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.

In short, 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. Educational subjects play an incomparably great role in shaping the personality of students. 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.

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