



COPY RIGHT



2022 IJIEMR. Personal use of this material is permitted. Permission from IJIEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJIEMR Transactions, online available on 12th May 2022.

Link: <https://ijiemr.org/downloads/Volume-11/Issue-05>

DOI: 10.48047/IJIEMR/V11/I05/14

Title: **FACTORS INFLUENCING THE THINKING OF SMALL SCHOOL STUDENTS**

Volume 11, Issue 05, Pages 95-102

Paper Authors: **Boyqarayeva Navro'zgul Allaberdi qizi**



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

FACTORS INFLUENCING THE THINKING OF SMALL SCHOOL STUDENTS

Boyqarayeva Navro'zgul Allaberdi qizi

TerDUPI 1st year Master's degree in

Pedagogy and psychology

boyqarayevanavroza@gmail.com

Annotation: This article discusses the factors that influence the formation of healthy thinking in small school students, the process of forming a healthy mindset.

Keywords: thinking, small school students, family, parental relations, educational process, harmonious personality, healthy upbringing in the family, educational institutions, healthy environment, peer community, intellectual development

INTRODUCTION

One of the most important issues in the educational process today is the development of healthy thinking, independence of thought, critical thinking in students, based on the views of the general public in the classroom and outside of class. The new Uzbek society is entering a completely new era in terms of quality. The rapid movement of society towards renewal also requires the formation of a new way of thinking in the younger generation. Today, the upbringing of independent and free-thinking young people is the responsibility of every parent, every person in our society, not every educator and coach.

The main part. We know that when we talk about a set of pedagogical and psychological measures and processes in the formation of healthy thinking in primary school students, we must first consider that healthy thinking is both a psychological, philosophical and pedagogical category. Because common sense embodies all of them in its content. If we focus only on the pedagogical and psychological aspects of healthy thinking, it becomes clear that in the formation of healthy thinking there are several specific stages and processes. Factors influencing the development of students' thinking are: (Figure 1):

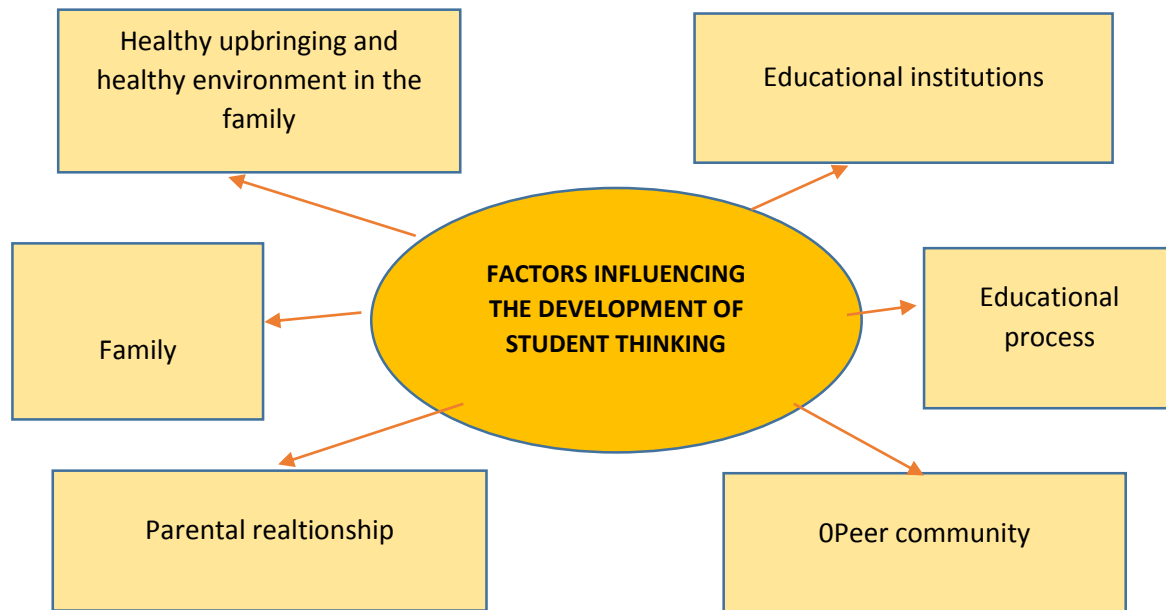


Figure 1. Factors influencing the development of student thinking

The family is a complex social group, formed as a result of an integral combination of ideological and psychological relationships. The family is the basic social unit of society. It reflects the needs, interests, inclinations, upbringing and other types of social activities of family members. The process of systematic influence of parents on the child's personality in order to form the basis of the scientific worldview, spiritual and moral, sophistication, labor and other social factors is called family upbringing.

Extracurricular and extracurricular activities are important in the development of students' thinking in general education, including participation in various clubs, which deepen students' knowledge and expand the scope of knowledge. If the circles are ruled on the basis of personal initiative, if young men and women participate in them, if they are built on the basis of creative research, then the desired result will be achieved. Humanities and natural sciences clubs, Olympiads, competitions are giving good results in educational practice. Under the influence of the clubs, students develop independent thinking, critical thinking, speech culture and technique, and the art of public speaking. In addition, the judicious use of effective methods that accelerate the operation of thinking in the process of reading and teaching is highly effective.

It is impossible to imagine human life without thought, without thinking. Scientists explain the essence of the influence of the social environment in the formation of human thinking:

"thinking can be called a social phenomenon." Imagine: you have an opinion on a problem or issue, i.e. you have an independent or critical opinion, that opinion is very appealing to you and you think it is logically based. If you have such confidence, even faith, you will definitely realize that you feel the need to share it with someone. If you are a little hesitant that he is "ripe," you will try to keep the idea to yourself or tell someone very close to you. So, the new idea that emerges motivates a person to communicate with others, to share with them. This aspect indicates the sociality of thinking. Below are the scientific findings and opinions of research scientists that reveal these approaches.

According to the Hungarian sociologist M. Komlosi, the family environment (situation, conditions) that directly affects the attitude of children to upbringing and learning can be divided into the following groups:

- community activities of parents;
- Relationships with family members;
- educational and pedagogical activity of parents;
- Children's activities in the family.

According to K.P. Megrelidze, no mental event in a person can be correctly explained without taking into account the social factor. This thing depends primarily on human thinking. Thinking cannot be studied without other aspects of social life. The methods of human thinking are not in the nervous system or in the brain, but in social conditions that at one time direct such

perception, thinking, and activity, and at another time the activity of the nerves.

Thoughts and views of people occur not in an individual order, but because of social relations, writes Megrelidze: "Human thinking moves not on natural and biological laws, but on the path of socio-historical laws. The way a person thinks is primarily a social phenomenon. The thought of the individual is a special manifestation of socially mature thoughts. Each individual thinks using social concepts and perceptions.

Thoughts and ideas are not the product of free individual creativity, but the product of society and social relations as the individual himself. Therefore, the solution to the puzzle about human thinking, stages of thinking, forms and methods of human thinking should be sought not from logical research, traditional psychology, but first of all from the social origin of these ideas. This or that individual becomes a "random" representation of the social ideas that have matured in society. "

American pedagogue-psychologist J. Dewey is one of the scientists who studied the social psychological essence of thinking in connection with the problem of thought education. According to him, "experience and knowledge are the source of thought. If a person is partially familiar with the problem, he or she may think to solve the problem. If a person has a problem and does not have experience with such conditions, he will not think. The author

emphasizes that amazement is the mother of any science. Therefore, the task of the teacher is not to extinguish the spark of amazement in the student, to ignite the flame of curiosity and to cultivate a positive approach to things and events around him.

John Dewey linked the development of thinking to the genesis of human development, and among all the factors, the child's habit of striving for an external social environment was important. The child first acquires life and social knowledge in the family. Proper organization of interpersonal relationships and upbringing in this environment emphasizes that the child by nature always has a tendency to establish good relationships with others. In a number of his works, such as "How do we think?", "Logic", "Introduction to the principles and practices of education", "Society and its problems", the development of pedagogy and psychology in each issue under the influence of social factors expressed that it would help to shed light on its laws.

In particular, his views on thinking and reasoning are peculiar and he prefers to use the term 'thinking' rather than 'thinking'. By this he understands the process of "understanding the existing experience and the integration of new decisions, ideas." For a thinking mind to work, the scientist says, it needs to be constantly exercised, enriched with new habits.

In the research of K. Rodgers (1996) we can see that in order to form critical thinking in

adolescents, it is necessary to support it, to create opportunities. A timely thought, an idea, brings inner peace and self-satisfaction in a person, says the scientist. In a number of articles and pamphlets, V. Karimova draws public attention to the role of the individual in society and the independent position of high human qualities in the thought process, as well as the family, the educational process and the requirements of the National Training Program. emphasizes the leading role of the social psychological environment in which educational activities take place, first of all, in creating conditions for independent thinking of pupils and students in educational reforms in the process of implementation. On the other hand, "only a person who understands himself, knows himself, feels his place in life, has an idea in his brain, thinks, and, moreover, he can express these thoughts to others." Focusing on the problem of "how to think", the author emphasizes that in fact the idea should be nurtured from an early age, and pays attention to its criteria. "If a child has a creative approach to seeing things from a young age, it means that his thinking is creative, flexible, and able to think independently. Creators tend to argue with dark and conservative ideas, as opposed to other contradictions, if they have to reject old stereotypes. " This means that an "environment" is needed for independent and healthy thinking, an environment that has a direct impact on the child. The teacher should use a wide range of discussion methods to create a

social psychological environment in the classroom that limits dependence. ”

The role of the teacher's personality is very important in the formation of the level of independence of thinking of students. Teaching thinking operations and independent thinking in the educational process is the key to the development of small school-age students. A 6-11 year old can think logically, but this is a time when he is sensitive to learning, relying mainly on what he sees. A small school age group (6-7 year old students) proves to think mostly based on what they see. Education for children, especially in school, is very important for the development of children's thinking. In the process of acquiring knowledge in education and school, as observation, memory, and imagination grow, the range of things that can be materialized in the thinking of young school-age children expands, and logical thinking and critical thinking develop in children. In the process of learning, a child's thinking goes through a great growth path - from concrete thinking to abstract - theoretical thinking. The thinking of young school-age children is still practical, concrete thinking, but in the process of education such concrete thinking of children becomes more complex and meaningful than the concrete thinking of preschool children, all their thinking processes improve. In school, the child learns to compare, analyze, and synthesize not only the more complex things and the things and events

he or she perceives, but also the things and events he or she imagines.

E.Z.Usmanova points out that the most important characteristic of thinking is the closest and interdependence of thinking and speech. According to the author: “The more this or that idea is thought out, the more clearly and well it is expressed in words, oral and written speech. On the contrary, it becomes clear that an idea is formed using words. If we want to develop students 'thinking, then we need to develop students' speech, teach them to defend their point of view, to be able to justify them, to hear different points of view, to argue.

Commenting on the formation of healthy thinking in students, S. Atakhanova came to the following conclusions: first, to educate them spiritually and aesthetically, secondly, to form their active attitude to the problems of society, thirdly, their future as a whole society will be the basis for its interpretation as a social group that protects health. So, it makes sense to look at healthy thinking as a means of ensuring the personal well-being of students.

When we talk about a set of pedagogical and psychological measures and processes in the formation of healthy thinking in students, it is necessary to first of all keep in mind that healthy thinking is a psychological, philosophical and pedagogical category. Because common sense embodies all of them in its content. If we focus only on the pedagogical and psychological aspects of healthy thinking, it becomes clear that

in the formation of healthy thinking there are several specific stages and processes. They are:

a) the process of analyzing previous knowledge and skills, social status and experiences. The main feature of this process is that the essence of the existing concept is divided into certain units that make it up, that is, the components of the concept are separated. At the same time, this concept is organized and defined, firstly, by a set of knowledge, and secondly, by a separate set of skills;

b) the process of synthesizing existing knowledge and skills. In the previous process, the nature of the generalization of the concept, which is specifically divided into units, arising from today's demand is clarified;

d) the process of comparative comparison, on the basis of a comparative study of all available knowledge and skills, their specific aspects, which are similar and different, are understood and accepted. This process helps to better understand the interrelationships within the constituent parts of the concept, the content of the complementary factors;

e) The classification process, all knowledge and skills related to common sense, its components and content are grouped by combining existing features. Grouping allows us to visualize the essence of the concept as a whole as a whole. Grouping helps to understand the logic within the concept content. In classification, grouping is done based on the properties of the components.

f) in the process of generalization, knowledge and skills related to common sense are grouped on the basis of the most common aspects and characteristics available to them;

j) In the process of identification, the specific aspects of the concept of common sense are separated from its general aspects. That is, the inner specific aspects of each concept within common sense are clarified and then generalized;

h) The process of abstraction leads to the strengthening and exaggeration of one aspect of common sense, without regard to others. That is, common sense is actually modernized by a few dozen different aspects of itself. In this process, one aspect of common sense may be more relevant today than other aspects. But once positive changes are made in the social reality, this urgency may give way to other problems. For example, among the most important problems in the system of knowledge and skills in the field of common sense today, such issues as drug addiction, drug addiction, human trafficking among young people in recent decades require special emphasis on these aspects.

According to the researcher, in order for these stages to form a healthy mindset, everyone must consciously go through all the pedagogical and psychological stages to one degree or another. Only when a person goes through these stages can he fully and perfectly form in his thinking all the knowledge and skills required within the framework of sound thinking.

Conclusion. In order to form a healthy mindset, the teacher in the educational process depends on the age and individual characteristics of students, mental abilities, mental growth, content, depth and depth of thought, initiative and productivity, the student's learning. interest in science, speech culture and vocabulary, personal position and point of view, beliefs and worldview, level of mastery of teaching methods, self-management, self-control, self-esteem, self-control, health care, level of knowledge system, learning skills and abilities, way of thinking (judgment, inference, understanding , the ability to use terms), to pay special attention to the operation of logic (substantiation, proof, proof, research, persuasion) is a guarantee of increasing the effectiveness of teaching.

So, based on the above information, we can interpret the concept of “healthy thinking” as follows: healthy thinking allows a person to analyze the knowledge they are learning. Based on the knowledge gained, observation helps to understand the news, ideas, new knowledge and find the most accurate, short and effective way to solve problems. Students' thinking position begins to develop. Their mobility, broadening of their perceptions of existence, perfects the personality of the student who has his own worldview.

References

1. Dj.Dyui «Psixologicheskaya i pedagogichkaya mishleniya». - M .: Sovershenstvo. 1998y. 41-стр.
2. Karimova V.M. Thought education and independent thinking. - "Ma'rifat" 1999.
3. E.Z.Usmonova. How to develop independent thinking in students. - T .: Uzbekistan. 1990y. 4 b.
4. Z.T.Nishanova, N.G.Kamilova, D.U.Abdullayev a, M.X.Kholnazarova. Developmental psychology. Pedagogical psychology. National Society of Philosophers of Uzbekistan Publishing House. T .: 2018, 292 pages.