

SOCIO-PSYCHOLOGICAL FEATURES OF FORMATION OF THE PROCESS OF THINKING INDEPENDENCE IN ADOLESCENCE

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Abstract:

The article discusses the theoretical foundations for the development of independent thinking in adolescence, which is one of the pressing problems of pedagogy and psychology. The article highlights the unique problems of developing independent thinking in a teenager and the scientific theories of a number of psychologists on this topic.

Keywords: Teenager, thinking, independent thinking, independent thinking, tendency to independence.

Introduction

In recent years, our republic has created a regulatory framework for improving the quality of education, introducing advanced pedagogical and information technologies into the educational process, increasing the efficiency of providing quality educational services, and developing the social intelligence of teachers. The need to improve the mechanism of independent thinking and cognitive development in the educational process of adolescents is emphasized. A society that has young people with new ideas, independent observation and thinking will always move forward and develop, its tasks set as a priority. This justifies more than ever the urgent need to educate young people, their independent thinking and creativity in our country.

An important feature of adolescence is that during this period active, independent creative thinking begins to form. Adolescence is a sensitive age for the development of such thinking. Students begin to develop independent thinking only when a problem or question arises in front of them. Therefore, it is necessary to try to organize the activities that the teacher conducts with teenagers in such a way that they are often interested in solving problems of varying complexity

Independence of thinking is manifested in the ability to see and pose a new question, a new problem, and then solve it on one's own.

Understanding independence of thinking as a person's ability to "transfer" knowledge into the language of thought requires a convenient organization of communication in the pedagogical process. The development of the tendency towards independence is carried out on the basis of two directions:

1. The emergence of independence as a personality trait depends on the social environment. This

dependence is expressed in the nature of the content of independence, expressed in satisfying the need for independence;

2. Individual characteristics in the formation of independence as a personality trait.

depends on the attitudes, abilities and activities of the society in which he lives and works.

During this period, especially for teenagers, communication with friends in and outside of class is of great importance. That is why teachers, coaches and parents should pay attention to who and what their child is arguing with during this period, and, if necessary, manage his affairs.

However, in the current period, the main focus in schools is on developing memory, thereby memorizing some specific concepts on the topics covered in some lessons. Unfortunately, due to the fact that little attention is paid to the development of direct thinking and the cultivation of its non-standard, flexible qualities, very few pupils and students in each class and study group can think independently and freely express their opinions

M.G. Davletshin, E.G. Goziev, Z.T. Nishonova, R.I. Sunnatova, R.N. Tozhiboeva, E.Z. Usmonova among the psychologists of our republic paid more attention to the principle of consciousness and sociality of thinking, independence, they note that the ability to think freely depends on social relationships.

After all, independence of thinking is the perception of a person's knowledge about his position in society and the essence of social existence, as well as the judgments that he expresses in the course of business relationships at the level of his personal opinions and beliefs.

The criteria for the development of independent thinking are as follows:

- A person's experience in critically assessing his own and "other people's" opinions, different

the ability to understand a person's thoughts, understand the logic of his thoughts, be able to compare the opponent's thoughts with his own thoughts, and come to a certain conclusion.

- The person is external to the content of the opinions expressed by others (approve, agree) and internal (truly completely agree) agreement.

- "Feel" the intellectual contradictions of the disputants in the dialogue receive" and the willingness to respond accordingly.

- Achieving a balance of theoretical and practical generalization in thinking.

- Voluntary control of mental functions, manifested in attention.

- Level of development of mental initiative.

Based on the criteria mentioned above, special psychological studies have studied the originality of thinking and drawn certain conclusions. In particular, the star leaders and predecessors of the group have proven that they have high independent creative thinking abilities that are different from others. Because the self-confidence and knowledge of excellent students, leaders, who have a high socio-psychological position in the class allow them to more freely express their opinions. The relationship between independent creative thought and individual recognition in a group was also studied. Research shows that

recognized members of this group are people with high independent creative thinking. If a person feels that he is positively accepted by group members, then he has an inner spiritual strength, which "this force" encourages him to express independent creative thoughts

Only if teachers develop creative thinking will they be able to develop creative thinking in their students because every teacher produces a different type of student.

There is a proportional connection between independent thinking and the originality of creative, non-standard thinking, and the more we develop the originality of creative thinking in adolescents, the more independent thinking they develop.

To develop skills and abilities for independent thinking in schoolchildren and students, it is necessary to change the relationship between students and turn the student into an active subject of the educational process. There are psychological conditions, factors and criteria for its implementation, including:

- adults who provide education are talented and capable, just like a child.

they should learn to perceive and accept it;

- introduction of a differentiated approach in schools, universities, colleges, institutes and universities.

it is necessary to increase, if necessary, it is advisable to develop requirements for the knowledge, skills and qualifications of the student, taking into account the abilities, skills, and orientation;

- new educational technologies should be introduced in new educational institutions.

accordingly, it is necessary to respect children, pay attention to their opinions and growth;

- meaningful organization of group activities, i.e. discussion, dialogue, game, training the widespread and correct use of methods should create conditions for the child to express more ideas. Research has also examined the relationship between independent thinking and self-esteem. Established group members are known to have high self-esteem and also have a high level of independent creative thinking. Individual group members rate themselves lower than the group rating, and they also have less developed independent creative thinking.

A person's place and potential in society, reputation and interest, and ability to influence others directly depend on his ability to think independently.

Teenage schoolchildren develop creative thinking based on the development of independent thinking. As the level of development of independent thinking increases in adolescents, the process of creative, free, creative thinking begins to emerge. It is impossible to develop students' speech without developing their thinking. Students' planning in oral speech, writing a statement or an essay also appears as a product of independent thinking.

The importance of knowledge, skills and abilities in the development of a person's creative thinking in adolescence is important. In this process, the role of reading books in the development of thinking cannot be ignored. Rene Descartes said that reading good books means talking with the wisest people of the past, and in this conversation they tell us their best thoughts. For this reason, reading books is an effective tool for developing scientific

thinking, creative and analytical thinking in adolescents, along with the process of independent thinking.

Independent thinking in adolescents begins with the emergence of a problem situation, but the creation and solution of this situation does not end there. In a teenager, the tendency to cognition, involuntary behavior is not clearly expressed until a problem situation arises, it arises uncertainly, then a problem situation is created that requires a solution in this sense, and finally, when its solution is found, but the stage of cognition begins. after the problem has arisen, the idea involuntarily continues to move in the z direction. A teenager's independent thinking may consist of the following stages:

1. The emergence of a problem in the adolescent's sphere of perception.
2. The teenager's understanding of the essence of the issue, problem, task.
3. The appearance of information or images similar to them.
4. Reduction of material of imagination and memory, constant birth of assumptions (hypotheses).
5. Step-by-step verification of assumptions or confirmation of their validity.
6. Emergence and improvement of a new assumption.
7. Secondary testing of hypotheses (second confirmation).
8. Search (solution) for a solution to a problem, problem, problem.
9. Persistence of involuntary mental behavior (relative duration of thoughts), etc.

The independence of thinking of a teenager is a mental process that arises as a result of the productivity of thinking. If a teenager, over a certain period of time, expresses valuable and new thoughts, ideas and recommendations for a certain area, solves theoretical and practical problems, such a person's thinking is called productive

Even when a teenager thinks about ordinary things, he is not limited to their external signs, but strives to reveal the essence of events, tries to create a general social law from the reality of ordinary life. Undoubtedly, the independent thinking of a teenager has unknown and untapped possibilities, the full disclosure of which serves the purpose of accelerating the development of science and technology.

Therefore, the formation of the process of independent thinking in adolescents is of practical importance. The destiny of our country needs young people with independent thinking more than ever. The desire to learn independently is a product of independent thinking. Therefore, it is necessary to teach the rising young generation that thinking for themselves, making decisions for themselves and that salvation lies in learning should be the greatest mission of our time.

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