



Methods of developing creative abilities of schoolchildren by teaching them to think independently

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Abstract:

In this article, opinions are expressed on the methods of organizing independent work of students in general secondary educational institutions and managing it effectively from a scientific and methodological point of view. The importance and important conditions of effective methods of forming independent thinking in students are justified.

Keywords: perfection, observation, globalization, trend, tolerance, democratic, humanitarian, individuality, freedom, character, process, heritage, competence.

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It is known that in the context of the changes in the scale of events that are happening today, the developers of educational programs, from politicians to all pedagogues who work directly with children in the classroom, can be sure that the issue of preparing children for a productive, secure and successful future life is more urgent than ever. Without a deep understanding of the theoretical foundations of history teaching, it is impossible to successfully solve the task of organizing teaching on a scientific basis, achieving an organic unity of educational work, forming history teaching in general, forming independent thinking, and constantly improving teaching methods. Pedagogical periodicals published in our republic ("Continuous Education", "Pedagogical Education", "MaktabvaHayot" magazines, "Marifat" newspaper, etc.) pay a lot of attention to the issue of independent thinking and the formation of independent thinking of students. For example, Z. Nishonova's article "Independent thinking is a step towards creativity" analyzes independent thinking as a means of developing creative ability. The

author emphasizes that in order to develop creative thinking in students, it is necessary to develop divergent thinking in them, that is, to teach them to solve the same problem in different ways. This method of independent thinking helps to develop creativity in students. Gives examples of activities designed to develop independent creative thinking. However, the main core concepts in the article - "independent thinking", "creative thinking" or, according to the author's point of view, "independent creative thinking" are not clearly defined. M. Zaynitdinova's article "Factors of developing students' independent thinking activities" shows the necessity of forming independent thinking in elementary school students in three stages. In the first stage, from the first days of education, students should be taught to act independently, to act correctly and even to act freely even if it is wrong. is taught. In the second stage, the process of formation of knowledge, skills and abilities of students is transferred. In this, the student thinks about what is known and unknown in the matter given to him; it is important to be able to give



a short description of the issue, to be able to formulate its condition, to be able to analyze its condition, and to have the ability to prepare the full text of the issue. In the third stage, the task can be given to change the condition of the problem and solve it. If the student thinks independently and creatively on the basis of previously acquired knowledge and skills, the ability to solve problems grows to the level of competence. The most important question of how we can better prepare students for democratic and economically productive lives should be the focus of today's students. In other words, the main task of the students should be how to get the students to learn to read effectively and think independently. That is, when students encounter new information, they should acquire the ability to observe through independent thinking. In the current era, when information flows like a torrent in all fields of science, they should learn to evaluate information and opinions independently, considering the aspects that are useful for them.

They should be able to comprehensively consider new ideas, draw conclusions about the value and accuracy of this information, determine the overall value of ideas based on their goals and requirements.

As the first President of the Republic of Uzbekistan noted, "...from which grade do children begin to think independently. Are children generally taught to think independently in schools? In a democratic society, children, and everyone in general, are brought up to be free thinkers. If children do not learn to think freely, it is inevitable that the effectiveness of the given education will be low. It is important for students to be able to think independently, and although teachers understand well that their main task is to develop the skills of independent thinking in students, they also emphasize that they do not follow it in practice. It is clear

from this that it is very important for today to reveal the possibilities of forming independent thinking of students based on the peculiarities of each subject. It is also necessary to mention that the rapid expansion of information, "transition to an information society in the process of cultural exchange within the world education system" allows students to be effectively protected from various information attacks only by forming independent thinking. In such a situation, if a person does not have his independent opinion, fixed beliefs, life-national values that he lives on, formed worldview and strong will, it is impossible for him to withstand the pressure of various ideologies, their pressures that are sometimes visible and sometimes hidden. It is difficult to carry out socio-economic and spiritual-educational reforms in the society at a high pace and successfully without adjusting the thinking to the requirements of independence and to the requirements of the era when information technology is rapidly entering all spheres of life, and globalization trends are increasing all over the world. In addition, the year-by-year growing competition, geo-political attacks and ideological pressures of some countries, information attacks, religious-extremist campaigns make not only national independence, but also the protection of national identity an urgent issue. In order to prevent a large part of the population, especially inexperienced youth, from falling under the influence of various false slogans, calls, alien and destructive ideas, it is necessary to first of all teach them independent, critical, free thoughts, and direct their thinking to positive content creativity. Only people who can think freely and independently, critically and creatively, have ideological immunity to bigotry and various destructive ideas.



In the pedagogical practice of the period of independence, teachers-educators are trying to find new ways to give children as much ready-made knowledge as possible. An attempt is being made to take into account the spiritual qualities of the young generation, the wishes of the child, and the national traditions of forming the spirituality of the youth. However, the priority is still the idea of educating the masses who think alike and come to a single, unified conclusion on all issues. It is not until the student is able to rise to the level of the subject in educational practice, and the teacher-educator is not able to descend from the career of governor. In the educational system, especially the programs, methodical manuals and recommendations, and the methodology of the field, which are the main work material of educators of pre-school educational institutions, are, to put it simply, at a poor level. Therefore, children are still formed as broken people who are afraid to express their opinion on a matter or make independent decisions while absorbing a lot of information.

He said that while we were moving to renewing our society, implementing reforms, such cadres whose minds were hardened, who lacked enthusiasm, and who were not burning for the benefit of the country, were constantly being "kicked in the back"¹. But today, even during a quarter of a century of independence, the changes in this field cannot move away from the reality that formed it. It is known that the fate of any country is determined by the citizens who live in it. It is literally in the hands of a person to lead it to a bright future. In this sense, the spiritual maturity, outlook, and level of the country's citizens, especially the young generation, is a very urgent issue. That is, the human factor, the humanization of education is of decisive importance. Today, the personality of the student-educator has risen to a leading position in society. The concept, standard, program, textbooks and methodical

manuals of school and pre-school educational institutions were put into humanitarian direction. They began to serve not only the training of specialists, but also the formation of a healthy spiritual person. The national science of pedagogy is also researching the ways of raising a spiritually mature generation. It has become an urgent scientific problem to prove that independent thinking is of great importance in ensuring the mental and spiritual maturity of the young generation. In this sense, in national pedagogy, a number of such as E. Goziev, V. Karimova, R. Sunnatova, Z. Nishonova, K. Kenjabaeva, K. Husanboeva, N. Alavutdinova, M. Zayniddinova, Sh. Nurullaeva, M. Saidov, B. Khodjaev the research works conducted by scientists on the independence of the student's thinking and its development are noteworthy. The concept of independent thinking, its place and role in personality formation was tried to be revealed by the experts named above. Psychologists and pedagogues expressed opinions on this issue at different levels and scales based on their goals. For example, psychologists say that thinking, that is, thinking, is a process that occurs in the human brain. In places where the sense organs are not enough, the characteristics of man and the universe are studied through thinking. Thinking is a mental activity, a set of conscious actions. It is a tool for knowing the surroundings, reality and social environment, and it is the main condition for the correct and effective implementation of human activities. Through thinking, a person determines the correctness, accuracy, authenticity of the things and events he has read, seen, perceived, sensed, and imagined, as well as their relation to existence.

It is through independent thinking that a person determines the rightness or wrongness of the views, concepts, hypotheses, conclusions drawn by mankind and decisions made before him in studying the secrets of the world. By reasoning, he realizes the



relationship between things and events, their properties, and the working mechanisms of the tools that connect or separate them from each other. A person who has his own views on any life or artistic phenomenon, who is able to draw his own conclusions and justify them, will never be dependent on others. When solving important issues, he does not become careless, indifference, and cannot entrust his fate to others. A thinker thinks carefully and analyzes before starting an activity. In the matter of thinking, first of all, distinguishing its form and content, L. Vygotsky emphasizes that the mechanism of thinking in a person, its forms and levels, grows depending on the intellectual development of a person. Thinking based on logic occurs when the child reaches the age of 12-14, when he owns his thinking and can control it. According to Vygotsky, logical thinking means thinking based on scientific-theoretical principles with conscious self-control. According to him, the absence of logic in thinking means the absence of independence, freedom, and awareness in the process of thinking. Each of the pedagogic scientists who conducted research on guiding students to independent thinking approached and defined this issue in their own way. For example, according to Z. Nishonova: "Independent thinking as a personality trait is one of the important factors in achieving individual and collective achievements in any type of activity"². According to A. Erkaev, "Independent thinking is a product and reflection of the opportunities and freedoms society has created for man"³. Psychologists V. Karimova and R. Sunnatova said this about thought: "The feeling created as a result of the impact of events in the objective world on the human mind is called "thought." On the basis of thought, the human eye has the opportunity to see the mysterious aspects that are not directly in front of his eyes, and even if they are, they are related to the inner nature of that thing"⁴. Based on her

observations, Q. Husanboeva defined independent thinking as follows: "Independent thinking is a person's problem in front of him, based on his knowledge and life experiences, in accordance with clearly defined goals and tasks, using different ways, methods, tools, independently at the level of his intellectual ability. is mental activity aimed at solving"⁵. Q. Husanboeva took the students' knowledge and life experience as a basis when defining the concept of independent thinking. Indeed, it is correct to accept the stock of knowledge and life experience as an important criterion that determines the level of independent thinking of students. The first step in leading children to think independently is their freedom, that is, the democratization of the educational sphere, whether it is a pre-school, a general secondary school or a high school. The formation of independent thought and its development in children of a preschool educational institution largely depends on their level of freedom. It is necessary to achieve the freedom of the child's personality and community in order to form and develop an independent opinion in the developing person. Psychologist Vygotsky says that the level of independence of thought is reflected in the initiative, maturity and criticality of human mental activity. The first of these signs - initiative is manifested in the fact that a person sets clear goals and tasks, finds solutions to problems on the way to their implementation, and uses the necessary methods and tools to achieve them. His maturity can be seen in the ability to perform tasks quickly, quickly find the methods and tools available in this process, and distinguish between them.

The criticality of this activity is manifested in the independent thinker's attitude to the event, his ability to distinguish its features. However, it is not far from the truth that determining the qualities of initiative, maturity and criticality that are characteristic



of human thinking requires a certain knowledge, intellectual effort, and competence in today's language. In order to form a personality, it is necessary for the educator or teacher to be a personality. One of the truths that educators should know is that the degree of independence of thinking in the stages of childhood increases or decreases due to the conditions created for it. Their spiritual development takes place differently in different conditions and stages. Therefore, age-related characteristics of the child's development, the limit and level of independence of thinking should be taken into account in every training and lesson at every stage of the educational process, from pre-school educational institutions to the higher stage of general education. This is one of the conditions for the formation of a healthy spiritual person. In short, by teaching preschoolers to think independently, we achieve the following: first, children's speech and way of thinking are well formed; secondly, children's possibilities of conscious attitude towards the environment are studied; thirdly, moral norms and types of social education are formed positively in children; fourthly, children are mentally and emotionally ready for the next stage of education - primary education.

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