



## DEVELOP HEALTHY THINKING IN STUDENTS PEDAGOGICAL CONDITIONS

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### Abstract

This article describes the concept of "healthy thinking" and its essence, as well as the role of healthy thinking in the formation of a firm life position in students. Also, pedagogical and psychological features of developing healthy thinking and pedagogical conditions for developing healthy thinking in students are discussed.

**Keywords:** Thinking, healthy thinking, person, student, pedagogical conditions, communication, teaching process, attitude.

It is known that the effectiveness of the reforms implemented in all areas of our society, first of all, the revival of the people's spirituality, the in-depth study of our rich historical heritage, the preservation of our traditions, the development of culture, art, science and education, and the achievements of modern science and technology is inextricably linked with the training of qualified specialists armed with Taking these recognitions into account, the Law "On Education" states that the development of individual thinking during the educational process is an important task[8]. Today, there is a great need for specialists who can think independently and creatively.

It is known that the socio-economic development of any society is determined by human thinking and mental potential, spirituality and culture. These feelings in a person are formed and developed directly in educational institutions. Therefore, providing education to young generations, developing their intellectual knowledge, thinking, and supporting them is considered one of the urgent social needs[19]. At this point, a legitimate question arises: "Why is it necessary to develop healthy thinking in students?". When we say students, we understand those who study in general secondary education schools, academic lyceums and vocational technical schools. In youth periods and pedagogic psychology, this period is called early adolescence[7]. The period of early adolescence is mainly characterized by the beginning of independent life (graduation from high school, entry into academic lyceum, vocational technical schools). These changes in life affect the student's personality and self-awareness. Unlike teenagers, early adolescents do not have enough ideas about the big life, but participate in it. In adolescence, the scope of interest in learning begins to acquire an increasingly practical character. In particular, his interest in socio-political





issues, technology, nature, celestial bodies, sports and other things will increase[18]. Adolescents' sensitivity and observation develop further, logical memory begins to play a leading role in the educational process as a rational way of remembering. Together with the development of thinking, the students' speaking skills also develop. By reading and understanding literary works of various genres, a teenager learns to think independently, reason and debate[9].

It is one of the urgent problems of pedagogy and psychology to develop healthy thinking in students from early adolescence. Because healthy thinking allows a person to analyze and synthesize the knowledge he is learning. On the basis of the accumulated knowledge, observation helps to find the most correct, short and effective way to understand news, ideas, new knowledge and solve problems. Healthy thinking is important for students-young people to be independent in making decisions, responsible, forming their own ideas and thoughts, reacting to events happening in social life[6].

Thinking serves as an object of research in many fields of science. In particular, the science of philosophy studies the interaction of thought with matter, as well as the ways and possibilities of knowing (understanding) the world with the help of thinking[20]. Formal logic, on the other hand, examines the forms of thought (concept, judgment, conclusion). In the sociological aspect of thinking, its historical development process is analyzed depending on the social structure of various formations of society[10]. In the science of physiology, brain mechanisms that create thinking are studied. In the science of cybernetics, the general and specific aspects of people's thinking activity as an informational process are highlighted in EHM's. In psychology, thinking is divided into several types according to the level of generalization of reality, the nature of the problem solving tool, the novelty of the object for the subject, and the level of activity of the individual[17]. When thinking is considered as a thinking activity, it means finding a solution to a problem (task) by a person. In this regard, the terms of the assignment and the conditions set before the subject, the human understanding of the nature of the conditions, as well as the acceptance of these conditions and requirements by the person and other aspects are carefully observed and studied[11]. Here, finding a solution to the task is considered in connection with the needs and motives of the individual, the emotional experiences of a person play a special role in managing the search for a solution to the problem in the activity of thinking[21]. Psychology considers the phylogenetic, ontogenetic, cognitive, historical, operational and functional aspects of thinking. In the science of pedagogy, special attention is paid to the formation and socialization of the student's



personality, the formation of knowledge, skills and abilities, and the development of the child's mind during the teaching process[12].

Due to the complexity of thinking and the problems related to it and the importance of these issues in the development of the individual, they have been the object of study and observation by the advanced people - sages of every era since the long periods of human history. Farabi, Beruni, Ibn Sina, Umar Hyyam, Alisher Navai, Awlani and others from Eastern thinkers expressed their opinions about intelligence, thinking, creative approach[13].

The great scientist Abu Nasr Farabi (850-950) tried to determine the specific characteristics of knowledge by thinking through the mind[23]. He explains that thinking has the properties of abstraction, generality, indirectness, that is, knowing through the senses. First of all, Allama paid attention to the fact that the essence of any human being is in his mind, and made the following point: "The essence of a person is in the mind, and the essence of the mind is manifested in action[22]." According to Farabi's teachings, through thinking, a person knows the aspects of matter unknown to the senses, their general laws, their essence, and acquires knowledge about art and science[14].

Farabi puts understanding, the essence of knowledge, reading and understanding above mere memorization and writes that it is extremely important to convey to students the general laws and rules of thinking. In conclusion, it can be said that Farabi's ideas about creative thinking and features of thinking are of great importance even to the present time[5].

Abu Rayhan Beruni (973-1048) was deeply interested in the issues of education and upbringing. He puts forward his ideas by emphasizing that human thinking is different from other creatures. All the animals on earth are subject to him because of the presence of thinking in man and the fact that he works with his mind, otherwise man would be weaker than the smallest animal[16]. Beruni puts forward the concept of spiritual satisfaction in his famous work "Relics of Ancient Peoples". According to him: "A wise person feels spiritual satisfaction only when he feels everything with intelligence and insight, while a stupid person recognizes only physical pleasure." The power of human thinking is that by comparing and analyzing events, it teaches us that truth can be separated from lies, justice from injustice, good from evil, and truth from injustice. Beruni proves that it has a positive effect on the development of the human mind[4]. He puts forward the method of analyzing and breaking down the facts and events that need to be known. The spirit, mind and thinking are affected by all events. Because human thinking is always aimed at knowing the event. "However, a person - says Beruni - does not stop at the level of qualitative and emotional knowledge of





things and events, but requires deep and comprehensive knowledge of things, thinking about these things." promotes and emphasizes the need to develop these features of thinking. This is important for the formation of healthy thinking in students[15].

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