

SOME METODOLOGICAL PROBLEMS FORMATION OF PUPILS' INDEPENDENT THINKING AS AN IMPORTANT PEDAGOGICAL PROBLEM

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Annotation.

Following article had shed light on the importance and role form forming of pupils' independent thinking. The author founded formation of pupils' independent thinking as an important pedagogical problem.

The key words: thought, thinking, independent thinking, formation, pupils', partnership, individuality.

Annotatsiya.

Mazkur maqolada o'quvchilarda mustaqil fikrlashni shakllantirishning roli va ahamiyati yoritib berilgan. Muallif o'quvchilarda mustaqil fikrlashni shakllantirishning muhim pedagogik muammo ekanligini asoslab bergan.

Kalit so'zlar: fikr, fikrlash, mustaqil fikrlash, shakllanish, o'quvchilar, hamkorlik, individuallik.

Аннотация.

В статье изложено роль и значение формирования самостоятельного мышления у учащихся. Автор обосновал, что формирование самостоятельного мышления у учащихся является важной педагогической проблемой.

Ключевое слова: мысль, мышления, самостоятельное мышление, формирование, учеников, сотрудничество, индивидуальность.

It is known that in the context of the changes in the scale of events taking place today, from curriculum developers and politicians to all teachers who work directly with children in the classroom, are convinced that the issue of better preparation of children for a productive, secure and successful future life is more urgent than ever.

This problem is exacerbated by the ever-increasing vortex of information. The information we are able to give pupils today is only a small part of the total content and of the information they will need throughout their lives. The most important question of how we can better prepare pupils for a democratic and economically productive life in the 21st century should be in the center of attention of today's teachers. In other words, teachers' main should be how to get pupils to master learning to read effectively and think independently. That is, pupils should acquire the ability to observe through independent thinking when they encounter new information. In the current era, when information is flowing like a torrent in all fields of science, they should learn how to independently assess information and opinions according to their imagination, considering the aspects that are useful for them. They should be able to thoroughly consider new ideas, draw conclusions about the value and accuracy of information, and determine the overall value of ideas based on their own goals and requirements.

It is difficult to continue socio-economic and spiritual-educational reforms in the society at a high pace and successfully without adapting the thinking to the requirements of independence and the requirements of the era when the current information technology is rapidly entering all spheres of life, and the globalization tendencies are intensifying all over the world. In addition, competition increasing ear-by-year, geo-political attacks and ideological pressures of some countries, information attacks, unceasing religious-extremist campaigns are making not only the protection of national independence, but also of national identity an urgent issue. In order to prevent a certain part of the population, especially the inexperienced youth, from falling under the influence of various false slogans, appeals, foreign and destructive ideas, first of all, it is necessary to teach them to think independently, critically and freely, and

direct their thinking to positive creativity. Ideological immunity to bigotry and various destructive ideas is easily created only in people who can think freely and independently, critically and creatively [1, 5-6 p.].

So, the democratization and humanization of the society sets high tasks before the science of pedagogy. One of such tasks is forming pupils' independent thinking. It is only through the formation of pupils' independent thinking that such concepts as "active participation in the life of society", "partnership", "individualization", "conscious discipline", "tolerance", "dignity" and "freedom", which are considered the main values for a democratic and humane society, find their practical confirmation in life [2, 13-14 p.]. At the same time, through the realization of these values, independent thinking skills are developed in pupils.

In order to build a democratic society, every member of it should **actively participate** in the life of the society. This means that citizens are aware of the problems in society and can maintain their confidence. Only individuals who can think independently can actively participate in the life of a democratic society.

In a democratic society, equality should be promoted among the members of the **partnership**. In order for a person to cooperate with others, he should be able to show independent initiative and be able to convince others of his opinion. Therefore, the ability to think freely is the basis of effective cooperation.

In democratization, **individuality** is combined with responsibility towards society. Having a free activity is a historical, social and moral value for a person, and a criterion for the manifestation of his individuality and the level of development of society. Violating the freedom of the individual, trying to mold his mind and behavior, practically excluding individuals from the management of society and state not only have a negative impact on the perfection of the individual, but also slow down, stagnate and even lead to decline the development [3, 75 p.]. At the same time, individuality requires that a person can answer for his actions. Individuality is an important condition for independent thinking.

In a free society, it is necessary to develop **an understanding and a desire for diversity of opinions and views**. Because "bigotry reigns where one opinion prevails" (Farabi). Where there are two opinions, freethinking begins. When three opinions are born, someone tries to combine them into one opinion [4, 271 p.]. This difficult task and, at the same time, aspiration is the essence of the democratic ideal. Only those who can think independently have the ability to understand other people and see in them the idea of humanity.

In a democratic society, individuals who can think freely have **dignity**. In turn, they can appreciate others' aspirations and opinions. Dignity emerges as an important aspect of social and moral freedom of a person [5, 183 p.].

Freedom is the first step towards independent thinking. The existence and development of independent thinking largely depends on pupils' degree of freedom. In order to form and develop independent thinking, it is necessary to achieve pupils' freedom at individual and collective levels. Because "independent thinking, as a personality trait, remains one of the important factors that ensure a high rate of individual and collective success in any type of activity" [6, 5 p.]. At the same time, "independent thinking is a product and reflection of the opportunities and freedoms society has created for man" [1, 37 p.].

In our practical experience, we come across the word "thought" a lot. Simply put, the feeling formed as a result of the impact of events in the objective world on our mind is called **thought**. Its essence lies in the fact that through our thoughts we have the opportunity to see the "mysterious" sides of a thing that are not directly visible to us, that are not in front of our eyes, and even if they are, to see the inner nature of that thing [7, 6 p.].

As for **thinking**, it is a process of cognitive activity of a person characterized by a direct and generalized reflection of reality. Thinking embodies interdisciplinary research and complex sciences. **Philosophy** studies the ways and possibilities of knowing the world with the help of thinking in relation to matter. **Formal logic** focuses on basic forms of reasoning (concept, judgment, conclusion). The **sociological** aspect of studies on thinking is characterized by the analysis of the historical development process of thinking in connection with the social structure of different societies. As regards the **physiology**, it studies the mental mechanisms that determine the phenomenon of thinking. And **cybernetics** considers human thinking as an information process that is imprinted in activity. **Psychology**

studies thinking as a cognitive activity and differentiates types of thinking depending on the character and level of generalization of the tools used, and the novelty for the subject. Recognizing that thinking is a philosophical, physiological and psychological process, **pedagogy** studies the forms, methods and tools of its formation and puts it into practice.

Thinking is a product of mental activity. The main thing is that thinking is an inherited concept, and it is common to all people. In philosophical, pedagogical and psychological literature, several types of thinking are distinguished. Based on their research object each of them tends to consider which one is the main one. In particular, the following types of thinking are distinguished in philosophical, psychological and pedagogical dictionaries: logical, abstract, generalized, theoretical, technical, reproductive, creative (productive), systematic, categorical, inductive, deductive, algorithmic, critical, etc.

However, there is no answer to the question **“What is independent thinking?”** in none of them, and it is not even included in the types of thinking. Moreover, the perfect definition of this concept is not found in foreign periodicals, pedagogical and psychological literature. In our Republic, the concept of “independent thinking” was first recognized in the speech of the first President of the Republic of Uzbekistan I.Karimov “A perfect generation is the foundation of the development of Uzbekistan” at the 9th session of the Oliy Majlis [8]. Based on this, it can be said that it is “independent thinking” that reflects the value-based direction of education of the Republic of Uzbekistan on a global scale.

In our national pedagogy, until the adoption of the Law “On Education”, such concepts as “independence of pupils”, “independence of thinking” and “independence of cognitive activity” were widely used. After 1997, in pedagogical periodicals published in our Republic (the magazines: “Xalq ta’limi” (Public Education), “Uzluksiz ta’lim” (Continuous Education), “Pedagogik ta’lim” (Pedagogical Education), “Maktab va hayot” (School and Life); the newspaper “Ma’rifat” (Enlightenment), etc.), a lot of attention was paid to the issue of independent thinking and the formation of pupils’ independent thinking. For example, in Z. Nishonova’s article “Independent thinking is a step towards creativity”, independent thinking is analysed as a means of developing creative ability. The author emphasizes that in order to develop creative thinking in pupils, it is necessary to develop divergent thinking in them, that is, to teach them to solve the same problem in different ways, and gives examples of activities designed to develop independent creative thinking. However, the main key concepts – “independent thinking”, “creative thinking” or “independent creative thinking” according to the author’s point of view – are not clearly defined in the article [9, 58-60 p.].

M. Zaynitdinova’s article “Factors of development of pupils’ independent thinking activities” points out the need to form independent thinking in primary school pupils in three stages. That is, in the first stage, from the first days of education, pupils are taught to act independently, to move at the board freely and correctly even though it is incorrect. In the second stage, the process of formation of knowledge, skills and abilities in pupils is started, where it is important that pupils distinguish what is known and unknown in the problem given to them; be able to give a short description of the problem; be able to formulate its instruction, be able to analyse its instruction, and acquire the skills to prepare the full text of the problem. In the third stage, pupils can be assigned the task of changing the instruction of the problem and solving it. The pupils’ ability to solve problems independently and creatively on the basis of previously acquired knowledge and skills grows to the level of competence [10, 132-135-p.].

In this article, the author also did not focus on revealing the essence of the concept of “independent thinking”, but the author reflects on the development of independent thinking activities of primary school pupils. It is true that the results of the research conducted in the 50s and 60s of the 20th century [11] proved the fact that schoolchildren of a younger age can think theoretically. However, researchers also emphasized in their works that “development from the near zone” prevails among pupils at this age. Therefore, in our opinion, it cannot be assumed that their transition to independent performance of tasks will allow them to develop independent thinking activity.

J. Musaev’s article entitled “Exercises for developing the independent thinking potential” reveals the issue of developing the independent thinking potential by exercising different muscles of the mind. However, it is not clear whose thinking potential to improve, if it is a pupil (the word “pupil” is mentioned in some places of the article), which one – a junior school pupil, an adolescent or youth. Like the above articles, there is no definition of the concept of “independent thinking”, or “independent thinking potential” as is suggested in the title of the article [12, 7-13 p.].

Although the subject area of D. Solieva's article "Formation of independence of knowledge in pupils" [13, 18-20 p.] is not completely related to independent thinking, the author focuses on the concepts of "independence" and "independent thinking", and does not give a definition to the concept of "independence of knowledge". According to the author, "independence is considered an important component of a person's creative activity". In the article, independent thinking is defined in two places. The first definition: "In psychology and pedagogy, independent thinking is interpreted as the ability of pupils to know and solve mental problems without the help of others". The second definition: "Independent thinking, according to L.A. Rostovitskaya, is such a characteristic of a person that the laws of its development cannot be determined without a person's socio-psychological connection with society and community"*.

During the past period in our Republic, four scientific research works were carried out on forming (in some cases, teaching – emphasis is ours) independent thinking. One of them is the psychological basis of formation of independent thinking, and the other three are dedicated to the illumination of methodological bases. In almost all of these researches (except S. Yaminova's research work on the topic of "Using the scenario teaching method in the development of pupils' independent thinking ability" [14]), the concept of "independent thinking" is defined in one way or another.

The scientist Z.T. Nishonova was one of the first in our modern national psychology to study the problem of independent thinking in connection with creativity, and in her doctoral dissertation on the topic "Psychological foundations of development of independent creative thinking", she justified the fact that independent thinking is a personality trait related to socio-psychological factors. Within the scope of the aims and tasks of the research, the socio-psychological and mental factors of teaching adolescents and youth to think independently were studied with the help of a special psychological training program. On the basis of the research, it was proved that in the conditions of Uzbekistan, the ability of youth to overcome their own "psychological protection" and express their thoughts in a free, non-standard way among others is a factor that further develops creative independent thinking in them.

The practical significance of this research is that the results obtained during the experiments and trainings are of particular importance in improving educational technologies and creating the concept of the problem of a free-thinking person by understanding the harmony of pupil and teacher thinking processes and the true essence of "subject-subject" relations.

Psychologist Z.T. Nishonova summarizes the results of her research and reveals independent thinking as a social phenomenon: "Independent thinking is the ability of a person to resist and express his opinion by means of his thoughts in relation to the various influences of the external social environment directly related to himself and the presence of others" [6, 114 p.]. However, it is not reflected in the definition that pupils' independent thinking covers not only resisting various influences through thought and expressing own opinion, but also inventing new hypotheses while finding an answer to the problem.

And Sh. Nurullaeva uses mixedly the concepts of "independent thinking", "independence of thinking" and "independent thinking" in the scientific research work on the topic "Methodology of teaching pupils to think independently in primary class mother tongue classes". In her opinion, "independent thinking is such an ability of a person that in this process a person has his own views on things and events. Being a result of the unity of human sensory organs and mental activity independent thinking is a mental activity that is carried out using mental operations such as independent analysis, generalization, inductive and deductive conclusions, comparison, clarification and abstraction" [15, 8 p.]. The researcher tried to give a more complete definition of the concept of independent thinking. However, the question of how a person should analyze, generalize, draw inductive and deductive conclusions, compare, clarify and abstract an event is not reflected in the definition. The intellectual activity emphasized by Sh. Nurullaeva, as we mentioned above, can be realized not only through the freedom and initiative of an individual, but also through critical approach to events and creative thinking. The author's inability to see them as a single phenomenon caused a slight lack of clarity in the definition.

Pedagogical scientist K. Husanboeva, who conducted research on the problem of teaching pupils to think independently in the process of literary education, gave a definition to independent thinking as

* We have copied the ideas from the articles without changes, as they appear. The sentence errors in them are not ours.

follows based on a series of literature on the analysis of human thinking and her own observations: “it is a mental activity of a person aimed at solving independently the problem in front of him through different ways, methods and tools at the level of his intellectual ability setting specific goals and tasks, and relying on his knowledge and life experiences” [16, 13 p.]. The author considered pupils’ knowledge and life experience as the basis for defining independent thinking. In fact, it is correct to accept the reserve of knowledge and life experience as an important criterion that determines the level of pupils’ independent thinking.

As a result of studying literature related to thinking, we were convinced that independent thinking is closely related and connected with productive (creative) and critical thinking.

As a result of our research, we have defined independent thinking as follows:

Independent thinking is a person’s ability to see a problem, ways to solve it, and find an independent answer to it. Independent thinking does not depend on ready-made opinions and others’ opinions. It takes a creative approach to knowing reality, looks for and finds new ways to study it. Independent thinking is closely related to the criticality of thought and reflects an important aspect of the creative activity of a person.

Based on the definition given to the concept of independent thinking, revealing the essence of the phrase “**formation of pupils’ independent thinking**” represents an important component of our research work. For this, first of all, it is necessary to pay attention to the content of the concepts of formation and forming.

In the “Explanatory Dictionary of the Uzbek Language” the word “to form” is defined as follows: “1. To enter a certain form, to take a shape, colour. 2. To come into being, to be created” [17, 537 p.].

Formation is one of the main categories of pedagogy and is often used as “personality formation”. For example, pedagogic scientist Yu.K. Babansky gives the definition that personality formation is one of the main categories of pedagogy and is the process and result of its development under the influence of environment, genetics and upbringing [18, 10 p.]. According to V.A. Slastenin, I.F. Isaev and E.N. Shiyanov, formation is an important form of human development under the influence of the process of vital activity and special educational activity. Personality formation is the process and result of socialization, education and self-development. **Forming** means “putting into concrete form, completing” [19, 91 p.].

In our opinion, formation as a pedagogical concept was more fully revealed by I.P. Podlasy based on a modern approach: “Formation, without exception, is the process of human development under the influence of environmental, social, economic, pedagogical and other factors. Formation, despite its widespread use, is a pedagogical category that has not yet been fully mastered. The content of formation in some cases is very reduced, and sometimes it is overextended. In earlier published pedagogical literature, the term “formation” was sometimes used to describe uncontrollable contingencies affecting the individual. For example, P.N. Gruzdev, a well-known author of a pedagogical guide, proposed to name “formation” as spontaneous education – “various conditions affecting people independently of conscious activity” [20, 60-61 p.].

Therefore, the formation of independent thinking in pupils is a process and result of influence through both external and internal stimulation. In this process, the goal-oriented activities of the teacher (formation) and the pupil (acquisition) are of decisive importance.

In general, if we want to raise perfect people with high intellectual potential, who can find their place in life in any situation and make a worthy contribution to the development of society and the state, this goal can be achieved by forming pupils’ independent thinking. That is why forming pupils’ independent thinking reflects an important pedagogical problem.

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