

Effective ways to Increase Student Thinking Activity

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ABSTRACT

The article discusses effective ways and means to strengthen students' thinking. Research has been reviewed and commented on. The article also provides examples of creative exercises and their analysis.

KEYWORDS: education, knowing, thinking, remembering, analysis, synthesis.

Educational renewal not only imparts new knowledge to students, but also changes the system of attitudes towards society, the state, nature and labor. The development of the ability to think is the highest result of the process of thinking as a way of perceiving being, reality. It is activity-related and is formed in the process of independent work. The existence of things and events is related. Understanding, proving, explaining, and thinking are gradual stages in the formation of a relationship that changes when existence is broken. Thinking is a life-giving force. That is, man lives by independent thinking. The mindless person becomes a dead body incapable of creating and growing. Focusing solely on the content of knowledge in education leads to low educational effectiveness. Only a student with advanced thinking skills will be able to master the knowledge. That's why it's so important to teach students to think.

The problem of developing students' thinking, creative organization and activation of the educational process is covered in detail in the research of AGulomov, M. Hakberdiyev, T. Ziyodova, S. Yaminova, M. Saidov, B. Adizov, Ya. Rakhmonov. given. K. Yuldashev's research has developed ways to organize literature lessons on the basis of pedagogical cooperation. M.Makhmutov, V.Okon, R.Ibragimov studied ways to create problematic situations in the educational process and on this basis to increase the effectiveness of students' learning activities. A. Choriyev philosophically analyzed the activity of independent thinking as a key component of personal independence. E.Gaziyev, V.Karimova, Z.Nishonova revealed the psychological bases of thinking in their researches. The analysis of the research shows that the means of teaching primary school students to think independently have been studied separately.

The development of thinking skills in primary school students, the ability to solve problems independently is an important factor in improving the effectiveness of education. Therefore, the educational process should be organized in such a way that students, in addition to learning, not only become the object of the educational process, but also become equal partners of the teacher in the educational process and acquire the skills of independent thinking. borsin.

The founder of democratic pedagogy, the famous Czech educator Jan Amos Comenius, advanced the ideas of his time against the dogmatic method of teaching based on scholasticism, scientifically substantiating the role of enlightenment in the path from emotional to mental cognition. In his book *The Great Didactics*, the great scientist says that a person spends his entire life, up to 24 years, to acquire knowledge. Divide this period into four parts, indicating that each period should have its own school. "First of all," he says, "things are perceived through external senses, because things directly affect the senses." Then, in turn, the internal senses come into action, reflecting, integrating, and expressing the perception of what is learned through the external senses through memory, as well as through gestures and speech. The mind then begins to work and, in detail, weighs and compares all the objects in order to study them in detail. This will give you an idea of what they are and what they think about them. In all of this, the will must show its legitimacy. Because the will unites and directs all human actions. "So, by showing the stages of cognition that begin with the senses, the scientist shows that the mind regulates independent thinking, and only then can the right thoughts be understood. Philosopher A. Choriyeu, philosophically analyzing the concept of "independent person", emphasizes that it combines three components: independent thinking, independent work, independent living, and considers independent thinking as a key component of human activity. says about the secret: "... the independence of a person depends, first of all, on his way of thinking, his ability to think. Because of this ability, a person determines the essence of the events, happenings, processes that he sees, knows, hears, and happens around him, whether they are right or wrong, true or false. To be more precise, a person finds the solution to the problems that arise in our daily lives because of the same ability. " Observations show that independent thinking is manifested first in the ability to see and ask a new question, a new problem, and then in solving it on its own. In other words, independent thinking is an activity in which students show maximum activity, creativity, independent judgment, and initiative. As a result, they are in the process:

- apply knowledge independently in a new situation;
- be able to see a new problem in the study of topics;
- understand that there can be several (alternative) solutions to the same problem;
- a combination of previously known problem-solving techniques;
- acquire the skills to find original ways to solve the problem.

During the above-mentioned and other similar activities, the degree of conscious independence in the student's activity is manifested in: knowing, thinking, remembering or presenting new facts, events, happenings based on certain concepts. Depending on the content of the work, the student's efforts to complete similar tasks will not be independent, because they will be based on a pattern. Elementary school students' participation in native language classes is also elementary. Because in the form of simple processing, actions based on basic concepts have little effect on the way of thinking. Insufficient development of thinking, as M. Saidov noted, "the poverty of words, which is often encountered in the activities of students, the inability to express ideas logically, the inability to express ideas in an independent sequence, the ideas that need to be expressed in logical parts. inability to distinguish, deviates from the requirements of the subject. That fact must be taken into account. " Z. Nishonova cites the following as criteria for the development of independent thinking:

1. The person's experience in critically evaluating one's own and "others'" opinions, the ability to understand another person's opinion, to understand the logic of his opinion, to compare the opinion of the interlocutor with his own opinion and to come to a certain conclusion;
2. External and internal agreement with the content of the person's opinion;
3. Be able to feel contradictions;
4. The ratio of theoretical and practical generalizations in thinking;
5. Voluntary control of attentional mental functions;
6. The level of development of mental initiative.

Analyzing the process of independent thinking and its impact on perfection, E. Goziyev, Doctor of Psychology, and J. Ikramova, Doctor of Pedagogical Sciences, note that the process of independent thinking can consist of the following stages:

1. The problem arises.
2. Understand the essence of the issue, problem, task.
3. The formation of similar information or images.
4. Decrease in imagination and memory materials, the birth of assumptions.
5. Verify assumptions or confirm their validity.
6. The emergence of a new assumption.
7. Secondary test of hypotheses.
8. Problem, task, problem finding (solution).
9. Continuation of involuntary mental actions (relative duration of thinking), etc.

Developing students' thinking is one of the prerequisites for solving the problems of personal development in the system of continuing education. The more independent a person is in his actions and activities, the more open-minded he is. It is not difficult to understand how responsible the task of mother tongue education is when it comes to expressing ideas through speech. Criteria for developing thinking skills in primary school students include: 1) the ability to independently analyze the material being studied; 2) ability to solve the problem; 3) comparison, generalization, generalization of signs in events and processes; 4) logically substantiate their ideas and concepts, express ideas fluently; 5) be able to apply the acquired knowledge in practice.

Independent thinking exercises in the primary grades regulate children's knowledge of things and the environment and teach them how to think correctly. The task of exercises to teach independent thinking is to teach children to distinguish important and general from objects and events, to express them in words, to enrich the knowledge of children materially and mentally by teaching them a system of logical methods. is to grow on the side.

Independent thinking exercises are important for children's vocabulary and overall language development and are linked to vocabulary and other language activities. For example:

1. Create a group of items related to the topic: outerwear (shirt, suit) and shoes (boots,

shoes); such as pets and wild animals. The children asked, "What is this?" are taught to answer the question: Is this n i m a? - Bus. What is a bus? Machine.

2. List things of the same type and name them in a general word. For example, how do you name a table, a chair, a cupboard in one word? (Furniture)
3. Distinguish those that do not belong to a group from the given items. For example, a pen, a pen, a ruler, an eraser, a chair are shown, students separate the teaching aids, say that the chair is not included in the study tool, it is furniture.

This exercise can also be done as a game: you need to give certain words, find the excess and explain why it is superfluous: swallow, sparrow, cat, music.

4. Divide subject names and symbols into groups. The words are mixed, such as teapot, tesha, ax, bowl, saw, plate. Students group the names of utensils: teapot, bowl, ...; the name of the working tools: tesha, ax, ... The words denoting the object are also mixed, and the children are divided into four groups (color, taste, shape, feature).
5. Generalization by contrast: swallows, sparrows, nightingales - what about birds, chickens, roosters, turkeys? (Birds.)

These exercises should be meaningful, relate to students' experiences, teach them to think correctly, clarify and organize their knowledge.

Language is divided into lexical (word), syntactic (phrase and sentence) and connected speech levels. In this sense, the phrase is considered as a link from the lexical level to the syntactic level. A phrase is a lexical-grammatical unit that does not express a complete idea and thus differs from a sentence. Phrases are used in speech. Teaching children vocabulary is about working on the thought element. The following types of exercises can be used to work on vocabulary in elementary school:

1. Questioning the word following the preposition, determining the relationship between the words. For example, Anvarjon reads well. Who (reads)? - Anvarjon. (Anvarjon) What does he do? - reads. How (reads)? - Good. Reads well - a phrase.
2. Compose a phrase related to the study of word groups. When the word horse is used, with a horse and adjective (my dear homeland), with a horse and another horse (school garden); when a verb is passed, phrases with a noun and a verb (went to the movies, went to school, came home, read a book) are formed. A mistake in composing a phrase can also lead to a mistake in composing a sentence, so it should be avoided. Collecting phrases that children make more mistakes will allow them to create exercises to prevent mistakes. Working on a phrase helps you to do grammar, spelling and other exercises correctly. Therefore, it is necessary to move on to speech exercises related to the construction of speech and connected speech by working on the phrase in a purposeful way.

The Grammar, Spelling, and Speech Development section of the Elementary Curriculum clearly outlines the knowledge of syntax. In the amount of syntactic material provided in the primary grades, the child is taught to compose, analyze and reorganize speech not only in the native language classes, but also in other classes and in all school activities. Speech exercises are very diverse and are classified according to the predominance of analysis and synthesis and the degree of independence of the students.

Speech exercises are divided into two types over the predominance of analysis or synthesis:

- 1) analytical exercises, ie analysis of a sentence taken from a ready-made text;
- 2) Synthetic exercises, ie exercises aimed at independent speech.

Analytical exercises prepare the ground for synthetic exercises, which are performed in parallel or after the synthetic exercise. Depending on the independence of the students and the level of activity of the cognitive process, the work on the speech is divided into three:

- 1) sample-based exercises;
- 2) constructive exercises;
- 3) creative exercises.

Sample-based exercises involve the practical mastery of clear, well-structured syntactic devices, their internal connections, and their understanding of content. Such exercises include analytical exercises, observation and listening, and reading. Sample-based exercises include:

1. The simplest, most basic, but also the most necessary form of work on a sentence is to read (write) the sample, work on intonation, expressiveness, explain the basis and content of the sentence, and sometimes memorize the sentence. . Reading and observing a sentence is a great way to improve your speech. Working on the intonation of a sentence helps to understand the content and connection of the sentence, to look at the pattern, to master and remember it, to better understand the structure of the sentence. In this process, to separate the sentence from the speech according to the intonation, to express the intonational completeness, to the intonation of the sentences, interrogative and emotional sentences, to the counting tone in compound sentences and unconnected compound sentences, to the intonation of the connected compound sentence. need to pay attention.

2. Question-based speech. In this case, the question is the basis for the answer (sentence) and serves as a "model". The question gives not only its main content, but also a diagram of all the words and syntactic structure. For example: What did the children sweat in the garden? (Children pick apples in the garden.) The questions are gradually complicated: if the children first made a sentence by adding a word instead of the interrogative word, then they will be forced to add more of their own words: Children what did they do in the garden (The children picked apples in the garden. The children picked apples in the garden and put them in baskets.) Or, "Where have the kids been? What did they do? " (The children were in the garden. They picked apples and put them in baskets.) What do you know about hedgehogs? Why can't a bird's nest be destroyed? such as.

Constructive exercises include exercises aimed at constructing a sentence and reconstructing it. Such exercises are based on grammatical understanding and rule. Types of constructive exercises are:

1. Make sentences from mixed words or text from random words. In this case, the words can be given in three variants, depending on the study of grammatical material: a) the words are given in a ready-made form: fruit, in the garden, gardeners, sweats (Gardeners pick fruit in the garden); b) Given the grammatical material studied, some words are given in the main form, others in the ready form. For example, after the theme "Unity and Plurality in Horses," it can be given in the form of cotton, field, child, sweat; c) all words are given in the main form: ball, yard, child, play.

2. Separate the boundaries of sentences from the text without dots and capital letters. This

exercise teaches children to distinguish between sentences in their speech and to read and write sentences correctly.

3. A step-by-step exercise in spreading a simple sentence using questions. For example: The birds came flying. Where did it fly from? The birds flew in from cold countries. Where did it fly to? The birds came to their nests from cold countries.

In creative exercises, students speak freely. The following types of creative exercises are used in elementary school:

1. A topic is given to compose a sentence, and students compose a sentence according to the topic: "On a Sunny Day," "Our House," or "Rabbit and Hedgehog."

2. A picture of a thing or a story is given, and students make one or more sentences based on the picture.

3. Two or three "base" words are given, and students form a sentence using these words. Keywords are words that need to be turned into an active children's dictionary.

In short, teaching students to develop thinking skills is especially important in this day and age of radical change in society. Because in our country there is a greater need than ever for highly confident, independent-minded, enterprising, highly qualified specialists. Subjects play an important role in shaping students' personal qualities. Mother tongue education, in particular, has a great responsibility in this regard. The ability to develop students' thinking skills has a positive effect on their learning skills and abilities. Independent thinking exercises in the primary grades regulate children's knowledge of things and the environment and teach them how to think correctly.

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