



# EFFECTIVE WAYS TO INCREASE STUDENTS' THINKING ACTIVITY

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## ABSTRACT

*Developing children's thinking skills is getting one of the most characteristic features of modern civilization as well as in our country there is a greater need than ever for self-confident, creative, enterprising, highly qualified specialists. The role of subjects in the formation of personal qualities of children is invaluable. In this scientific article, the authors clearly explain education, in particular, mother language has a great responsibility to shape independent thinking in children's feature.*

**KEY WORDS:** *independent thinking, independent work, independent living, independent person, mental cognition.*

## 1. INTRODUCTION

The renewal of education is not only about imparting new knowledge to students, but also about changing the system of attitudes towards society, the state, nature and labor. The development of thinking ability as a way of perceiving being, reality, is the product of the process of thinking — the highest result. 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 thinking that when communication doesn't work, change also takes place in existence. Thinking is a life-giving force. That is, man is alive through independent thinking. A mindless person becomes a dead body incapable of creating and hanging. Only focusing on the content of knowledge in education leads to low learning effectiveness. Only a student who has developed the ability to think firmly absorbs knowledge. This is why it is so important to teach students to think.

## 2. LITERARY REVIEW

The problem of raising students' thinking, creative organization and activation of the educational process is covered in detail in the research of A. Gulomov, M. Haqberdiyev, T. Ziyodova, S. Yaminova, M. Saidov, B. Adizov, Ya. Rakhmonov. K. Yoldashev'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 learning 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. Goziyev, V. Karimova, Z. Nishonova revealed the psychological bases of thinking in their research. The analysis of the research shows that the means of teaching primary school students to think independently have been studied separately.

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

## 3. METHODOLOGY

The founder of democratic pedagogy, the famous Czech pedagogue Jan Amos Comenius, advanced the dogmatic method of teaching based on scholasticism of his time with advanced ideas, scientifically substantiating the place of enlightenment on the path from emotional to mental cognition. In his book *The Great Didactics*, the great scientist says that a person spends his entire youth, up to 24 years, to acquire knowledge. Dividing this period into four parts shows that each period should be a school suitable for the minority. "First of all," he says, "few things are known through external senses, because things directly affect the senses. Afterwards, in turn, activates the inner senses and reflects, integrates, and expresses the reflection of what is learned through the external senses, using memory, as well as gestures and speech. The mind then begins



to work and, in detail, weighs and compares all the objects in order to carefully organize their interrelationships. This allows you to understand things and thoughts about them correctly. Finally, in all of this, the will must demonstrate the legitimate power of the minority because the will unites and directs all human actions. "Thus, by showing the stages of cognition that begin with the senses, the scientist shows that the mind regulates independent thinking, and only as a result can correct ideas be understood" Philosopher A. explains his opinion.

Choriev philosophically analyzes the concept of "independent person", noting that it combines at least three components: independent thinking, independent work, independent living, and says about the impact of independent thinking on human activity as a key component: "... 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 what is happening around him, whether they are right or wrong, true or false. To be more precise, because of this ability, a person finds solutions to problems that arise in our daily lives". Observations show that independent thinking is manifested first in the ability to see a new question, a new problem, and then to solve it with little effort. In other words, independent thinking is an activity in which students demonstrate maximum activity, creativity, independent judgment, and initiative. As a result, they are in this process: - to apply knowledge independently in a new situation; - be able to see a new problem in the organization of topics; - it is clear that a problem can have several (alternative) solutions; - a combination of previously known problem-solving methods; - acquire the skills to find original ways to solve the problem. The degree of conscious independence in the student's activity during the performance of the above and other similar activities is manifested in the following: knowing, thinking, remembering or bringing new facts, events, happenings on the basis of known concepts. Student actions in completing similar tasks according to the content of the work are not independent because they are performed on a sample basis. The activity of primary school students in their mother tongue classes is also elementary. Because it is in the form of simple processing that actions based on basic concepts have little effect on the way of thinking. Insufficient development of thinking, as M. Saidov points out, leads to "the poverty of words that often occur in the activities of students, the inability to express ideas logically, the ability to express ideas in an independent sequence, the inability to divide ideas into logical children, deviate from the requirements of the subject." will come. This shows the urgency of the issue. Z.Nishonova cites the following as criteria for the development of independent thought:

1. The person's experience in critically evaluating the opinion of oneself and "others", the ability to understand the opinion of another person, to understand the logic of one's opinion, to compare the opinion of the interlocutor with his own opinion and to come to a definite 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 mental functions manifested in attention;
6. The level of development of mental initiative.

#### 4. RESULTS AND DISCUSSIONS

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

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

The development of students' thinking is one of the necessary conditions for solving the problems associated with the education of the individual in front of the system of continuing education. The less a person acts and thinks independently during his activity, the broader his understanding and the higher his intellect. Given that thought is expressed through speech, it is not difficult to understand how responsible the task of mother tongue education is. As criteria for the development of thinking skills in primary school students, we can show the following:

1. The ability to independently analyze the material being organized;
2. Ability to solve the problem;
3. Comparison, generalization, generalization of signs in events and processes;
4. Logical substantiation of ideas and concepts, fluent expression of ideas;
5. Be able to apply the acquired knowledge in practice.

Exercises that teach independent thinking in the primary grades regulate children's knowledge of things and the environment and teach them ways to think correctly. The task of independent thinking



exercises is to teach children to distinguish important and general from objects and events, to express them in words, to enrich their knowledge materially and mentally by teaching them a system of logical methods.

Exercises that teach independent thinking play an important role in children's vocabulary and overall language development, and are linked to vocabulary work 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 ask, "What is this?" is asked to answer the question: *What is this? – A bus. What is a bus? Machine.*

2. List things of the same type and name them with a generalizing word. For example, how to name a table, chair, wardrobe in one word? (Furniture) 3. Separate those that do not belong to a group from the given items. For example, a pen, a pen, a ruler, an eraser, a chair is shown, students separate the learning tools, say that the chair is not included in the learning tool, it is furniture. Such an exercise can also be conducted as a month: given certain words, it is necessary to find the excess and explain why it is superfluous: swallow, sparrow, cat, music.

4. Divide subject names and words denoting symbols into groups. In this case, the words are given a mixture of teapot, ax, bowl, saw, plate. Students group and name dishes: teapot, bowl, ...; the name of the working tools: bowl, ax, ... The words denoting the sign of the object are also given mixed, the children divide the cake into groups (color, taste, shape, feature).

5. Generalization by contrast: swallows, sparrows, nightingales - 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 (word combination and speech) and related speech levels. In this sense, the word combination 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. The phrase is used in speech. Teaching children vocabulary is about working on an element of thought. The following types of exercises can be used to work on word combinations in elementary school:

1. Questioning the following word from the main word, determining the relationship of words. For example, Anvarjon reads well. Who (reads)? - Anvarjon. What does (Anvarjon) do? - reads. How (reads)? - Reads well - a phrase.

2. Compose phrases related to the study of word groups. When the word noun is used, with a noun and an adjective (my dear homeland), with a noun and another horse (school garden); when a verb is passed,

word combinations are formed with the noun and the verb (went to the movies, went to school, came home, read a book). A mistake made in composing a phrase also leads to a mistake in composing a sentence, so it should be avoided. Collecting phrases that allow children to make more mistakes allows them to create exercises to prevent mistakes. Working on word combinations helps to perform 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 word combination in accordance with the purpose.

The "Grammar, Spelling, and Speech Development" section of the elementary school program clearly outlines the knowledge of syntax. In the amount of syntactic materials provided in the primary grades, the child is taught to compose, analyze and reconstruct speech not only in the native language classes, but also in other classes and in all school activities. Speech work exercises are very diverse and are classified according to the predominance of analysis and synthesis as well as the level of independence of the learners.

Exercises to work on speech over the superiority of analysis or synthesis are divided into two:

- 1) Analytical exercises, i.e analysis of a sentence taken from a ready-made text;
- 2) Synthetic exercises, i.e exercises aimed at creating independent speech.

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

- 1) sample-based exercises;
- 2) Constructive exercises;
- 3) Creative exercises.

Sample-based exercises involve the practical acquisition of clear, well-structured syntactic devices, their internal connections, and their understanding of content. Among such exercises, analytical exercises, observation and listening to the speech, its flow is given an important place. Sample-based exercises include:

1. The simplest, most basic, but also the most necessary form of work on a sentence is reading (writing), working on intonation, expressiveness, explaining the basis and content of the sentence, and sometimes memorizing the sentence. Reading and observing a sentence can help you to improve your speech. Working on speech intonation helps to understand the content and connection of speech, to look at the pattern, to minimize and memorize it, to better understand the structure of speech. In this process it is necessary to pay attention to the separation of speech from speech according to



intonation, to express intonation completeness, intonation of intransitive, intransitive and emotional sentences, counting tone in compound sentences and unconnected compound sentences, connected compound intonation.

2. Question-based speech. In this case, the question is the basis for the answer (sentence construction) and serves as a "sample". The question gives not only its main content, but also a diagram of all its 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 up a sentence by adding a word instead of a question, then they are forced to add a little more: What did the children 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 not break the bird's nest? 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, words can be given in three variants, depending on the structure of the grammatical material:

a) words are given in a ready-made form: fruit, in the garden, gardeners, sweats (Gardeners picked fruit in the garden);

b) Given the organized grammatical material, some words are given in the main form, others in the ready form. For example, the theme "Unity and multiplicity in horses" 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 the boundaries of sentences in their speech, to read and write sentences correctly.

3. Step-by-step spreading exercise with the help of questionnaires. For example: The birds came flying. Where did it fly from? The birds came flying from cold countries. Where did it fly to? Birds flew from cold countries to their little nests.

In creative exercises, students are less likely to speak freely. The following types of creative exercises are used in primary school:

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

2. A picture of a thing or a picture with a plot 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. The key words are the words that need to be turned into an active children's dictionary.

## 5. CONCLUSION

In short, teaching students to develop thinking skills is especially relevant in the current era of radical changes in society because in our country there is a greater need than ever for highly confident, independent-minded, enterprising, highly qualified specialists. The role of subjects in the formation of personal qualities of students is invaluable. In this regard, especially mother language education has a great responsibility. Having the ability to develop students' thinking skills has a positive impact on their learning skills and competencies. Exercises that teach independent thinking in the primary grades regulate children's knowledge of things and the environment and teach them ways to think creatively.

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