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THE FORMATION OF INDEPENDENT THINKING IN TEENAGERS

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Kenjebaeva Klara Berdimuratovna

Senior Teacher Of The Department "General Pedagogy And Psychology" Nukus State Pedagogical Institute Named After Azhiniyaz, The Republic Of Karakalpakstan, Uzbekistan

ABSTRACT

This article covers the psychological aspects of transforming the independent thinking activity of adolescents into an active process. Also in the article, the means of popularizing the concepts of independence and creativism in adolescent thinking on the basis of what thought is, an adaptable view of the thought development in the life of a teenage personality, mutual strangeness with the image of today are shown.

KEYWORDS

Teenage, teenagers, thinking, independent thinking, mental activity, formation.

INTRODUCTION

Teenage is a period of transition from childhood to adulthood, characterized by physiological and psychological peculiarities. At this stage, the physical and psychic development of children is greatly accelerated, interest in various things in life, desire for novelty increases, character is formed, the spiritual world is enriched, conflicts are escalated [5, 37-39]. Teenage is a period of puberty and is also

characterized by the emergence of new sensations, sensations and confused issues related to sexual life.

Thinking is a product of mental activity. Thought is a feeling formed from the influence of events in the universe on our consciousness. While thinking is the product of the process of cognitive activity of an individual, it is characterized by the direct and generalized reflection of reality. Several types of

thinking are distinguished in the philosophical, pedagogical, psychological literature.

The great scholar Abu Nasr Farabi (873-950), through reason, tried to identify the peculiarities of independent search and reasoning of knowledge using thought. In his works, thinking is explained as having the property of being, of generality, of being, that is, of knowing through his senses. According to the Farabi, through contemplation (reason), a person knows the aspects of matter unknown to the senses, common laws, essence, acquires knowledge in the system of art, science, and a person is described as capable of independent thinking.

In his view, one of the most important tasks of the power of reason is to perform logically independent thought operas. This task is carried out by an independent “kuvai fikriyya” human logical thinking process that means that “kuvai fikriyya” (power thought) will come into play if there is a need to know what is perceived by the “kuvai natifiya” (power result). This activity is carried out with the help of thought walking, understanding and judgments, which then culminate in drawing conclusions. His thoughts on the specificity of such properties as generalization and abstraction, analysis and synthesis of it into thinking are important [2, 43-45].

Abu Rayhan Beruni believes that a person has such a talent as knowing, understanding, thinking, discussing,

thinking. The power of human thought is that with its help it is possible to compare, analyze events and phenomena, to teach that true can be distinguished from falsehood, justice from injustice, good from evil, and truth from dishonesty. Beruni proves that this thing has a positive effect on the development of any science. He puts forward a methodology for studying, analyzing the phenomenon and vocation that he needs to know [3, 29-30].

By the independence of thinking, it is permissible to understand the mental ability of a teenager, due to his own mental search, due to his own personal initiative, to be able to set himself a clear goal, new tasks, make a practical and theoretical, characteristic hypothesis about them, bring the expected result to the eyes, without anyone's support, guidance, finding a different way.

The independence of reasoning is manifested in the persistence, ripeness and criticality of reason. By the persistence of the mind, it is implied that the teenager sets himself a clear goal, a clear task for a new problem, to end all this in the implementation, to personally seek methods and means in search of a solution, to mentally strive, to introduce additional signs and symptoms that apply to them, the manifestation of stages.

As we know, for teenage, it is characteristic that the independence, criticality of thinking enters the vicious cycle of progress. The child tries to have his own

personal opinion, an independent view, his own views on an issue. Therefore, he looks at what the teacher or parent says, with a critical point in relation to the conclusions in books and textbooks.

Independence is one of the main features of adolescent thinking, which is characterized by the fact that it is aimed at eliminating other thoughts with various excuses, reasons. To prevent this, students must be accustomed to basing their views with evidence support. A teenager must be able to judge himself and prove to himself that he is right.

Since a person's ability to assess independently and critically has a complex appearance, one of the main directions in the work of teachers should be the content of skills in students to be able to think independently and critically.

Psychologist scientist E.G'oziyev expresses such thoughts while talking about the mental maturation of a teenager: "another of the most important characteristics of a teenager is independent thinking, the rapid development of the criticality of intelligence. This indicates that a new era has begun in the mental maturation of a teenager, in contrast to those of younger school age. With the direct influence of school education, the process of self-awareness begins to develop in a teenager. He strives to have his own opinion, his independent decision, his own judgment on an issue. Therefore, the teacher looks at what the

parents say, books and textbooks from a critical point of view. Often, from the teacher's reasoning, seeking to find errors and omissions in the textbook, he stands up in his own words and tends to strongly object, argue and argue certain points" [4, 68-70].

It turns out that there are great opportunities for the formation of independent thinking of students of a comprehensive school, taking advantage of a new period that began in the mental maturation of children in adolescence. Students with independent thinking skills, on the other hand, can easily distinguish the relevant conclusions by observing and critically analyzing every information that is circulating in the world.

In order to develop independent thinking in teenagers, there must be:

- to appear a specific point of view in the reader;
- skill to justify the advantage of one thought to another;
- skill in solving complex problems;
- argument by argument;
- the skill of working together to develop a single idea;
- to understand how life experience affects views and visions.

The independent thinking of teenagers may be made up of the following stages:

1. The emergence of the problem in the field of adolescent perception.
2. Understanding the essence of the matter, problem, assignment by a teenager.
3. The emergence of information or images similar to them.
4. Reduction of imagination and memory materials, continuous birth of assumptions (hypotheses)
5. Step-by-step verification of assumptions or confirmation of their validity.
6. Occurrence and improvement of a new assumption.
7. Secondary verification of hypotheses (second confirmation).
8. Finding (solving) a solution to an issue, an assignment, a problem.
9. The continuation of involuntary mental behavior (the relative duration of thoughts), etc.

Independent thinking, with its effectiveness, relevance, universality, professional training leads adolescents to skill, develops a thorough basis for understanding the phenomena of society and nature.

CONCLUSION

Independent thinking is the product of the process of a teenager's cognitive activity, it is characterized by the direct and generalized reflection of reality. Independent thinking, with its effectiveness, relevance, universality, professional training leads

adolescents to skill, develops a thorough basis for understanding the phenomena of society and nature.

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