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## SOCIO-PSYCHOLOGICAL DEVELOPMENT OF THINKING IN STUDENTS

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### ABSTRACT

The article deals with the psychological development of the thinking of a younger student, the thinking of preschoolers is close to kindergarten age in its specificity and clarity, but differs in content. The accumulation of experience and knowledge in them, the direct influence of education, the strength of the intellect improve the process of thinking.

### KEYWORDS

Age of preschool education, thinking, concreteness, clarity, kindergarten age, difference, experience and knowledge, direct influence of education, intellect.

### INTRODUCTION

Contemplation is a high form of conscious act of human mental activity, intelligence. Contemplation is considered a weapon of knowledge of the environment, social environment and reality, as well as a fundamental condition for the rational implementation of a wide range of human activities. In the process of thinking, such as thought, reasoning, idea, hypothesis are formed in a person, and they are expressed in the form of concepts, judgments, conclusions in the mind. Thinking is manifested in close connection with language and speech. Due to its

thinking, speech and conscious behavior, thinking in relation to other cognitive processes is of particular importance in the mental and physical activity of a person. In the activity of reasoning, a person determines the correctness, accuracy, truthfulness of what he reflects, perceives, perceives, imagines and phenomena, or their adaptation to reality. Judgments, concepts, hypotheses, hulosas generated in the process of cognition determine whether they are true or not.

Thinking is a process of high cognition, which fully accurately and rightly reflects reality than intuition, perception, imagination. Therefore, through human thought, a person generalizes and directly reflects reality, realizes the most important connections, relationships, phenomena, peculiarities between things and phenomena. Consequently, a person has the opportunity to foresee the emergence, development, and consequence of social phenomena and events based on certain laws and regulations. The role of thinking in the rational organization of the cognitive and practical activities of a modern person is growing.

In social life, communication and subjective relations that arise objectively between people in the educational process and production are also manifested using thinking. With the help and cooperation of Individual thinking, the process of mental and physical labor grows in the collective thinking of the individual in the process of entering into mutual communication. In the collective, the qualities of thinking are created, which consist in a critical view, self-tandiq, assessment, self-examination, control “collective thinking, gruppausal reasoning”.

Creative works, discoveries, inventions, proposals for rationalization are also the product of thinking. Hypotheses, ideas of practical and theoretical importance also fall into the function of thinking. The awareness of one's own physical and mental abilities, deeds and their motives for being, self-esteem, also arises through thought-provoking activities.

The fact that human thought is inextricably linked with speech, with language, the emergence and development of thinking of children of the younger age is measured by their vocabulary wealth. However, in them, visual movement, visual-figurative thinking is

manifested earlier than thinking, which is directly expressed in different words.

The elements that appear in a child are visible in contemplation, in the actions it expresses in relation to objects and objects, toys, objects and objects. Holding and using sound toys until the age of one year indicates that the appearance of the user is the occurrence of qualitative changes in the activity of expression. Gradually striving for independent nutrition, moving to the use of spoons and bowls, indicates the emergence of analytical – synthetic activity in them.

The fact that family members lead the child to the essence of words and concepts when he enters into communication provides an important opportunity for the development of thinking. The fact that adults tell objects and objects, show them to the child, and in response the baby's talpinization of those things is nothing but the emergence of an understanding (understanding) of the elements, of course.

When the child is one and a half to two years old, his speech begins to fluency. As a result, the thinking of the little ones of yasli age is expressed in primitive judgments. Nevertheless, the thinking of a child of this age does not go beyond thinking about concrete phenomena, things that are directly perceived. It is unlikely that a child of flat age will be in an egocentric character. Because, thinking is carried out with the objects being perceived, the work that is being carried out is carried out in accordance with the actions.

With perception, thinking chips are so in contact that there is no possibility to even mentally separate these two processes. Gradually, thought operations begin to manifest in the child. The level of comparison of toys, disassembly (analysis), making pyramids from cubes (synthesis), dividing them into groups according to color, shape signs, even generalization of objects at an

elementary level occurs. The thinking of the child can be expressed in a schematic way in such a way that the reading of the word is the visual act of the word: the play is figurative contemplation.

Judgment develops by answering questions. In particular, who is this of adults? where?, “what is it?”, which are expressed in judgments in their questions:” mother “” toy “” ana u”, etc. If a child is asked a question expressed by concepts not in his dictionary, he can look at the person in communication from a question point of view in order to express his inability to understand. So, in a child of a flat age, judgment is expressed through words and concepts. The child begins to gradually shift from making judgments in his activities to making conclusions. For example, after the father told his son that the Cynon being shown on TV “this is for adults, the little ones are destined to see,” the child made such a conclusion: “when I go out the window, I grow up like Dad. Then I can see a movie. I'm going to be big!” for him, the great concept has a completely different meaning.

The thought of preschool children stands close to kindergarten-age Boas in its concreteness, closeness, but is contemplated in content. In them, the accumulation of experience and knowledge, the direct influence of upbringing, the strengthening of intelligence improve the thinking process.

Children of preschool age, whichever activity they do, do business without bari coming from one goal. Their reasoning develops in complex action and plot games, in the process of managing their hard work according to their strength. The growth of his speech, the increase in vocabulary wealth, the expansion of the scope of communication provide an important opportunity for the development of thinking.

The object of thinking of a child of this age will expand and the area of interest will increase. Gradually, what and phenomena that directly perceive go from contemplation to thinking about the objects that previously perceived them, and even from the surface of the future to the creation of imaginary images, that is, thinking in a direct way. Materials of perception are also used when a child of this age makes a verdict. The basis of sentencing, however, is that of judgments “ready-made” from the elders. Opinions expressed by older people are firmly accepted as true judgments.

The development of thinking in childhood goes through several successive stages. These stages will be tightly connected to one and therefore cannot be strictly delimited. In early childhood, clear-acting thinking prevails, at which time the child learns the universe mainly on the basis of perception and action, even if he does not yet know how to speak. At the next stage of Development, clear figurative and colloquial thinking begins to reign. At this time, objects or their images are associated with the word. This variety of thinking activity is characteristic of preschool age: at this time, the child thinks with images. And the word he has mastered will help to make His generalization kilish. The ability to discuss appears in the Boola.

With the beginning of school education, thinking of the concept in children begins to develop faster than before school, in the process of thinking, the child acts with the help of concepts. First of all, conceptual thinking will be firmly connected with concrete objects and phenomena. But gradually, in younger students, the skill of concrete abstraction, generalization and, to some extent, abstract conclusions arises. In this development of thought processes, reading will be of great importance. It expands the level and knowledge of children's imagination. Mastering new concepts occurs. They are brought into one system. Mental

inference is often used, including conditional hypothetical inference.

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