



The Psychological Characteristics of Developing Healthy Thinking In Students

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Abstract: This article explores the challenges related to the harmonious development of students' independent and healthy thinking. It emphasizes the importance of fostering independence in decision-making and responsibility, as well as the formation of personal ideas and thoughts. The article also highlights the psychological aspects involved in cultivating healthy thinking among students.

Keywords: Thinking, Healthy Thinking, Idea And Thought, Economic And Intellectual Potential, Development Of Science And Culture, Perception, Perception, Imagination



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Introduction

The position of our country in the global economy, along with its economic and intellectual capabilities and contributions to science and culture, is fundamentally influenced by the living standards of our citizens. The Uzbek people have a rich tradition of nurturing their youth, prioritizing their well-being, and raising them with values rooted in national morality, spirituality, and healthy thinking from an early age.

Methodology

Research and scholarly writings on the development of human thought have garnered significant attention, particularly concerning healthy thinking. Scholars like M.G. Davletshin, E.G. Goziev, and others have explored how to effectively educate and nurture independent and critical thinking in students. Davletshin emphasizes that the primary goal of modern education is to enhance teaching methods, ensuring that the level of thinking aligns with contemporary scientific and socio-political contexts.

Numerous studies have focused on various forms of thinking—logical, artistic-aesthetic, moral, and historical—highlighting the importance of common sense across these areas. The effectiveness of societal reforms is closely tied to revitalizing cultural values, preserving traditions, advancing education, and training skilled professionals equipped with modern scientific knowledge. It's evident that as individuals' spirituality rises, their thinking also improves.

Thinking is a sophisticated form of mental activity that allows us to understand the connections and relationships between different phenomena. Through contemplation, we gain insight into the essence of the material world, and cognitive processes like perception, imagination, and reasoning are vital in this understanding. Thinking serves as a tool for acquiring knowledge about our surroundings and is essential for rational, practical action.

As students begin their educational journeys, they learn to justify, prove, challenge, and verify various concepts. They utilize examples, facts, and established rules as evidence in their reasoning. High school students, particularly those in advanced classes, are skilled at identifying contradictions and flaws in both their own and others' arguments. Training in their native language and mathematics is particularly crucial for fostering critical and analytical thinking skills.

Students frequently engage in arguments that support or challenge concepts during their studies in socio-historical sciences and Darwinism. Their involvement in extracurricular activities and discussions significantly contributes to the development of critical, analytical, and independent thinking. Throughout their education, both theoretical and practical thinking are nurtured. This is achieved by linking subjects like Physics, Chemistry, Botany, and Zoology to real-world applications in fields such as industry and agriculture.

Students recognize that the development of thinking is not uniform; individual differences stem from various psychological processes, including memory, imagination, speech, attention, and willpower. These traits are closely tied to students' interests and their engagement in both academic and practical activities, as well as their self-directed learning. Active and conscious participation in educational processes plays a crucial role in secondary education, enhancing the capacity for meaningful and logical thinking among students.

K.P. Megrelidze posits that mental phenomena cannot be fully understood without considering social factors. Human thought is deeply intertwined with social life, and its methods are shaped by societal conditions rather than just biological or neurological factors. Megrelidze emphasizes that thoughts and ideas arise not from individual creativity but from social contexts and collective experiences. Therefore, understanding human thinking—its stages, forms, and methods—requires examining the social origins of these ideas.

In Uzbek families, spiritual heritage plays a significant role, rooted in ancestral wisdom and intelligence. The cultural and intellectual achievements of our ancestors, including oral traditions and preserved manuscripts, constitute a valuable spiritual legacy. These resources are essential for educating the younger generation, making cooperation between families and educational institutions vital.

Spiritual culture within families is shaped by the actions of family members, their ability to assess reality, and their moral understanding. Happiness, however, is not solely determined by material wealth or possessions.

A well-rounded, knowledgeable, and hardworking child is the most valuable asset, not just for parents but for society as a whole. It is essential to nurture a generation that is physically healthy, spiritually mature, and independent-minded, while also strengthening families as the cornerstone of spirituality and continuity of life. In today's society, which faces various challenges, it is vital to instill a sense of loyalty to national ideology in young people, guiding them toward greater aspirations.

Result and Discussion

In developing healthy Thinking, it is important to recognize that it encompasses psychological, philosophical, and pedagogical dimensions. By focusing on the pedagogical and psychological aspects, we can identify several stages in the formation of Healthy Thinking:

- a) Analysis of Existing Knowledge and Skills: This involves breaking down concepts into their components and assessing the associated competencies.
- b) Synthesis of Knowledge and Skills: Here, the nature of generalizing concepts is clarified based on current demands.
- c) Comparative Analysis: This stage involves comparing all available knowledge and skills to understand similarities and differences, which enhances the understanding of the concept's relevance.
- d) Classification: At this stage, all knowledge and skills related to Healthy Thinking are grouped by shared characteristics, allowing for a comprehensive understanding of the concept.

Grouping aids in understanding the internal logic of a concept's content. Classification organizes components based on their characteristics. In the process of generalization, knowledge and skills related to Healthy Thinking are grouped according to their most common attributes. The clarification process differentiates the specific aspects of Healthy Thinking from its broader elements, providing clarity on the internal nuances of each concept.

Abstraction focuses on enhancing awareness of a particular aspect of Healthy Thinking, often emphasizing one facet over others. This means that Healthy Thinking can take on various contemporary forms, with certain aspects becoming more relevant based on social changes. For example, pressing issues like AIDS, substance abuse, and human trafficking have gained importance in recent decades, requiring heightened focus within the context of Healthy Thinking.

To cultivate Healthy Thinking, individuals must consciously navigate all the pedagogical and psychological stages involved. Only by progressing through these stages can one fully develop the necessary knowledge and skills associated with Healthy Thinking. In the educational process, teachers must consider both the general and individual

characteristics of students, including their mental abilities, thought depth, initiative, interest in subjects, vocabulary, worldview, and attitudes toward health and self-development. These factors are crucial for enhancing the effectiveness of education.

Current practical challenges call for collaborative efforts between families, communities, and educational institutions to address the development of Healthy Thinking in students. Key issues include:

- Fostering Healthy Thinking in students.

- Developing spiritual and moral qualities.

- Enriching students' understanding of values like family, community, patriotism, and peace.

- Cultivating a "culture of information" through critical thinking.

- Enhancing students' pedagogical and psychological knowledge while promoting a healthy lifestyle and collaboration between families and schools.

- Protecting students from excessive exposure to the internet and video games.

The development of Healthy Thinking in students is an urgent concern in pedagogy and psychology, especially during early adolescence.

Healthy thinking enables individuals to analyze and synthesize the knowledge they acquire. With this accumulated knowledge, observation helps them discover the most accurate, concise, and effective ways to understand news, concepts, and solutions to problems. For young readers, healthy thinking is crucial for making decisions, fostering independence and responsibility, forming personal ideas and thoughts, and responding to social events.

The exploration of healthy thinking, particularly its pedagogical aspects, has been highlighted by American educator and psychologist John Dewey. He emphasized the social-psychological essence of thinking, noting that experience and knowledge are the foundation of thought. According to Dewey, if an individual lacks familiarity with a problem, they are less likely to engage in thoughtful problem-solving. He believed that curiosity is fundamental to learning and that teachers should nurture this curiosity, encouraging students to engage with their surroundings and the events occurring around them.

Dewey posited that the development of thinking is rooted in human development, with the child's interaction with their social environment being crucial. Initially, children acquire essential life and social knowledge within the family context. Based on this understanding, we can define "healthy thinking" as a means of finding effective approaches to observing and understanding new information and solving problems.

- Educational reforms should aim to:

- Positively influence the socio-political climate and transform the overall environment of the country.

- Foster independent, free-thinking individuals within society.

- Cultivate well-rounded individuals equipped with both general and specialized knowledge, a conscious and modern worldview, and an appreciation for national and universal values, contributing to a strong civil society.

In fostering healthy thinking among youth, collaboration among families, communities, and educational institutions is vital. Neighborhood roles include:

Activists working with educational institutions to discuss educational issues and seek rational solutions.

Addressing concerns about families that may not support spiritual well-being at community meetings and taking appropriate public measures.

Providing economic and social support to local educational institutions.

Conclusion

Through the focus on National Education, qualities such as self-awareness, patriotism, national pride, intercultural communication skills, ideological awareness, integrity, and dedication are cultivated in young people. In the educational process, it is essential to view the student as the central subject of learning, taking into account their individual psychological characteristics. Effective methods of communication should be employed to enhance the development of knowledge and critical thinking, ultimately increasing the effectiveness of teaching. The exploration of Healthy Thinking in students should also be considered an important pedagogical issue.

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