



SOCIO-PEDAGOGICAL AND PSYCHOLOGICAL FACTORS OF STUDENTS' INDEPENDENT THINKING COMPETENCE FORMATION

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Article history:	Abstract:
<p>Received: February 1st 2023 Accepted: March 1st 2023 Published: March 3rd 2023</p>	<p>This article highlights the socio-pedagogical and psychological factors of students' independent thinking competence in teaching the social sciences and the humanities. The definitions of the concept of independent thinking by various psychologists and educators are analyzed. The main aspects that must be taken into account when developing the competence of independent thinking of a student, and the features of choosing methods for developing the competence of independent thinking of a student, and the features of choosing methods for developing independent thinking, are described.[1]</p>

Keywords: social sciences, independent thinking, knowledge, skills, competence, method, didactic tool, pedagogical activity, understanding.

INTRODUCTION Through the educational activities of students, a worldview, thinking are formed, a conscious attitude to the social system is formed. It is known that in the educational process, the activity of the student increases and his interest in educational subjects is formed.[2]

It is determined by achieving positive results in the educational process, first of all, giving scientific knowledge to the younger generation, carefully teaching their basics, creating a broad worldview and a scope of thought in them, and effectively organizing work on the formation of spiritual and moral qualities. In itself, this efficiency is inextricably linked with the organization, transfer, achievement of the process of teaching educational subjects in educational institutions. Also unique is the role of this process in the development of independent thinking competence of students. In particular, one of the main goals of the process of teaching socio-humanities is also to improve the quality of educational content on the basis of the development of independent thinking competence of students.[3]

The justification that their independent thinking plays a huge role in ensuring the mental and spiritual maturation of the younger generation has become an urgent scientific problem. In this sense, the psychologist scientists E.Goziev, V.Karimova, R.Sunnatova, Z.Nishanova, K.Kenjabaeva, pedagogues K.Husanboeva, N.Alavutdinova, M.Zainiddinova, Sh.Nurullaeva, M.Saidov, B.Noteworthy is the research work of scientists like Khodzhaev on the independence of reader thinking and its development.

The concept of independent thinking, its role and role in the formation of personality, has been tried to reveal by the scientists named above. The issue has been commented on by psychologists, educators, at various levels and scales, based on their goals.[4]

Each of the pedagogical scientists, who conducted research on the orientation of students and educators to independent thinking, approached it in his own way, gave a definition. For Example, Z.In the opinion of nishanova: "independent thinking as a personality trait is one of the important factors that ensure a high performance in achieving individual and collective achievements in any type of activity."

A.And according to Erkaev's views: "Independent thinking is the product and gift of the opportunities and freedoms that society creates for a person."

Psychologist scientists V.Karimova and R.Circumcision has said of thought: "the feeling produced by the impact of events in the objective universe on the human mind is called "thought". On the basis of thought, the human eye will be able to see the mysterious aspects that are not directly progressing, that are not in sight of it, which, even in the event, are involved in the internal nature of that thing".[5]

Q.Based on his own observations, Husanboeva defined independent thinking as: "independent thinking is the mental activity of a person, relying on his knowledge and life experiences in accordance with clearly defined goals and objectives, aimed at solving the problem facing him independently, using various ways, methods, means, at the level of his intellectual capacity."

Sh.Nurullaeva independently teaches students in native language classes in students in his research work on thinking orientation, he attempted to define independent thinking as follows. It follows: "independent thinking is the mental activity that is carried out independently, as a result of the unity of human sensory organs and mental activity, using such mental actions as analysis, generalization, making inductive and deductive conclusions, comparison, clarification." [6]

When we talk about the factors for the development of the competence of independent thinking of students, it is appropriate to think about their content, significance, giving result. So, in the development of the student's competence of independent thinking, attention should be paid to the following factors:

First of all, it is necessary to organize lesson processes for students, which provide for the acquisition of the skills of independent thinking, Research, free expression of their own opinion, familiarization of peers with their own conclusions. It implies that educational technologies cover a certain area of pedagogical activity. The sphere of activity, on the one hand, forms a system of rows that form its basis in accordance with the selected technology, on the other hand, emerges on the surface as a component of the activity. One of the main tasks of the new pedagogical technologies of today is the formation of the educational thinking activity of the student on the basis of the content of modern education, that is, knowledge of students on the basis of educational technology, guaranteeing the effectiveness of this process is one of the main issues. Such that is, the organization of each course process carried out with separate preparation has a positive effect on the quality of education, this process serves to develop the student's competence of independent thinking. [15]

Secondly, it is necessary to make good, appropriate use of effective teaching tools in lesson processes. The essence of the pedagogical process is reflected in the content of the joint activities of the teacher and the student, in this process, the educator helps the student to overcome the difficulties that have arisen in such manifestations as publishing, showing, reminding, understanding or advising, directing, justifying, counseling, overcoming, inspiring, expressing interest and respect, applying exactingness. Each method selected for the course process affects the quality of Education. When choosing a method, you should pay attention to:

- to the topic of the lesson (simple/complex);
- to the goal of the lesson;
- to the lesson form; -to the number of pupils;
- to the age of students;
- to the experience of students;
- to resources;
- to the level of training of students;
- to the needs of students;
- to the psyche of readers;
- mentality

The development of thought makes it possible to assess the events and phenomena perceived in life, to develop a belief in the content of thought: "with the mind" instead of "blindly" believing. The development of thought and belief is an important factor in the process of cognition, the emergence of thought generates a need for deeper knowledge in the reader, which in turn activates all the forces of the reader, ensures the unity of motives, will and mental actions, that is, the unity of motivating and acting factors of self-control of the reader. [12]

This provides an opportunity to determine the social pedagogical and psychological factors of the development of the competence of independent thinking of the student. After all, the fact that the reader psychologically prepares himself so as not to get stuck in any way during his thinking, the creation of a social environment plays an important role in this. Pedagogical factors carried out in the educational process will have to be prepared for this in terms of content and essence. The facilities available to the student are associated with an effective system, providing the basis for the development of independent thinking competence. [35]

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