

## THINKING OF STUDENTS OF SMALL SCHOOL AGE FORMATION MODEL

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**Annotation.** *“From the action strategy,” on the development strategy of the New Uzbekistan " national values, modeling, systematic analysis, principle of activity, diagnostic methods.*

**Keywords.** *visual-action type of thinking, reproductive, productive (creative), adequate reflection, reasoning, critical.*

Introduction. Today, we are focusing on education based on a new systematic approach. Based on this approach, all efforts are being made to identify the factors that form thinking in students and develop their thinking. One of the biggest tasks facing us is to gradually involve students in the field of education in general education institutions and to form high thinking in them. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-80 dated January 28, 2022 “On the Development Strategy of New Uzbekistan” for 2022-2026 was adopted. This Decree, as a result of a wide public discussion, was developed based on the principle of “From a Strategy of Actions to a Strategy of Development” and is the fifth of the seven priority areas, which is called “Ensuring Spiritual Development and Bringing the Sector to a New Level”, and this section includes goals 71-78. Along with these goals, several tasks have been set in the field of transforming a healthy worldview and creativity in society into a nationwide movement:

- Implementation of the concept of “New Uzbekistan - an Enlightened Society”;
- Turning schools into true centers of spirituality and enlightenment, culture;
- Preservation and wide popularization of national values and spiritual heritage, etc.;

The tasks set include the formation of thinking in primary school students in general education institutions, their upbringing as intellectually mature, well-rounded individuals, which is directly related to the topic we are studying. Taking these aspects into account, we have created a model for the formation of thinking in primary school students.

Main part: The purpose of the model for the formation of thinking in primary school students: Identifying factors that influence the formation of thinking in primary school students.

The task of the model for the formation of thinking in primary school students:

- 1) To provide an understanding of the specific features of the formation of thinking in primary school students;
- 2) To determine the place of factors that influence the formation of thinking in primary school students;



- 3) To identify factors for the formation of thinking in primary school students;
- 4) To help students master the skills of forming thinking in primary school students.

The analysis of the implementation of the identification of factors influencing the formation of thinking of students of junior school age became the basis for creating a completely new model of this process. The education system, which is part of society, and individuals who are members of society, should also be a means of understanding the content of education, feeling its perfection and satisfaction from it.

Modeling, along with systematic analysis and conclusions, is one of the leading methods of scientific research. The hypothetical model is one of the types of modeling tools. Modeling is a method of studying certain parts of social reality in objects and the study and development of real existing and constructed models of objects and phenomena.

The model of forming the thinking of primary school students is understood as a set of interconnected and interrelated components that ensure the psychological and pedagogical readiness of primary school students to demonstrate their intellectual potential in general education institutions: setting goals and objectives, content, technological and control-analytical components.

The goal-setting component involves the implementation of the following complex tasks, in which students:

- form an idea of the specific features of the thinking of students of primary school age;
- determine the place of factors influencing the formation of the thinking of students of primary school age
- determine the formation of students' thinking within the framework of modern requirements

The content component of the model includes the necessary knowledge, skills, qualifications and spiritual and moral competencies. The content component consists of principles and content in its structure. It is based on the principles of the formation and development of the thinking of students of primary school age, coherence, systematicity, consistency and activity.

The principle of systematicity implies the connection of the elements of the formation of the thinking of students of primary school age, their interaction and accepts work aimed at the formation of students' thinking as part of the educational process.

The principle of consistency describes the process of forming the thinking of students of junior school age, each of which opens up opportunities for the perception of innovation. The formation of the thinking of students of junior school age is a continuous process that begins in early childhood and continues step by step in educational organizations.

The principle of activity implies the development of the process of directing the formation of the thinking of students of junior school age. A full understanding of the possibilities, requirements and essence of the formation of students' thinking outside the activity, as well as its implementation along with independent design, is of particular importance.

The technological component of the model determines the selection of forms, methods, tools and pedagogical conditions that influence the formation of students' thinking, as well as the conditions for the formation of students' thinking.

The control-analytical component describes the result of the process of forming the thinking of students of junior school age. The formation of students' thinking is determined by the readiness of students to master it. The structure of pedagogical readiness combines indicators with quantitative expression, as well as various levels that imply a comprehensive diagnosis of the formation of students' thinking.

The knowledge indicator represents the necessary set of knowledge about the factors influencing the formation of thinking of students of junior school age, about the specifics of personal activity, about personal qualities for successful performance of activities, about the possibilities of diagnosing these qualities, and about the possibilities of forming students' thinking.



The skill indicator represents the possibilities of selectively analyzing factors influencing the formation of thinking of students of junior school age, diagnosing one's own personal qualities, and comparing one's own personal qualities with important qualities.

The qualification indicator reflects the student's ability to positively solve the problem of forming thinking by comparing the factors affecting the formation of thinking of students of primary school age with the student's desires and capabilities, the needs of society for the formation of thinking of students, and make a conscious, socially useful choice.

Low level. If students of primary school age have an idea about the formation of thinking and the formation of thinking is considered a dream, then a low level is diagnosed. If students have low thinking or no intellectual qualities, the level of formation of thinking in students is assessed as low.

Average level. If students of junior school age have an idea about the formation of thinking, know about the important qualities of thinking, but do not know their personal qualities (or know their personal qualities in a general sense, but cannot diagnose them), and their interests are not stable, then they are diagnosed with an average level. If there is an interest in the formation of thinking and cannot compare it with their own mental qualities, then the level of formation of thinking in students is assessed as average.

High level. If students of junior school age have an idea about the formation of thinking, have an understanding of diagnostic methods, can compare the important qualities of thinking with their own mental qualities, and also include themselves in the group of people with high intelligence in the formation of thinking in society, then they are diagnosed with a high level.

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