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THE RELATIONSHIP BETWEEN THE DEVELOPMENT OF INNOVATIVE THINKING AND ARGUMENTATIVE COMPETENCE

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ABSTRACT

This article examines the need to develop the skills of students to be able to justify their position, to prove and make sound decisions, and to implicitly incorporate the principles of argumentative theory and practice into many subjects taught in higher education. In addition, the rapid development of new areas of public life, in particular the need to train more professionals to influence people's beliefs in areas such as education, politics, jurisprudence, philosophy, religion and psychology, highlights the need for special research on ways to influence beliefs.

KEYWORDS: *Higher Education System, Argumentative Speech, Thinking, Debate, Argumentation, Argumentative Competence, Technology, Culture Of Logical Thinking, Proof And Denial, Foundation.*

INTRODUCTION

Achieving free thinking and independent decision-making in different situations is an important tool for young people around the world to develop self-awareness, self-respect, and successful socialization. Accordingly, the ongoing reforms in the education system of Uzbekistan have also raised the issue of improving the quality of education, in response to which "legal guarantees and mechanisms for the functioning and development of the education system in the country have been improved" [1. B.2]. In particular, as a result of the effective use of modern educational technologies in higher education today, the traditional education system has been forced to modify its content.

One of such modified educational technologies, which is increasingly offered to students in higher education, is the introduction of innovative mechanisms for the development of

argumentative competence. Because learning argument theory is the fastest and most effective way to develop a culture of logical thinking. After all, argumentative competence is the most important factor in shaping the personality of a future specialist and his success in professional activity. "Argumentation" means the communicative activity of the subject, which aims to convince the addressee by substantiating the correctness of his position.«Argumentation is a method of reasoning that involves proving and refuting, in which process the truth of the thesis and the error of the antithesis are convinced in both the proponent and his opponents». [2. r. 443]Argumentation is an intellectual activity that consists of comprehending controversial situations, advancing theses, selecting evidence to substantiate, prove, and refute them. In addition to being a rational method of substantiating reasoning, argumentation is also a method of substantiation that has a verbal and emotional-psychological impact on belief, and includes not only formal-logical but also pedagogical, epistemological, and psychological operations. A number of distinctive different aspects of this activity can be distinguished, such as factual and logical, rhetorical and axiological, ethical and aesthetic.The argumentation process also involves a number of psychological and pragmatic factors, such as a person's worldview, his system of knowledge and values, personal moral criteria, socio-political views, individual tendencies, feelings, common sense, habits, communication and logical skills, and so on.Rational proof and emotional trust are two sides of the argumentation process. Since argumentative activity is interdisciplinary in nature, it is no coincidence that there are a variety of research and approaches to it. Because argumentation is directly related to various aspects of a person's social life, it is measured by theoretical and practical criteria.

Today, for various reasons, there is a growing interest in different forms of communication. All this implies that the study of argumentation is not only of practical importance, but also of theoretical necessity. Unfortunately, evidence problems related to sciences such as pedagogy, psychology, and logic have long been largely unexplored. It is worth noting that the emergence of a significant interest in the issue of argumentative competence is due to the processes of democratization of social life, which created favorable conditions for the exchange of views between representatives of different social movements. At the same time, the rapid development of new areas of public life, as well as the need to train more professionals to influence people's beliefs in areas such as education, politics, law, philosophy, religion and psychology, also require special research on ways to influence beliefs updated the need. Indeed, it is precisely the argumentation that deals with changing the position of the other party by giving grounds, exploring different ways of persuading the audience under the influence of speech.

RESULTS AND DISCUSSION

It is well known that belief is a process that encompasses not only existing perceptions of real reality, but also values, ideas, norms, and goals. By influencing them, it will be possible to change people's behavior. This is attracting a lot of attention, especially in modern society, where electronic media play a huge role. It is no coincidence, therefore, that the higher education system of most countries in the world has included "Theory and Practice of Argumentation" as a subject in the curriculum. In particular, argumentative components can be seen implicitly included in the composition of many disciplines taught in universities in the United States and Western countries. Also, in a number of universities in these countries, argumentative speech is accepted as a means of communication and it is also recognized as a mandatory component in all

curricula. This is because success in politics, government, and the judiciary in these countries is directly related to how well argumentative speaking skills are developed. In addition, the social needs of the modern world are leading to the fact that the theory of argumentation is becoming a subject of scientific research and is studied not only in certain courses, but also as a separate discipline in higher education.

Although the need to develop skills such as the ability of young people to justify their position, prove and make informed decisions requires a scientific study of the principles of argumentation theory and practice, we observe the curriculum of higher education in Uzbekistan does not pay enough attention to argumentation theory and practice. Of course, it should be rightly acknowledged here that first of all, in order for a particular subject to be included in the curriculum of higher education as a subject, it must have a sufficient theoretical basis and have passed practical approbation. In addition, the subject must be sufficiently scientifically developed and have adequate methodological support in order to be converted into a course of study. That is, textbooks should be written in this area, teaching and methodological manuals, methodological guidelines and recommendations should be developed. However, the situation with the theory of argumentation in the higher education system of Uzbekistan, in contrast to the education system of a number of other countries, is completely different. That is, although in the history of the development of the thinking of the peoples of the East, the art of dialectics (Farabi [3. r. 405], Ibn Sina [4. r. 144], Moturudi, Nasafi [5. r. 536]) has long been a means of searching for the truth. Despite the fact that the art of debate (At-Termizi [6]), Jurjani [6]), the art of oratory (Kashifi, Nizami property) have left us a rich scientific legacy, Uzbekistan has not yet developed a single accepted theory of modern proof. In this regard, the teaching of the subject called "Theory and Practice of Evidence" in our universities is also complicated by the fact that today there is no solid scientific theory.

It should be noted that the problems of the rational-logical factors of convincing speech, which form the basis of the theory of proof, are more or less studied to some extent in speech courses. But in the art of public speaking, only the psychological, moral, emotional, stylistic, and aesthetic aspects of speech are considered. Of course, despite the fact that the simple-looking components of argumentative competence have long existed, requirements are being put forward for new, comprehensively improved convincing forms of speech. As a result, more new and clear methods of confidence-building speech analysis are being developed. All this requires the improvement of modern argumentative theory, which is important for the development of thinking.

CONCLUSION

The purpose of studying the problem of argumentative competence in the context of research is to develop people's ability to consciously respond to speech, to understand the speech of others and to build their own speech, to conduct debates competently, to distinguish logical and psychological traps. To achieve this goal, students need to be given knowledge of the basics of modern argumentation, its conceptual apparatus, features of demonstrative and non-demonstrative thinking, their application in various argumentative speeches. Familiarization of students with the basic concepts of argumentation helps to shed light on various aspects of argumentative speech. As a result of such work, the student consciously relies on the norms of rational speech and develops the ability to demand from his opponents to follow these norms in

the process of discussion. Mastering the norms of rational speech and the rules of debate will help students master the ability to articulate ideas clearly, substantiate the theses put forward, and defend their positions and interests with evidence and proof. As a result, they develop the ability to think critically independently. It is important to develop students' ability to use their knowledge of evidence in future careers, business negotiations and conversations. "A person with the ability to think logically can distinguish between creative ideas and destructive ideas. No destructive idea, not even an ideology, can withstand the power of logic"[8. r.1094].

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