

## CHARACTERISTIC OF THE DEVELOPMENT OF THE COMPETENCE OF INDEPENDENT THINKING OF STUDENTS IN THE PROCESS OF LEARNING IN THE SOCIAL AND HUMANITARIAN SCIENCES

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### ABSTRACT

*This article highlights the specifics of the development the competence of students' independent thinking in teaching the social sciences and humanities, their role in the educational process and their importance in the mature of students. 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 independent thinking, are described.*

**KEYWORDS:** *Social Sciences And Humanities, Independent Thinking, Succession, Continuity, Human Maturity, Independence Of Thought, Thinking, Understanding.*

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### INTRODUCTION

Today, when the development of independent mental competence of students in the educational process is seen as a socio-pedagogical necessity, even a simple thought of each student shows that over time it can become the basis for great discoveries. After all, one of the main problems of modern pedagogy is the inclusion in educational materials of a certain degree of student orientation towards independent work in the learning process, continuity, perception, comprehension and self-acceptance of content based on continuity. It is important to structure such an independent thought process, the effective use of development factors.

Numerous scientific studies have been carried out in our country on the development of independent thinking of students like N. Alavutdinova (Teaching independent thinking in the lessons of the native language), L. Grash (The place and role of exercises in teaching independent thinking), M. Zainiddinova (Development of independent thinking), V. Karimova [1], R. Sunnatova, Z. Nishonova [2], K. Kendzhabaeva (Psychological features of independent thinking), S. Novoselova (Teaching independent thinking from an early age), Sh. Nurullayeva (Teaching independent thinking in primary school classes), M. Saidov (Development of thinking in the lessons of the native language), B. Khodzhaev (Teaching independent thinking in the lessons of history), K. Khusanbaeva (Teaching independent thinking in the lessons of literature).

The above scientists tried to explain the concept of independent thinking, its place and role in the formation of personality. Psychologists and educators expressed their views on this issue at different levels and scales, depending on the goals.

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Each of the scientists-teachers who conducted research on the orientation of students to independent thinking approached and described it in their own way. For example, according to Z. Nishonova: "Independent thinking as a quality of a person is one of the important factors in achieving high rates of individual and collective success in any activity" [3].

According to A. Erkaev: "Independent thinking is a product and reflection of the opportunities and freedoms created by society" [4].

Psychologists V. Karimova and R. Sunnatova said about thought: "A feeling that arises as a result of the impact of the events of the objective world on a person's consciousness is called a "thought". On the basis of thought, the human eye will be able to see the mysterious sides of a thing that are not directly perceived, which are not in front of his eyes, but what is, is related to the inner nature of the being itself." [1].

Based on her observations, K. Khusanbaeva characterized independent thinking as follows: it is a mental activity aimed at solving "Independent thinking is a person's mental activity to independently solve a problem in accordance with clearly set goals and objectives, based on their knowledge and life experience, using various methods, methods and means at the level of their intellectual capabilities." [5,6].

Sh. Nurullayeva in her study on the orientation of students to independent thinking in the lessons of their native language in elementary school, tried to describe independent thinking as follows. According to her: "Independent thinking is a mental activity that is carried out as a result of the unity of the human senses and mental activity using such types of intellectual activity as independent analysis, generalization, inductive and deductive reasoning, comparison, clarification." [7; 8].

Independent thinking with its effectiveness, relevance, universality leads students to perfection, lays a solid foundation for understanding society and natural phenomena.

Independence of thinking is manifested in the initiative, perseverance and criticality of the mind. The initiative of the mind means that a person sets himself a new problem, a clear goal, a clear task, personally looking for methods and means in the implementation, refinement, search for a solution, mental stress, the introduction of additional signs and symptoms. The perseverance of the mind is expressed in the quick solution of problems, in the selection and precise application of the most appropriate new methods and means, in the liberation from old methods, and in other mental processes.

Criticism of the mind is important for the ability to compare one's own and others' opinions, whether these opinions are true or not, and to give a comprehensive assessment of the opinions, discussions and problem situations that have arisen. If criticism is based on important features, criteria of the essence of the problem, such criticism is called objective criticism. If the critique of consciousness deviates from subjective (personal) delusions towards subjectivism in general, then it is called subjective criticism. If the criticism of human thinking is carried out rationally, fairly and effectively, then both mental and moral qualities can be developed in such a person.

The independence of thought is inextricably linked with its productivity. Such an idea is called productive when theoretical and practical problems are solved on the basis of ideas, recommendations, recommendations related to a particular area. The criterion for measuring the

productivity of thinking is a reasonable assessment of the volume and quality of mental activity carried out over a certain period of time.

Even when thinking about simple things, one can discover a general law from the realities of everyday life, if not limited to their external features, but strive to reveal the essence of events in depth. It is clear that the discovery by human thinking of possibilities not yet explored and not fully utilized by human independent thinking serves to accelerate the development of science and technology.

Human maturity consists of physical, moral and mental stages, and independent thinking is the culmination of the human ladder of maturity. At the present stage of humanity, mental maturity can be achieved gradually, gradually, in exchange for patterns of tension of the nervous system, mental tension, emotional seriousness, stable volitional behavior, continuous activity, devotion. The young generation of our country, with the good intentions of becoming a perfect person, should carefully study independent thinking and creative pursuits in order to assimilate the spirituality and values created by our ancestors and ensure future development.

Similar processes inherent in the education system are clearly reflected in the organizational aspect and content of teaching the social sciences and the humanities. It is known that general secondary education is distinguished by the subject and object of the social sciences and the humanities. At the same time, its educational purpose and mission is unique.

The social and humanitarian sciences are educational sciences aimed at creating a holistic picture of the planet on which humanity lives, that is, the Earth, an important component of human culture, the upbringing of culture.

The development of students' cognitive abilities, as in all academic disciplines, is a priority in the teaching of social sciences and the humanities. Indeed, in updating the content of education, the main attention is paid to the full mobilization of its developing potential of the student, opportunities for educational purposes. However, despite the presence of positive research and experiments on the problem of teaching the student independent knowledge, the power of his thinking, the deepening of his mental abilities, one cannot be satisfied with the results of their extensive practice. So why? It is known that, according to the State Educational Standard (SES), students are able to: describe a certain number of terms, as well as events and processes; they can determine the scale, scope, spatial position, show, explain the essence; practical demonstration of a number of training skills and abilities; most importantly, he must be able to understand how quantitative and qualitative changes can occur over time.

The market economy requires the student to begin to satisfy their own material needs, to solve most of life's problems on their own. Such new social relations form a new consciousness in the personality of the student, and their neglect reduces the effectiveness of education. You can revive interest in the school if you organize the educational process based on the activity of students.

In the process of teaching the social sciences and the humanities, the competence of the student's independent thinking on given topics is reflected in the process of the logical connection of the given words. Historical terms, on the other hand, in their fullness require the reader to pay more attention in the process.

Along with the priority of theoretical knowledge in developmental education, the role of various didactic tools and methods in the formation of educational skills and competencies is also important. Therefore, in the lessons typical for developmental education, special attention is paid to assignments, practical work, didactic exercises and games aimed at developing learning skills and competencies aimed at gaining knowledge independently in relation to lectures. In particular, such aspects, characteristic of the social and human sciences, determine their content.

Another important condition for developmental learning is that the teacher and students have a holistic and conscious vision of the learning process. To do this, the content and structure of each lesson is pre-modeled, and students become familiar with its model as they learn a new topic. Then independent learning of students will be conscious and therefore interesting. During the lesson (in the classroom), students should be guided and guided by the teacher so that students feel that they are the determining factor in the process.

In the development of independent thinking competence of students, it is important to develop the skills of analysis, observation, comparison.

According to psychologist Ergash Goziev, “the more a person practices comparison in personal activities, including in the educational process, the more effective the ability to think, the more effective thinking will be.” [9].

Indeed, upon closer examination of the process of comparison, it turns out that it is directly related to the perception of something and an event as an integral part of the thought process. People who are deprived of the ability to feel cannot compare. In the process of comparison, the memory of both the student and the teacher is enriched with new information. The speech of an informed person leaves a pleasant impression on any interlocutor.

Comprehension is a special result of mental activity. From a physiological point of view, understanding is the result of the appearance of the corresponding temporal nerve connections in the cerebral cortex. I.P. Pavlov said that “... the ability to apply theoretical knowledge in practice is an comprehension.” [10].

The extent to which a person understands an event is often reflected in his or her ability to discover the causes of that event, as well as to see what the outcome of that event will be. For example, to understand the operation of a mechanism, it is necessary to know its structure and working principle; to understand historical events, it is necessary to reveal its cause and effect; in knowing the student’s behavior, it is important to determine what compelled him or her to perform the appropriate behavior. How well a person understands a field is mainly measured by his or her ability to use his or her existing knowledge in that field. For example, if a student not only correctly describes the rules of grammar, the laws of physics or chemistry, but also writes competently, solves problems temporarily, conducts experiments, it shows that he understands life examples correctly.

The ability of the reader to express the content of the text in his own words, to show the main idea of the text is an indicator of how well the reader understands the material.

By teaching students to interpret events, to express ideas in their own words, to distinguish the most important, they are given the opportunity to learn reality in a comprehensive and in-depth way.

Independent thinking as an individual competence is an important factor in ensuring a high level of success in any activity, individually and in a team. The formation of independence is not only a pedagogical, but also a social task. Independence is inextricably linked with the responsibility of a person for his actions. A person can be held accountable for actions in which he knowingly participates.

According to the famous writer Chingiz Aitmatov, young people who have not developed the ability to think independently will become, in the language of the famous writer Chingiz Aitmatov, "mankurts." It is young people who have not developed independent thinking who become victims of religious extremism and Islamic fundamentalism, fall into various sects, such as Wahhabism, Hizb ut-Tahrir, and the Muslim Brotherhood. If we can develop independent thinking in our youth, how many young people will we turn away from this path.

The importance of independence also lies in the fact that this quality helps a person to be resilient and resilient, allowing a person to adapt to intense emotional situations in a market economy, to strong mental and emotional stress in various areas and activities.

In pedagogy, independence of thinking is studied as the activation of independent work of students in various disciplines. In philosophy and sociology, the main idea is the social nature of human thinking, the dependence of human thinking on its environment. Until recently, in psychology and didactics, independent thinking was considered as the solution of learning problems by the student without any help. Many scientists who dealt with this problem point out that a successful solution to this problem, firstly, will ensure high quality education for students and, secondly, will bring up a creatively thinking young generation. But researchers who recognize these two goals study student independence not as an individual trait, but only as a method and principle of teaching.

The problem of independent thinking should be studied not only from the point of view of solving the educational problems of students at school, but also from the point of view of the problems that life poses for them. With this approach, they are required not only mental independence, but also freedom of choice, moral responsibility and endurance, will and dedication, and so on.

The following socio-pedagogical and psychological factors underlie the development of independent thinking of a student:

1. A person's experience in critically evaluating one's own and "someone else's" opinions, the ability to understand the opinion of another person, understand the logic of his opinion, compare the interlocutor's opinion with his own opinion and come to a certain conclusion.
2. External and internal agreement of a person with the content of thought. Belief in the idea "blindly" and "rationally". These two qualitative indicators of persuasion, depending on their combination, make up each type of thinking. The quantitative measurement of a person's confidence in the content of an opinion determines the level of confidence in the correctness of the opinion.

A person's belief in an opinion depends on:

- a) an objectively justified opinion;
  - b) the logic of the idea;
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c) imitation of the opinion of influential people;

d) levels of self-esteem.

During the development of thought, it is possible to observe changes in the interdependence between these components.

3. The ability to "feel" contradictions. The process of acquiring a personal opinion cannot be carried out without revealing contradictions in the content of knowledge, without revealing various relationships between the studied events, phenomena, concepts. It is well known that dialectical and logical contradictions are different. Unlike dialectical contradictions, logical contradictions arise as a result of distortion of established logical axioms and correct conclusions. (For example, errors in generalization, failure to distinguish random from legitimate events). In dialectical contradictions, the whole is divided into opposite parts, each of which is studied separately, and the original whole is reconstructed.

4. Correlation between theoretical and practical generalizations in thinking. All three of the above indicators of independent thinking are associated with the analytical and synthetic ability of the individual, expressed in the ability to draw general conclusions based on the analysis of facts and conditions of the problem (practical conclusions) and vice versa (theoretical generalizations).

In our opinion, when a person acquires an independent mind in the process of communication, he relies not only on practical, but also on theoretical generalization. Because he needs a general conclusion to discuss his own opinion and the opinion of his opponent. According to practical (empirical) generalizations in thinking, the predominance of theoretical generalizations indicates a high degree of independence of the individual's thinking.

5. Arbitrary control of mental functions is manifested in attention. Attention is associated with different types of thinking through specific characteristics: switching attention, volume, selective properties.

6. The level of development of the mental initiative, the features that encourage a person to think, is one of the important signs of an individual's independent thinking. In this case, a person, on his own initiative, without external influences, has a desire to discuss the problem with peers, teachers, prepares his own answers to defend his opinion, needs to substantiate his views and prove them.

In our point of view, the above indicators characterize the general structure of independent thinking as a personality trait.

The development of thinking allows you to evaluate the perceived events and events of life, develop faith in the "reason" instead of "blind" faith in the content of thought. The development of thought and belief is an important factor in the cognitive process, the emergence of thought creates a student's need for deeper knowledge, which in turn activates all the student's forces, ensures the unity of motives, will and mental actions. , i.e. unity of incentive and executive.

This makes it possible to determine the socio-pedagogical and psychological factors in the development of a student's independent mental competence. After all, a great role in this is played by the preparation of the student psychologically, so as not to encounter any obstacles in the course of his thinking, the creation of a social environment. Pedagogical factors that are

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implemented in the educational process should be prepared for this in terms of content. The means available to the student are linked to an efficient system and form the basis for the development of independent thinking.

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