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Research Article

RESEARCH OF THE TOPIC OF THINKING IN PSYCHOLOGY

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ABSTRACT

Thinking is a higher form of human mental activity; the process of reflecting objective reality in the mind. Thinking is considered a tool for knowing the environment, social phenomena, reality, as well as the main condition for implementing human activity. It is a higher cognitive process that more fully and accurately reflects reality than intuition, perception, imagination.

KEYWORDS

Thinking, logical thinking, critical thinking, concept, judgment, conclusion, intuition, cognitive processes, student, thinking.

INTRODUCTION

There is a traditional question of what psychology is about, but in the current era, the question of what is the subject of psychology of thinking is being raised. It is known that psychology is not the only science that studies thinking, since some of its aspects are studied by logic, philosophy, and

even cybernetics. Therefore, determining the subject of psychology of thinking is becoming one of the most important issues. The definition of thinking in general psychology textbooks varies, emphasizing only two or three important features. For example, in the textbook of P. I.



Ivanov, it is defined as "thinking is such a mental activity of a person that this activity allows the most accurate (correct), complete, deep and generalized reflection (knowledge) of reality, and allows a person to engage in truly rational practical activity." This definition emphasizes only the complete, clear and generalized reflection of thought, but its characteristic features are indirectly expressed with the help of words, which is beyond the author's attention.

The components that are included in the subject of thought are expressed as follows: "Thought is a process, cognitive activity, which generalizes reality with its product, characterizes indirect reflection, and divides it into types depending on the degree of generalization and the novelty of these generalizations in relation to the means used." O. K. Tikhomirov emphasized most of the aspects and characteristics of thought in this definition. But the emergence of new approaches to the problem of thinking requires further improvement of the definition. Currently, there are various views and definitions in psychology regarding the subject of thinking. We will describe some of them. According to the theory of S.L. Rubinstein, the main psychological study of thinking is its manifestation as an object, process, activity. The author deeply analyzes the emergence of thinking operations as a process in the formation of forms, and as a thinking activity in solving a problem situation. S.L. Rubinstein, developing the idea of thinking, calls it the emergence of subject activity. Analysis, synthesis, comparison, abstraction and generalization, classification and systematization are the main

types of mental operations. Analysis is a thinking operation with the help of which we analyze the properties of things and phenomena in a conceptual or practical way. In the process of analysis, the relationship of the whole to its parts and elements is determined. The objects of analysis can be expressed in the division into practically indivisible elements or signs.

Synthesis is a thinking operation in which we mentally and practically combine the parts and fragments of things and phenomena that have been divided and separated in analysis with the help of synthesis and bring them into a whole. It is clear from the definition that synthesis is a mental activity consisting in combining the parts and fragments of elements, things and phenomena into a whole. Just as analysis is intellectual, synthesis is also practical. For example, a first-grader uses the letters in his or her letter bag to create syllables, syllables to form words, words to form sentences, sentences to form short information, and then a story.

Comparison is a thinking operation that uses this operation to determine the similarities and differences between objects and phenomena in the objective world. The scientist K.D. Ushinsky, who lived in the 19th-20th centuries, noted the following about the process of comparison: "If you want to clearly understand something in nature, find its difference from things that are very similar to it and its similarity with things that are very distant from it. Only then will you notice the most important features of this thing, and therefore understand this thing."

Abstraction is a thinking operation that uses this operation to distinguish the important features of objects and phenomena in the material world and separate from these features the unimportant secondary features of objects and phenomena from the mind.

Generalization is the process of combining a group of objects, similar important features, reflected in thought into a single concept of these objects and combining them in thought. There is no single theory on the problem of generalization in psychology. Therefore, psychologists interpret this process differently, sometimes studying it in groups. Also, scientists approach the issue of which generalization method should be used in school education from different points of view. While S.L. Rubinstein, V.V. Davidov advocate the generalization method in education theoretically, N.A. Menchinskaya, D.N. Bogoyavlensky recommend using both theoretical and practical methods. However, the diversity of educational activities requires the use of various generalization methods in the lesson process. Forms of thinking: In psychology, speech is considered a means of thinking. In humans, speech is expressed in the form of judgments, conclusions, and concepts in the process of thinking. A thought expressed by affirming or denying the signs and properties of things and phenomena is called a judgment. Depending on the number of objects, phenomena, and reality in existence, their connections and relationships reflected in a judgment, a judgment can be divided into the following types.

According to the quality of judgments: affirmative or negative judgments; According to the number of judgments: individual, partial, private, and general judgments; According to the relationship of judgments: conditional, disjunctive, and definite judgments; A judgment can also have a tentative form. Drawing a conclusion is a form of thinking in which, with the help of this form, we form a new judgment from two or more judgments. For example, let's take two judgments that any movement is the movement of matter, and heat is a form of movement.

In the textbook "General Psychology" by Professor E.G. Goziev, the types of thinking are classified as follows: According to the form of thinking: Demonstrative-action, demonstrative-figurative, According to the nature of the task: theoretical, practical, involuntary, voluntary; According to the breadth of thought: concrete, abstract, realistic, autistic intuitive, discursive; According to the degree of originality of thought: reproductive, productive, creative, visual, spatial. In the textbook "Psychology" by V. Karimova, the types of thinking are classified as follows. According to the form of thinking: demonstrative-action, demonstrative-figurative, logical; According to the nature of the problem being considered: theoretical, practical; According to the element of creativity: convergent, divergent; According to its novelty and uniqueness: reproductive, productive (creative).

Today, logical thinking is gaining importance in every field, including in the education system. Mastering the skills of logical thinking is the most important for a person, because with logical

thinking he can achieve great success in understanding objective reality and succeed as a person. That is why special importance is attached to the formation of logical thinking of students at the initial stage of education. When teaching students to think logically, the teacher should first of all pay attention to the psychological development of students: to stimulate their desire to understand objective reality, to develop interest in creativity, to develop memory, speech, and imagination. Logical thinking is subject to two types of laws. They are the laws of dialectics and the laws of formal logic. The laws of dialectics are the most general laws inherent in the objective world and the process of cognition, and are the field of study of dialectical logic. The laws of formal logic apply only to thinking.

While the laws of dialectics study logical thinking in the unity of its content and form, the laws of formal logic study the correct structure of thought, taking into account its clarity, consistency, non-contradiction and justification. The laws of formal logic (or laws of thinking) are understood as important, necessary connections inherent in thinking. The laws of thinking arose and were formed as a result of a long-term reflection of objective reality in the human brain. Critical thinking is a special type of thinking that draws conclusions by analyzing facts. This concept has complex and diverse definitions, including rationality, skepticism, objective analysis and verification of facts. Critical thinking is a form of self-directed, self-disciplined, self-controlled, and self-correcting thinking. Its

prerequisite is the acceptance of strict standards of mental improvement and the vigilant application of them. The main features of critical thinking include analysis (the division of the whole into structural parts) and synthesis (the combination of parts into a whole), abstraction (the abstraction of the properties and relationships of things), the processes of identifying specific problems and finding ways to solve them, and the promotion of hypotheses and ideas, the result of which is transformed into thought and explained (materialized) through speech. Thus, critical thinking is a cognitive process aimed at understanding the most general, periodic, recurring patterns in the internal relationships in the collision of existing knowledge and experience with new knowledge (or information) in people, and is a creative activity that can negate, complement and coordinate each other in a logical sequence, and achieve perfection.

In the textbook edited by A. V. Petrovsky, the following definition of thinking was expressed: "Thinking is a psychological process of searching for and discovering something new, which is closely related to social and causal speech, in other words, thinking is a process of analyzing and synthesizing reality, directly and generally reflecting it." As can be seen from the definition, the above definitions serve to reveal the features of thinking somewhat more broadly, but their aspects are not fully covered. A.N. Leontiev, discussing the subject of the psychology of thinking, divides thinking into various forms, recognizes that it is an activity of thinking, but



calls it an objective-practical activity. At the same time, he raises theoretical methodological problems regarding the structure of thinking and the motivation for thinking. In the research of A. V. Brushlinsky, the main features of thinking are the search and discovery of novelty, the prediction of hypotheses and theories, and the anticipation of anticipation. Unlike the above authors, A. V. Brushlinsky proves that thinking, in addition to generalization and indirect reflection, also has the features of searching and discovery of novelty, and anticipation of anticipation.

CONCLUSION

In conclusion, it can be said that in the era of modern technologies, we live, that is, thinking is one of the important cognitive processes of a teacher or a student, regardless of their social role, age, or age. Especially in the era of today's developed social networks and high information speed, thinking, memory, and attention are important factors for a person. Of course, to develop thinking in a person, first of all, it is necessary to read fiction and books on various scientific topics, because books develop a person's vocabulary, logical and critical thinking, as well as the speed, depth, breadth of thinking, and the ability to convey information without being caught.

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