



Journal Website:  
<http://sciencebring.com/index.php/ijasr>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

## Research Article

# CONDITIONS FOR THINKING AND INDEPENDENT THINKING IN STUDENTS

**Submission Date:** October 22, 2024, **Accepted Date:** December 24, 2024,

**Published Date:** January 14, 2025

**Crossref doi:** <https://doi.org/10.37547/ijasr-05-01-04>

**Askarova Nargiza Abdivaliyevna**

Doctor of Philosophy in Psychology, Lecturer at the Department of Pedagogy and Psychology of the Tashkent, Uzbekistan

**Ergasheva Kamola**

Student of the Tashkent Medical Academy, Faculty of Medicine, Uzbekistan

## ABSTRACT

Thinking or reflection is considered as the highest form of mental activity, intelligence, etiquette and conscious behavior of a student. Independent thinking is a tool for cognition of the surrounding, social environment and reality, as well as the main condition for the rational and effective implementation of large-scale mental activity of a student.

## KEYWORDS

Student, thought, behavior, intellectual, activity, creativity, person, morality, reflection, idea, creativity, goal, maturity, development, student.

## INTRODUCTION

The education system faces the task of organizing the educational process in such a way that each student is provided with conditions for discovering contradictions and finding original ways to achieve the goal. Consideration of the process of developing creative thinking of a

student in a higher education institution remains a pedagogical problem, for the solution of which there are prerequisites.

The most prominent Russian researchers of creative thinking are Ya.A. Ponomarev, D. B. Bogoyavlenskaya, V. N. Druzhinin, A. N. Leontiev,

and others. However, the impetus for the emergence of Russian psychology of creativity in the late 19th – early 20th century was given, first of all, by philologists, writers, and art historians, including D. N. Ovsyaniko-Kulikovsky, B. A. Lezin, P. K. Engelmeyr, M. A. Bloch, O. S. Gruzenberg, and others. B. A. Lezin, in particular, identified the personal qualities of the creator (attention and perception, ability to imagine and invent, originality, observation and subjectivity, gift of intuition and premonition) and the stages of the creative process: labor, unconscious work, inspiration. The following qualitative characteristics of creative thinking can be distinguished:

- divergence – the ability to go beyond the usual ideas, to see an object from different sides and to discover new ways of applying it in practice;
- flexibility – the ability to find and make many decisions, to produce many ideas in unexpected situations; to move easily from one problem to another, not to be limited to one point of view;
- originality – the unusualness, originality of the ideas expressed and the decisions made, their intellectual novelty and, at the same time, scientific character, the absence of deviance;
- independence – the ability to make decisions without outside help, without relying on authorities; non-conformity of assessments and judgments;
- novelty – the absence of analogues to the process (result) in objective reality and/or in the individual experience of the subject.

Conditions stimulating the development of creative thinking in students. The creative process is a special form of qualitative transition from the known to the unknown, which is carried out through various forms of search activity. As conditions that contribute to the development of creative thinking and creativity of the individual, E.P. Torrens identified the following: the presence of creative abilities, creative skills and creative motivation. At the same time, a high level of manifestation of creative abilities can only be observed when all three factors coincide. For example, in the absence of creative motivation, a high level of creative abilities cannot guarantee creative achievements in science, art, or other types of activity, even with full mastery of the latest technologies. And vice versa, the presence of appropriate motivation with the necessary knowledge and skills in the absence of creative opportunities cannot lead to a creative result, providing only mastery of performance.

There is a widespread opinion that a person's creative potential cannot be developed, only its liberation is possible. However, the experience of teaching some aspects and methods of creative behavior and self-expression, modeling creative actions and abilities in various fields of activity demonstrates a significant increase in creative thinking indicators, as well as the emergence and strengthening of such personal qualities as independence, openness to new experiences, sensitivity to problems, and a high need for creativity. Psychologists have identified a number of conditions that stimulate and promote the development of creative thinking:



- situations of incompleteness or openness, as opposed to strictly defined and strictly controlled ones;

- creation, development of techniques and strategies, objects and tools for subsequent activities;

- stimulation of responsibility and independence;

- emphasis on independent developments, observations, feelings, generalizations.

In the process of studying at a university, there are practically no tasks that would contribute to the development of all mental operations and characteristics of thinking. Basically, tasks that have an algorithmic solution and an unambiguous answer prevail. And a student, even with the necessary knowledge, criticality, flexibility and depth of thinking, is not always able to solve problems, since there is a certain kind of stereotype - all problems are solved using specifically defined schemes and any solution that goes beyond this scheme is considered incorrect.

Developing creative thinking means forming and improving mental operations: analysis, synthesis, comparison and generalization, classification, planning, abstraction, and possessing such characteristics of thinking as criticality, depth, flexibility, breadth, speed, variability, as well as developing imagination and possessing knowledge of various content. Creative reconstruction of the main structural components of the task, their inclusion in new systems of connections actively contribute to the formation of independent thinking, develop

originality and resourcefulness of the mind. Intellectual tasks are characterized by a great variety and differ in the conditions of the problem emergence and the nature of the students' independent work:

- 1) evaluative choice of the method of action;
- 2) the presence of facts containing real or apparent contradictions;
- 3) different assessments of the same phenomenon;
- 4) justification or refutation of some assessment of the phenomenon;
- 5) the possibility of making opposite evaluative conclusions about the phenomenon;
- 6) a problem arising at the "interdisciplinary level"

The disclosure of the student's creative individuality should lead to the formation of his need for self-education as a personality trait. The logical result of the pedagogical process - readiness for self-education - includes not only a stable interest in scientific knowledge, but also reliable ways of acquiring it. Psychological and pedagogical conditions that influence the formation of creative thinking experience can be divided into two groups: objective (situational) and subjective (personal) Subjective conditions are stable character traits of a person that can influence states caused by a particular situation. Objective conditions include such environmental conditions, such an organization of the educational process when the initiative of



students is not suppressed, confidence in their strengths and capabilities is formed in them, independence is stimulated, and imagination is developed. I. Subjective (personal) conditions are a set of personality characteristics, influencing which (through pedagogical techniques, methods, and means) the creative thinking experience of future specialists is formed. This set includes:

1) Personal qualities of students (traits of a creative personality): non-conformity, independent thinking; propensity to take risks; developed imagination, fantasizing; self-confidence; personal activity; rich subconscious; desire for self-improvement; professional ambition, adequate self-esteem; inclinations and abilities, etc.

2) Stable positive motivation for creative activity, motivation to achieve success, level of personal aspirations, need for cognitive activity, self-realization.

3) Attitude to creativity, including a system of emotional states: mood (disposition to upcoming activity); anticipation of satisfaction from upcoming activity and communication with the audience; emotional "vision" of upcoming activity, its main contours; inspiration arising from emotional passion for the material and upcoming activity.

4) Necessary and sufficient level of general and special theoretical training – as a substantive basis for successfully solving professional problems.

5) Professional orientation of the individual – the basis for the formation of motives, attitudes towards a professional and creative approach to solving problems.

6) Goal setting, formed "I-concept". This set of personal qualities is not a static formation; it can and should be the subject of formative influence at the stage of professional education, and then the dominant role belongs to the processes of self-education and self-development. In order for these processes to be successfully implemented, it is necessary to prepare the consciousness of the individual. The personality of a professional is not only a result, but also a process; all professionally significant qualities must be purposefully developed and improved, providing the future specialist with the appropriate objective (situational) conditions.

S.D. Smirnov divides the factors that negatively affect the manifestation and development of creative abilities into situational and personal. Among the situational negative factors he names:

- time limit - creative thinking, creative activity does not tolerate either semantic or time restrictions. Therefore, when organizing the educational process, it is necessary to carefully approach both the distribution of time allocated for completing tasks, and the content and volume of tasks.
- a state of stress, a state of increased anxiety, too strong or too weak motivation, fear and increased self-censorship;



- the desire to quickly find a solution - often speed is achieved at the expense of quality, when there is a temptation to solve somehow, the main thing is quickly;
- the presence of a fixed attitude towards a specific solution method - this can be called a "spatial limitation", which is unacceptable, since creative thinking is considered both from the point of view of the novelty of the product and from the point of view of the novelty of the process of mental activity;
- the way of presenting the conditions of the problem, provoking the wrong path to solution;
- lack of confidence in one's abilities caused by previous failures.

## REFERENCES

1. Брушлинский А.В. Психология мышления и проблемное обучение. - М., 1983.-С. 87.
2. Смирнов С. Д. Педагогика и психология высшего образования: от деятельности к личности. — М.: Аспект Пресс, 1995. — 272 с.
3. Эннис Р. Природа критического мышления: очертания критических взглядов и способностей мышления. М. : Центр «Педагогический поиск», 2011. – 144 с.
4. Бекмиров, Т. Р. (2020). Психологические особенности адаптации и интеграции детей с отклонениями в развитии. In педагогика и психология в современном мире: теоретические и практические исследования (pp. 125-129).
5. Melibayeva, R. N., Narmetova, Y. K., Bekmirov, T. R., Bekmirov, T. R., & Abdumutalibova, M. M. (2023). Oilalarda Nevrotik Buzilishlar Sabablari Va Ularni Bartaraf Etish Usullari. SCIENTIFIC JOURNAL OF APPLIED AND MEDICAL SCIENCES, 2(12), 695-699.
6. Botirovna N. H., Shukrona Y. Pedagogical needs of the development of national values in students. – 2024.
7. Botirovna, Nurboyeva Habiba. "Systematic methods of development of national values in students." (2022).
8. Mirzayeva Umida Bosit qizi. Inson organizmida stress oqibatida yuzaga keladigan kasalliklar va ularning oldini olish. International Journal of Education, Social Science & Humanities. Finland Academic Research Science Publishers.
9. Botirovna, N. H., & Munisa, N. (2024). HISTORICAL STUDY OF EDUCATION AS A NATIONAL VALUES. International Journal of Advance Scientific Research, 4(05), 19-21.
10. Botirovna, N. X. (2024). O 'smirlarda uchraydigan nevroz kasalligini oldini olish. Conferencea, 19-23.
11. Джуракулова Д.З. // Влияние психологического насилия в семье на формирование деструктивного поведения подростков // Вестник Интегративной Психологии, 2024 Выпуск 33, часть 2.
12. Джуракулова Д.З. // Роль психологического насилия в формировании личности ребенка

//Multidisciplinary Journal of Science and  
Technology Vol. 4 No. 11 (2024) 467-470 стр.

13. Askarova, N. A. (2022). PEDAGOGICAL AND  
PSYCHOLOGICAL FEATURES OF EDUCATION  
IN ISLAM. Academic research in educational  
sciences, 223-229.

14. Аскарова, Н. А., & Намозов, М. Х. (2016).  
Психологические особенности создание  
положительных взаимоотношений между  
врачом и больным. In Сборники  
конференций НИЦ Социосфера (No. 7, pp.  
42-43). Vedecko vydavatelske centrum  
Sociosfera-CZ sro.

15. Аскарова, Н. А., & Сайфуллаева, З. И. (2021).  
ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ  
ИНТЕРАКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ.  
17December, 2021, 30.

16. Аскарова, Н. А., & Рахимжонова, М. К.  
(2021). Психологических особенностей  
людей с соматическими заболеваниями.  
Polish science journal, 53.

17. Аскарова, Н. А. (2024). Детско-  
родительской отношение как фактор  
причины появления психосоматических  
симптомов у детей. Academic research in  
educational sciences, (1), 208-213.

18. Асқарова НА. Дикқат етишмаслиги  
синдромли ва гиперактив болаларни  
тарбиялашда оила-маҳалла-таълим  
муассасаси ҳамкорлигининг ўрни.

19. Abdivaliyeva, A. N. (2023). PSYCHOLOGICAL  
FEATURES OF THE PROFESSIONAL  
FORMATION OF THE DOCTOR'S  
PERSONALITY.