

**SYCHOLOGICAL APPROACH TO THE DEVELOPMENT OF HEALTHY THINKING  
OF SECONDARY SCHOOL STUDENTS**

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**Abstract:** This article studies the problems of harmonious formation of students' independent and healthy thinking, healthy thinking, independence in decision-making, responsibility, the formation of their own ideas and thoughts. The psychological features of the formation of healthy thinking among students are highlighted.

**Key words:** Thinking, healthy thinking, idea and thought, economic and intellectual potential, development of science and culture, perception, perception, imagination.

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Several studies have been carried out by scientists of our country on thinking and its manifestations (creative, logical, artistic-aesthetic, moral, environmental, independence, historical). Perhaps this situation is due to the point of view theory that common sense applies to all forms of thinking. As you know, the effectiveness of the reforms carried out in all spheres of our society is inextricably linked, first of all, with the restoration of folk spirituality, a deep study of our rich historical heritage, the preservation of our traditions, the development of Culture, Art, Science and education, the training of qualified specialist personnel armed with technical achievements of modern science.

So we are not mistaken to say that with the rise of a person's spirituality, his thinking and thinking also develop. After all, thinking is a high form of human mental activity, the most important connections and relationships between things and phenomena are reflected in our minds. Through contemplation, we have the opportunity to know the essence of things and phenomena in the material world, and therefore direct perception, perception, imagination and thinking play an important role in knowing the world. Thinking is a high form of human mental activity. Thinking is a weapon of knowledge of the surrounding world and is a prerequisite for the emergence of rational practical activity of a person.

Reality is more vivid and Fuller in thinking than in perception and imagination. Contemplation is a generalizing reflection of reality. The most important connections and relationships between things or phenomena are opened with the help of contemplation.

Consequently, thinking is such a mental activity of a person that this activity allows you to reflect (know) reality most clearly (correctly), fully, deeply and generalizing, allowing a person to engage in a more rational practical activity. As schoolchildren begin to acquire knowledge, they also learn to justify, prove, reject, verify various rules. In particular, they learn to use examples, facts, general rules, and axioms as arguments. High school students, especially students of the upper classes, are able to reveal contradictions in complex discussions of other people, as well as their own too, irrationality, unsubstantiated aspects Schoolchildren always use arguments that prove and refute in training on the basics of socio-historical science and Darwinism.

The participation of schoolchildren in amateur circles, active participation in the discussion of the issues seen, plays a big role in the growth and development of critical, proven and independent thinking. During the period of teaching children, in combination with theoretical thinking, practical thinking is also developed in them. First of all, this is achieved in such a way that the teaching of most subjects in the school (for example, Physics, Chemistry, Botany,

Zoology) is carried out in connection with the application of the knowledge received by students in industry, agriculture.

Schoolchildren believe that the growth and development of thinking will not be even and the same. The individual characteristics of students are determined to a large extent by the growth of other psychic processes - memory, imagination, speech, attention, will; these individual characteristics are in many respects due to the interests of students, their activity in educational and practical work, as well as the self-education of students. will depend. Educational work in secondary schools is carried out with the active, conscious participation of students. Therefore, the school of his helps to a large extent the growth of a wide range of meaningful, mustacjil and logically correct thinking in children. K.P.Megrelidze argues that any mental phenomenon in a person cannot be properly explained without taking into account the social factor. This thing depends primarily on human thinking.

Thinking cannot be studied without other manifestations of social life. The methods of human thinking are not in the nervous system, nor in the brain, but in the social conditions that in one period give way to such perception, thinking, working, and in another period to work nerve activity differently. Human thoughts and views are caused not by individual order, but by social relations, about which Megrelidze writes: "human thought moves not according to natural and biological laws, but on the path of socio-historical laws. The way a person thinks is primarily a social phenomenon. The opinion of a separate individual is a private manifestation of socially matured thoughts. Each individual person thinks with the help of social concepts and visions.

Thoughts and ideas are not the product of free individual creativity, but the product of society and social monasteries, such as the individual himself. Therefore, the solution to the puzzle about human thinking, stages of thinking, forms and methods of human thinking should be sought not from logical research, not from traditional psychology, but first of all from the social origin of these ideas. One or another individ becomes a "random" expressiveness of matured social ideas in society". A special place in Uzbek families is occupied by spiritual heritage created by ancestral thought and intelligence. Material and spiritual monuments created by the thought and genius of our ancestors, from samples of folk oral creativity, thousands of manuscripts preserved in the treasures of our libraries today, valuable works on history, literature, art, politics, ethics, philosophy, medicine, mathematics, astronomy, architecture, agriculture and other fields embodied in our great spiritual wealth.

It is on the basis of these that it is important to educate the younger generation. In this case, special attention should be paid to further improving the activities of cooperation between the family and the educational institution. After all, spiritual culture in the family is also associated with the actions of family members, the potential to assess reality, moral knowledge and experiences, the ability to use them, the differentiation of good-bad, positive-negative situations and hakoza factors. But happiness is not determined only by wealth, property. A decent, knowledgeable and intelligent, hardworking child is the greatest asset not only of the parents, but of the whole society.

Therefore, to educate our young people a harmonious generation with a physically healthy, spiritually mature and independent mind, to strengthen the family, which is a stronghold of spirituality, where the eternity of life ensures the continuity of generations today. The only idea that, regardless of the hurficrism that exists in our society today, jeeps young people, protects the inviolability of our people and our state, encourages el-Yut to higher goals – to educate in the spirit of loyalty to the national ideology-constitutes the essence of today. S.Atakhanova touched on the issue of the formation of Healthy Thinking in student-youth and came to the following conclusion: --first, to educate them spiritually-aesthetically, - secondly, to form their active point of view on problems in the life of society, - thirdly, it becomes the basis for their interpretation in

the perspective as a social group that protects the health of the whole society. Therefore, healthy thinking is desirable if it is considered as a means of ensuring the personal perfection of students and young people.

When it comes to the set of pedagogical-psychological measures and processes in the development of Healthy Thinking in students, it is necessary to first assume that healthy thinking is both a psychological, philosophical and pedagogical category. Because, healthy thinking embodies them all in its meaning. If we focus only on the pedagogical-psychological aspects of healthy thinking, it becomes clear that several specific stages and processes take place in the formation of healthy thinking. They are: a) the process of analyzing previous knowledge and skills, social status and experiences in itself.

The main feature of this process is that the essence of the existing concept is divided into certain units that make it up, that is, the components of the concept are separated. At the same time, the set of competencies of this concept, firstly, a set of knowledge, and secondly, separately, is sorted and determined;

b) the process of synthesizing existing knowledge and skills. In the previous process, it is clarified the nature of the generalization of the concept, which is specially divided into units, arising from today's demand;

d) the process of comparative comparison, on the basis of a comparative study of all available knowledge and skills, the specific aspects in them that are similar and different are understood and accepted. This process contributes to a clearer understanding of the relevance within the constituent parts of the concept, the content of mutually complementary factors;

e) the process of classification, all knowledge and skills related to healthy thinking, its components and content are grouped by combining existing characteristics. Grouping creates the possibility of a holistic picture of the essence of the concept in general. Grouping helps to understand the logic within the content of the concept. In classification, grouping is carried out on the basis of the characteristics of the components.

f) in the process of generalization, knowledge and skills related to healthy thinking are grouped on the basis of the most common parties and characteristics present in them; j) in the process of clarification, the private aspects of the concept of healthy thinking are distinguished from its common aspects. That is, clarity is introduced into the internal private aspects of each concept within healthy thinking, which is then summarized; h) the process of abstraction directs one aspect of healthy thinking to intensify and exaggerate awareness without taking into account others. That is, healthy thinking actually acquires modernity with several dozen different facets of itself. It is in this process that one aspect of healthy thinking can be more relevant today than the other aspects.

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