

**FORMATION OF STUDENTS' THINKING IN THE PROCESS OF HIGHER  
EDUCATION: SCIENTIFIC-PHILOSOPHICAL FOUNDATIONS AND  
METHODOLOGY**

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**Abstract:** This article explores the scientific and philosophical foundations, as well as effective methodological approaches, to developing students' thinking in the context of higher education. Thinking is viewed as the basis for knowledge, worldview, and creative reasoning. The authors highlight didactic methods and pedagogical conditions essential for fostering critical and independent thinking among students. The paper also discusses the role of philosophy in modern education and suggests ways to improve its methodological framework.

**Keywords:** thinking, students, philosophy, methodology, scientific basis, critical thinking, worldview, higher education, development, teaching, independent thought, modern approach

**Login.** In today's age of globalization and digital technologies, the development of human thinking and worldview is more important than ever. In a modern information society, the preparation of individuals who are independent thinkers, analytical, creative and critical thinkers is one of the most important tasks of higher education. The formation and development of a student's thinking is a priority. This article examines the philosophical, scientific and methodological foundations of this process. In particular, the formation of students' thinking in higher educational institutions, their orientation to critical, independent and creative thinking is one of the priority areas of the modern education system. The Resolution of the President of the Republic of Uzbekistan No. PQ-5847 dated October 8, 2019 - "On additional measures to radically improve the higher education system" also emphasizes the need to increase the intellectual potential of students and strengthen scientific and innovative approaches in preparing them for life.

**Literature analysis.** A number of scientists (V.V. Kryevsky [4], Ye.. Kryukov [5], V.V. Serikov [6]) have conducted studies on the ways and essence of implementing a new approach to the process of vocational education. This resolution and related regulatory documents provide for a fundamental improvement of the educational process in philosophical, scientific and methodological terms, in particular, the consistent introduction of approaches aimed at forming deep thinking and a broad worldview in students. After all, educating a young generation capable of independent thinking and philosophical analysis is the basis not only for the development of science, but also for the stable and harmonious development of society.

This article provides an in-depth analysis of the role of philosophy in the formation of students' thinking in the higher education system, its scientific foundations and methodological approaches. It also explores ways to organize this process more effectively through the application of modern pedagogical technologies and innovative methods.

Thinking is the highest form of consciousness, the ability to generalize, understand, and recreate existence. In philosophy, thinking is seen as a person's internal intellectual activity and is an integral part of the cognitive process. Thinkers such as Plato, Aristotle, Ibn Sina, and Descartes interpreted thinking as a mental act aimed at knowledge.

From a philosophical point of view, thinking is characterized by the following aspects:

The ability to abstract and generalize, analyze and synthesize, understand cause-and-effect relationships, and strive for truth and a critical approach.

Scientifically, the development of thinking is studied within the framework of psychology, pedagogy, and neurology. From a pedagogical point of view, thinking is a system of mental operations such as analysis, comparison, and generalization that arise during the student's cognitive activity. Motivation for learning, critical thinking, logical observation, and the ability to solve problem situations are the main indicators of the formation of thinking.

The main principles identified on the basis of scientific research are:

1. Activity-based approach (teaching students through practical work) or learning through experience and action);
2. Use of interactive methods (teaching methods based on active communication between the teacher and the student);
3. Use of metacognitive strategies (the student plans, monitors and evaluates his own learning process);
4. Development of a culture of reflection and self-assessment (the student works on himself and analyzes his achievements and shortcomings).

The above principles serve to effectively organize the educational process. They are aimed at increasing the student's activity, developing independent thinking, forming self-assessment and self-improvement skills, and are the basis of modern pedagogical approaches.

In the modern education system, it is important for the student not only to acquire knowledge, but also to think independently and find solutions to problems. In this case, the teacher's task is to create conditions aimed at developing thinking, along with imparting knowledge. The methodology for forming thinking serves to purposefully and effectively organize this process.

Methodological approaches used in the formation of thinking should be aimed at actively involving students in the learning process. The following methods are considered effective:

Problem-based learning - encourages students to think independently;

Brainstorming - stimulates creative thinking;

Debates and discussions - form critical thinking;

Case work - strengthens the analytical approach;

Metacognitive exercises - help to consciously manage the thinking process.

From this point of view, through problem-based learning, brainstorming, debates, case studies and metacognitive exercises, the student not only acquires knowledge, but also justifies his opinion, analyzes, evaluates and draws conclusions. This, in turn, ensures the development of the thinking process and serves to form the student as an active, independent and responsible person. Thus, methodological approaches aimed at the formation of thinking are inextricably linked with the scientific and methodological foundations of modern education and play an important role in increasing the effectiveness of teaching.

**In conclusion**, the topic "Formation of students' thinking in the process of higher education: scientific and philosophical foundations and methodology" is one of the relevant directions of modern pedagogy, which involves directing students not only to acquire knowledge, but also to independent, critical and creative thinking. Scientific and philosophical approaches analyze thinking as a conscious and subconscious activity of a person and highlight the role of cultural, social and psychological factors in its formation.

Methodologically, active teaching methods such as problem-based learning, brainstorming, discussion, cases and metacognitive exercises can involve students in the learning process and develop their thinking skills. Such approaches not only consolidate knowledge, but also allow them to apply it in real-life situations, analyze and make effective decisions.

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Therefore, in-depth study and practical implementation of methodological and philosophical foundations aimed at shaping thinking in higher education is an important condition for training competitive, thoughtful, and responsible personnel.

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