

PSYCHOLOGICAL PROBLEMS OF STUDENTS' THINKING

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Abstract:

This article is devoted to the specific psychological features and problems of students' thinking, operations in the thinking process of students who learn knowledge slowly, the main dominant function of thinking in the process of knowledge acquisition, psychological means of developing students' thinking.

Keywords: thinking, student, slow learning student, thinking, laws of thinking, thinking processes, thinking operations, logic, comparison.

Based on the thoughts of Professor E.G. Ghaziyev, a great scientist who made a great contribution to the development of the science of psychology in Uzbekistan, the following conditional definition can be given to thinking: "Thinking is a mental process that indirectly and generally reflects the reality in the environment with the help of speech, social is a mental activity aimed at understanding causal connections, discovering new things and predicting". This definition lists the most important features and functions of thinking, i.e. with words (thought), generalization, indirectness, social causation, innovation, prediction, process, activity, etc.

Along with the features of thinking, there are also its operations, which cannot be passed to the next stages without implementing this stage. The operations performed by the student in his thinking are called analysis and synthesis operations. With the help of analysis, we analyze the characteristics of things and events. During the lesson, the student performs many tasks with the help of analysis, solves tasks, examples and problems. In general, human acquisition of knowledge and experiences in nature and society begins with analysis.

Teaching written speech to a student begins with analyzing the child's oral speech. Later, this situation is gradually replaced by mental activity, such as dividing the text into sentences, sentences into words, words into syllables, and phonemes into sounds. In the operation of synthesis, we mentally combine the parts of things and events with the help of synthesis and make them whole. Synthesis is defined as a mental activity consisting of combining parts and fragments of elements, objects and events into a whole.

Directing thoughts to specific objects plays a key role in teaching students to analyze and synthesize. For this, it is necessary to direct students' attention and form the ability to concentrate on one object. It may also be due to the fact that students who are slow learners cannot fully perform the comparison operation in their thinking.

“Comparison is an operation of thinking, which consists in finding the difference of similar aspects, as well as the similarity between different sides, in the social activity of a person, assimilation of knowledge, and full reflection of reality. “Comparison is such a mental operation that the similarity and difference of things and events in the objective world is determined by means of this operation”.

Arming the student with the operation of abstraction in the process of thinking - leads to intellectually intensive development, as well as improves the activity of independent learning and forms the ability to generalize existing knowledge.

Generalization can be described as the ability of a student to bring certain aspects of knowledge into a single state of knowledge based on the knowledge acquired by the student. “There are two widely used types of generalization in psychology: conceptual generalization and emotional-concrete generalization. Subjects generalize on the basis of an objectively important sign in meaningful generalization. In emotional-concrete generalization, subjects are summarized with an external sign according to the task requirement. Psychologists have always emphasized that incorrect generalization differs from emotional-concrete generalization.

In psychology, generalization means finding properties, signs, characteristics, symptoms in things and events and combining them on the basis of this generality. In the process of acquiring knowledge, it is shown that generalization is divided into conceptual generalization and clear-demonstration or elementary generalization according to its content. In most cases, the pedagogue working with the students will gain new knowledge by combining the objective laws according to their important features through a comprehensive generalization. is done.

It is natural that students who are slow learners of knowledge meet in primary education and in the graduate classes. In such times, the pedagogue, together with the school psychologist, makes good use of certain methods, showing the student the possibilities, and encouraging the student to take up new activities.

The slogan “There is no student who learns slowly, but a teacher who gives knowledge slowly” has never been confirmed. The proof of this is that one tenth of the class is studying with excellent grades, so it means that the pedagogue is fully fulfilling his task, but it is not wrong to say that there are students who cannot successfully implement certain operations of their thinking.

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