



## Developing Healthy Thinking in Students as a Pedagogical Problem

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**Abstract:** This article provides information on important aspects of developing healthy thinking in students through the pedagogical views of Eastern scholars.

**Key Words:** student consciousness, common sense, worldview, intuition, essence, intelligence, justice, wisdom, morality, faith, belief.

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It is known that the effectiveness of reforms in all spheres of our society, first of all, the restoration of national spirituality, in-depth study of our rich historical heritage, preservation of our traditions, development of culture, art, science and education, modern science and technology is inextricably linked with the training of qualified personnel armed with.

Due to the complexity of thinking and the problems associated with it, and the importance of these issues in the development of the individual, from time immemorial in the history of mankind has been the object of study and observation of the leading men of all times.[8]

Among the Eastern thinkers, Farobi, Beruni, Ibn Sina, Umar Khayyam, Alisher Navoi, Avloni and others expressed their views on the mind, thinking, creative approach.

The great scholar Abu Nasr al-Farabi (850-950) tried to determine the peculiarities of cognition by reasoning through the mind. He explains that thinking has the properties of abstraction, generality, indirectness, that is, cognition through the senses. First of all, the scholar pointed out that the essence of any human being is in his mind, and said: "The essence of man is in the mind, and the essence of the mind is in action[1]." According to the teachings of Farobi, through thinking, a person knows the aspects of matter that are unknown to the senses, the general laws, the essence, and acquires knowledge about art and science.

Farobi prioritizes comprehension, the essence of knowledge, reading comprehension over dry memorization, and writes that it is extremely important to explain to students the general laws and rules of thinking.[12]

Abu Rayhan Beruni (973-1048) - deeply interested in education and upbringing. He puts forward his ideas by emphasizing that man distinguishes thinking from other beings. Because man has a mind and acts on it intelligently, all the animals on earth are subject to him, otherwise man would be weaker than even the smallest animal. Beruni promotes the concept of spiritual contentment in his famous Memoirs of Ancient Peoples. According to him, "A wise man finds spiritual satisfaction only when he feels everything with reason and intellect, while a careless man recognizes only

physical pleasure." The power of human reasoning is that it teaches that by comparing and analyzing events and happenings, one can distinguish truth from falsehood, justice from injustice, good from evil, and truth from injustice. Beruni proves that it has a positive effect on the development of human consciousness. It promotes the study and analysis of events and happenings that need to be known.[16]

Mind, consciousness and thinking depend on the influence of all events. Because the human mind is always focused on knowing the event. "But man," says Beruni, "does not stop at the level of qualitative and emotional knowledge of things and events, but requires a deep and comprehensive knowledge of things, a reflection on these things."

Thus, the scholar promotes the operations of thinking such as analysis, comparison, comparison, and emphasizes the need to develop these features of thinking. This is important for students to develop a healthy mindset.[15]

Abu Ali Ibn Sina (980-1037) in his stories "Tayr" (bird) and "Hayy ibn Yahsan" calls people to knowledge: "Open the veil of the tongue so that you may learn from each other and become perfect. "In the story of Hayy ibn Yahsan, he calls for knowledge of science and logic in order to gain a deeper understanding of the world and human nature. Because this science develops the taste, expands the horizons. Ibn Sina says in this regard: If you know this science, it will tell you the secret behavior of people. If you enjoy science, you will become very sharp."[2]

In a number of his works (The Interpretation of Dreams, The Laws of Medicine), Ibn Sina states that many things can be achieved through the study of man, and that wisdom, ingenuity, and reasoning must be used. Emphasizes that intelligence is needed to know the patient's personality, his client category, and his character. For this, first of all, a person needs physical health, mental health and mental health.[14]

Amir Temur (1336-1405) is one of the perfect figures who has achieved greatness and perfection in morality, faith, faith and intelligence. "I received advice from everyone, I learned from everyone, and I was able to use it in the treasury of my heart, whichever is more useful,"[3] he writes. In this way, Sahibkiran emphasizes the need for all members of society to engage in interpersonal communication, and in the process, they exchange ideas with each other, to apply the valuable idea in a purposeful way, if necessary. The legacy of the great commander as a teaching is the basis for consultation, negotiation, reflection, brainstorming exercises, thinking refinement, which, in our opinion, helps students to think independently, come to the right conclusions and solutions, and stay healthy. Iom is a mechanism for shaping thinking.[13]

The work of Alisher Navoi (1441-1501) is one of the treasures of the philosophical and artistic complex. This creativity is generalized from different aspects of people's social life, from the general to the private and from the private to the general. There is nothing in the social life of the people and the individual that has not attracted the attention of a great scholar, including the human mind, in the epic "Farhod and Shirin" he writes:

"Every human being,

A man who knows with his mind"[12]

Thus, in addition to emphasizing the great power of human thinking, A. Navoi's expert assessment of the classification of "smart" and "stupid" people is noteworthy. In the works of the scholar, the concept is used in 27 places, reflecting on its 27 levels and 27 qualities. In particular, the various qualities of the mind are described as follows: the mind is the possessor of the conscious mind; the temptation of the mind is the temptation of the mind; the farmer of the mind is a conscious person, a thoughtful, experienced, conscious person; mind melody - mind - the path of perception; the criterion of the mind - the mind, the measure of the mind, the scales of the mind; mental engineers -

sages, scientists, scholars;[16] before the mind - according to the conscious understanding, the mind; the piri of the mind - the teacher of thought are intelligent people; the trader of the mind - the jeweler of the mind, the appraiser of the mind; the house of the mind - the brain, the mind; the harmony of the mind is the incarnation of the mind; mental decay - the power of the mind, the power of the mind; the door of the mind is the path of the mind, the path of consciousness; fire of the mind - sharpness of mind, vigilance; mind bird - no need to comment on this; the account of the mind - the sphere of consciousness, the limit; selfish mind - a person who thinks only of himself; critical mind - sharp, sensitive, sensitive mind, etc[17].

Thus, the thinker decides to divide the mind into different aspects and draw conclusions based on them that there can be two categories of minds: optimistic minds and selfish minds. While the intellect of the former brings good to mankind and makes its owner happy, the latter, on the contrary, use reason only for their own benefit and harm others.

This means that the perfect person dreamed of by a thinker should have such qualities as being physically healthy, optimistic, and highly spiritual.[11]

Umar Khayyam (1048 - 1123) gave many ideas about how students should fully, deeply and consciously master their knowledge, acquire skills and abilities, and how to prepare them for independent learning. . Umar Khayyam emphasizes that students acquire knowledge not only through the information provided by the teacher and reading a book, but also through the direct study of life events, and the skills and abilities in practice through the same actions and deeds. repetition, various operations, and so on.

In short, the scholar recommends using a variety of methods in education. In particular, it emphasizes the need to combine education with practice. It is said that students should learn independently. We all know that independent study and creative work play an important role in the formation of healthy thinking in students[10].

Abdullah Avloni (1878 - 1934) raised important issues of life, such as teaching and educating young people, and tried to solve them correctly. "Education of thought,-the author writes in "Turkish Gulistan or Morality," is the most important task that has been criticized for a long time, relied on the attention of teachers and imposed on their conscience. Thought makes a person enlightened and motivated"[4] According to the scientist, the role of the family and teachers in the mental development and spiritual growth of the child is invaluable.

In conclusion, regardless of the age in which they live, the scholars of the East in their works pay great attention to the development of human intellect and thinking, and interpret this in their works[9]. Developing independent, creative and healthy thinking in the younger generation has been a pressing issue for centuries.

In modern Uzbek psychology and pedagogy, the problem of thinking has become the object of a number of studies. Research on the problems of formation and development of human thinking, analysis of scientific pamphlets and articles has shown that the problem of thinking, healthy thinking and the appearance of human thinking is the focus of scientists as an object of discussion.

M.G.Davletshin, E.G.Gaziyev, V.M.Karimova, Z.T.Nishonova, Sh.Shodmonova, J.Musaev, S.Atakhanova, highlighted the challenges of shaping independent and healthy thinking in their research[18].

M.G.Davletshin pays great attention to the development of independent thinking in students. According to the scientist, "The main task of modern schools is to improve teaching methods. When we talk about the tasks of the school, we can focus on the level of thinking that is most suitable for understanding the science that is being taught now, the current socio-political relations. The scientific-theoretical (dialectical) level of thinking meets these requirements."[5]

E.G.Gaziyev is one of the scientists who widely covered the psychology of thinking in Uzbekistan. His research distinguishes one of the most important qualities of the mind - the independence of thinking. The author defines this important quality of thinking as follows: It is necessary to understand the mental process, which consists in finding different ways and means to solve the task independently, without the help or guidance of anyone, due to one's own mental research.[6]

Z.T.Nishonova's scientific article "Independent thinking is a personality trait" presents the following features of creative thinking: content, logic, dynamism, comprehensiveness, step-by-step, forward and reverse, continuity[19]. According to the author, independent creative thinking has the following structure:

1. motive for entering the essence of the problem;
2. motive of personal significance;
3. selection of mental and methodological tools to find a solution to the problem;
4. implementation of selected intellectual and methodological tools;
5. making changes and corrections to the solution;
6. evaluation and verification of the correctness of the solution;
7. personal spiritual significance of satisfaction from thinking (thinking);
8. the transformation from a state of individual cognition to a quality of a person with a continuous character.[7]

Z.T.Nishonova has developed a set of various exercises to develop independent thinking in young people. It also highlights the qualities of independent thinking:

1. The formation of the processes of elementary thinking - that is, analysis, analysis, synthesis, comparison, separation of important aspects;
2. The activity of thinking, its freedom, that is, the freedom in the process of the birth of non-standard ideas and the flexibility in the transition from one idea to another;
3. The organization and purposefulness of thinking, in other words, the ability of each person to think for himself or to understand and control the specificity of thought processes.

Here we define the concept of thinking. Thinking is a higher form of human mental activity, a generalized direct way of reflecting the real world, a mental process aimed at the connection between objects, the process of cognition, the discovery of new knowledge, creative, problem-solving.[8]

In the analyzed scientific literature and research, we have seen that theories of the formation of human thinking, thought processes, the impact of learning activities on the formation of human thinking, the formation of logical thinking, critical thinking, creative and independent thinking.[20]

Based on the information obtained, we can interpret the concept of "healthy thinking" as follows: healthy thinking allows a person to analyze and synthesize the knowledge they are learning. Based on the knowledge gained, observation helps to understand the news, ideas, new knowledge and find the most accurate, short and effective way to solve problems. Common sense plays an important role in the decision-making of young people - independence, responsibility, the formation of their ideas and opinions, the reaction to events in social life.

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