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THE DEVELOPMENT OF THINKING IN STUDENTS IN THE EDUCATIONAL PROCESS

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ANNOTATION

The relevance of this problem lies in the fact that mental education is an important and at the same time the most difficult section of work in the development of the child, the development of the child occurs both in the course of communication with an adult, playing with pears, and in the process of systematic learning. The most important role in this is played by this process of mental education carried out in the classroom. The mental upbringing of the child appears not only as the mastery of knowledge and ways of mental activity, but also as the formation of certain personality traits.

Keywords: Mental education, intellectual skills, development of thinking, thought, logic, inductive, abstract, classification, discipline, effect, culture, knowledge, observation, worldview

INTRODUCTION

In our country, special attention is paid to the education of a harmoniously developed young generation. "In high school, children are formed as individuals, rallying as a team," said the head of our state. It is during this period that they cannot be excommunicated from an adapted, familiar environment. This can negatively affect the psychology of youth, their attendance at classes, and ultimately the level of education and upbringing. Therefore, it is necessary to ensure the continuity of the educational process, to improve the curriculum.

The definition of mental education and mental development included the concepts of "thinking" and "mental strength".

Thinking is a "mediated and generalized knowledge of a person's objects and phenomena of objective reality in their essential relationships and relationships. (1) It is a product of brain activity. Thought is always an abstraction, i.e. distraction from concrete reality, the result of processing by the brain of specific sensory data. Thinking as a whole is a generic concept that is common to all people. A separate individual in the process of development forms such qualities that characterize certain certain aspects or forms of thinking that are developed more intensively in accordance with the tasks that are set in the process of education.

In pedagogical and psychological literature addressed to the teacher, one can often find calls and recommendations to develop both thinking in general and its particular types. (2) Among these types are called dialectical thinking, logical, abstract, generalized, categorical, theoretical, inductive and deductive, algorithmic, technical, reproductive and productive, creative systemic. In order for the teacher to be able to develop all these types of thinking in students, he must present at least in a general way their essence.

MAIN PART

Thus, dialectical thinking presupposes the ability to see in the phenomenon of unity of opposites the struggle of these opposites to identify trends in their development to see the emergence of new ones.

Logical thinking is associated with a person's mastery of the logical processing of knowledge, that is, the establishment of generalized connections between new knowledge and previously studied material, bringing them into a specific ordered system. It is characterized by the ability to give a definition of concepts as well as mastering the methods of reasoning of proof of refutation by deriving conclusions by making assumptions.

Abstract thinking involves the ability of a person to be distracted from non-essential secondary features to highlight the general and essential and on this basis to form abstract concepts.

Generalized thinking is characterized by the ability to find general principles or methods of action that apply to a certain group of phenomena, while the level of generalization of its breadth depends on whether this general approach extends to a larger or smaller group.

Categorical thinking involves the ability to combine the concepts of a group on the basis of some of the most significant signs of similarity.

Theoretical thinking is characterized by the ability to assimilate knowledge of a high level of generalization to understand the scientific foundations and principles of development of certain areas of knowledge; the ability to discern the relationships and patterns existing between the phenomena of relations.

Inductive thinking presupposes the movement of thought from the particular to the general from facts to generalizations, a conclusion both in scientific research and in communicating new knowledge to students.

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Deductive thinking is associated with the thought process characterized by the movement of thought from the general to the particular unit.

Algorithmic thinking implies the ability to accurately follow instructions or instructions indicating a strict sequence in the performance of certain actions ensuring the desired result. Typically, these requirements are generalized, the solution of which is greatly facilitated if the algorithm is firmly grasped that determines the sequence of required actions.

Technical thinking, as the defining word itself shows, is associated with mental activity in the process of engineering work. It involves an understanding of the scientific foundations and general principles of production processes, a person's psychological readiness to work with technology.

Reproductive characterizes mental activity related to the actualization of acquired knowledge to solve problems of a known type or to perform actions in familiar conditions.

Productive thinking is associated with an independent decision by a person of new tasks previously unknown to him, which is accomplished both by relying on knowledge already known to him and by attracting new data to the

methods and means necessary to solve them. It is generally associated with any activity the result of which is the products of creativity or any improvements rationalization of the process of the activity in which the person is engaged

Systemic thinking is manifested in a person's ability to see the connections between sciences, to understand the general scientific laws underlying their development, to have generalized ideas about the laws of development of nature and society.

CONCLUSIONS

Thinking is studied by a number of sciences-logic, psychology, philosophy, linguistics. The pedagogical aspect of the formation of thinking is associated with the identification of conditions, ways and means of developing thinking in students in the educational process.

By mental forces is meant a certain degree of development of the mind, which makes a person capable of accumulating knowledge, performing basic mental operations, mastering certain intellectual skills associated with various aspects of thinking and characterizing the mental activity of a person.

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