



Independent Students In A Learning Environment Teaching To Think

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ABSTRACT

This article examines the process of teaching independent thinking to primary school students based on enhanced learning activities. The article can be used by those who deal with the problem of improving the creative abilities of students.

KEYWORDS

learning, upgrade, activity, independent thinking, advanced ideas, conclusions, facts, conclusion, supplement; didactic; lesson; subject; training; teacher; textbook; events; science; technical technology; intellectual inner feeling; aspects of teaching beginners .

INTRODUCTION

It is known that teaching students to think independently helps them to make the right decisions, to think analytically, to study the active issue of the independent learning process.

Independent thinking is usually reflected in the educational process of the pedagogical relationship between teacher and student. At the same time, of course, independent thinking is based on mutual trust, demand in the educational process, respect for the thinking of others, discipline and the appropriate spiritual level and intellectual potential.

The results of our research and observations in this area show that in the environment of learning activities, the teaching of primary school students to think independently has to be divided into interrelated, constantly taking into account the connections (connections) between them. We have described the organizational structure related to them as follows (Figure 1).

THE MAIN FINDINGS AND RESULTS

As can be seen from the picture, in the environment of learning activities, when teaching primary school students to think independently, all three main parts of

students' learning activities are fully covered. The main part of the "Learning Process" includes the following components: learning elements, highlighting the main problem, the text of additional information on textbooks, interactive method and its goals and objectives, pedagogical approach, questions (simple, descriptive, explanatory), educational content, education giving, the organization of the educational process, the purpose of education, technology, teaching, the subject of study, the educational process.

The main components of the student learning environment "\"Cognitive process\"" take into account the following components: the student's desire for initiative, knowledge, cognition (the process of generating real knowledge), mechanisms of creative development, inductive thinking, summarizing, interactivity, communication, questions evaluator



Figure 1. Organizational structure of teaching primary school students to think independently in the environment of learning activities.

The following components are also considered in the assessment of students' learning environment: student's sense of joy, student's ability to make the right decisions, Boomerang technology, BBB technology, student's didactic ability, organizational skills, performance evaluation, mastery level, mastery quality, monitoring.

This means that the student's independent thinking is based on the texts that are the didactic material of textbooks in any subject, as well as the solution of appropriate questions, exercises or examples, and this situation continues to improve with the development of education. On this basis, the process of independent thinking will be gradual. We divided it mainly into aspects in two directions (Figure 1). The first will consist of the authors' instructions in the textbooks and the teachers' instructions in the course of the lesson. Also, the second aspect that leads to teaching students to think independently includes the following components: advanced ideas on the topic; scientific conclusions; practical facts; the student's expression of his or her relationship to the human person, events and phenomena related to scientific thinking.

In the formation of the student's independent thinking, the components of the above-mentioned aspects are selected and used in accordance with the source being studied. These are sufficient conditions for independent learning.

Now, on the basis of such supportive sources of independent learning (additional information and didactic materials), it will be possible to guarantee the optimal option of achieving the desired result. We call it the end result

In determining the final result, special attention is paid to the following:

- the obtained result can meet the requirements of the course objectives (educational, pedagogical, developmental);
- the practical significance of the result, ie the possibility of using the result in the later stages of education;
- A set of independent data formed in the reader, and so on.

The role of the resulting independent data set in the learning activities of students is unique, that is, it is a driving force in the development of personal abilities, and the organization of this process itself is characterized by innovative technologies.

CONCLUSION

In general, interactive methods in teaching students to think independently in a learning environment are an important didactic basis for teaching students to think analytically, to generalize the study of processes, and to determine whether an end result has been achieved. The reason we say this is that in the interactive methods mentioned above, students carefully balance each other's ideas, analyze them, and form an independent opinion based on them.

Therefore, in teaching students to think independently, it is necessary to pay close attention to the existence of the following pedagogical conditions:

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