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Socio-Psychological Problems of Educating an Independent-Minded, Creative Person in the Educational Process

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Abstract: The article is devoted to the socio-psychological factors of the formation of students and teachers of creative thinking, it analyzes the methods of enhancing the activities of students, interactive methods form independent thinking, and also develop behaviorist and cognitive abilities. The article also covers the tasks, principles, mechanisms and components of the development of a creative personality when creating textbooks of a new generation, in which a special place is given to independent thinking and the upbringing of a creative personality.

Key words: Creative thinking, teaching, teaching methods, independent thinking, upbringing, the upbringing process, psychological mechanisms, new generation textbooks, activities, socio-psychological factors.

One of the important issues facing today in World pedagogy and educational psychology is the formation of a person who is not only educated, but also endowed with creative thinking is one of the main issues of the way, methods and Means.

When it comes to the role of the education system in the positive solution of this issue, while maintaining the traditional form of lessons, it should be enriched with interactive methods that enable the activities of various educators, motivate students to think independently. In addition, the rational organization

of the lesson process, increasing the interest of the educators by the educator, their activity in the educational process is greatly encouraged, the teaching material is divided into small and small pieces, the use of various modern educational technologies in the opening of their content and it is required to motivate the educators to perform practical exercises independently [1].

The pedagogical and psychological essence of interactive educational methods is that in a simple discussion, The Argumentative tries to express more conscious, substantiated thoughts and forms the qualities of independent activity, creativity. In this case, the argumentative is given the opportunity to say "what comes to the language", but in turn, without criticism and without justification, what thoughts are poured into the brain. This is something more unfamiliar than a problem, the question comes to hand under conditions that are complex or unclear. That is, such allows "free associations", and in the end the student himself distinguishes a certain rational" core " [3].

It should not be forgotten that the textbooks, textbooks that are being prepared today, are being prepared in content that is aimed at independent thinking of students, educating creativity in them. In particular, educational programs and textbooks on science, compiled in accordance with state educational standards in secondary schools,

secondary specialized educational institutions and higher education system, are prepared on the basis of the criteria and scientific principles established in the law “on education” and the “national program of Personnel Training”. Undoubtedly, they are made up of materials within the framework of what is and phenomena associated with the way of life and daily life of the student, which is attributed to the level of psychological development of students at each age stage. Unfortunately, we can not say that all the dairies and manuals created meet these requirements.

It is known that a competitive market economy is in need of active individuals who are fast-paced, entrepreneurial, able to act according to circumstances, able to update the way, methods and means of achieving the goal promptly and intelligently. Therefore, in the West, smooth is observed from bixuoristic concomitant to cognitive concomitant with the system of upbringing. In the evaluation of human activity, cognitivism differs from bixuoristic coexistence, which until the 60 – ies of our century dominated pedagogy and psychology, as follows::

a) in Behavioristic conciseness – when human behavior is understood as a complex of unconscious reactions, in most cases, determined by the influence of the external environment;

b) cognitive bias recognizes the predominance of the qualifications and skills generated on the basis of consciousness, education in these behaviors [4].

It turns out that in behavioristic concomitant human education is sluggish, and in cognitive concomitant they are active. It is known that the condition of living in a market economy requires human activity. Therefore, in the 60 - ies of our century in the US and the West, cognitivism immediately began to penetrate into the systems of pedagogy, pedagogical psychology and didactics, combining at that time with the verbal (that is, in communicative communication, the activity and self-expression of the educator) methods of much more popular

education, forming the direction of conscious verbal cognitive education in pedagogical psychology.

Proceeding from this, it can be noted that “the process of educating a creative person and its facets - the main pedagogical and psychological factors of educating the owner of creative thinking. What should be understood as the penetration of these factors into our educational system? Factors, methods of realization in the process of educating a creative person are numerous and diverse” [4]. Among them, as the main ones, we can list, including the following.

First of all, it is necessary to ensure that in each lesson the student does not repeat the knowledge that was given to him on the basis of the teacher (textbook) talabi, but creates new knowledge with his ticket. And this is the main factor that seeks to know with the help of thinking.

Secondly, in the lesson the reader should be not a dumb listener, but a seeker, a benchmarker, a discoverer. Therefore, every word, thought, judgment, statement that comes out of the reader or student's mouth must be his own. Of course, this idea, born from the reader, is not a Universal Discovery or a solution to some confused problem, but also a simple repetition of the information that the teacher (textbook) gives. “Such a method of Education serves to educate the reader the spirit of independence, responsibility, self-realization, creativity, creation” [2]. Such communication in the process of lessons between the reader and the audience – the relationship, in many cases, live oral communication, while remaining controversial.

Thirdly, “the research and thinking guide that the teacher gives to the educator should be such that the product of research and creativity of the students in the class should not be exactly the same – in essence it is in one direction, but the shape should be different” [5]. It is only then that each educator will be able to express himself as brightly as possible, and in them the spirit of competition will be the leader in each training session.

From the quatrain, in the process of the lesson (when performing homework and analyzing it in the classroom), the student is searched on the basis of the teacher's ticket, the thought is found, finding something, coming to a conclusion and judgment, it is necessary to base and prove his opinion, to seek protection. It is necessary that the training is organized and the training material opens a wide way to this, be suitable for the child's age psychology and mental physiologic capacity. So the conscious factor of education is manifested in these.

The step – by-step sequence in the issuance of instructional materials and assignments of textbooks in the new context is also fully consistent with the conscious verbal cognitive psycho didactic foundations, in the process of studying each subject, both the way in which the student's practice of developing mental activity from the subject to the subject, from the classroom to the complex, and the Undoubtedly, the consistent application of such a method of training in practice, gaining experience in this direction, will bring him a lot of Correction, replenishment and accuracy. But even now, some feedback can be expressed on its perfection, development, popularization. In particular, to develop and perfect the use of the method of conscious verbal cognitive education in lectures and practical classes. To do this, it seems to us that as our tasks in the first place we need to list the following:

First of all, the widespread popularization of the method of verbal cognitive education (the new pedagogical technology of education today) among teachers should be considered one of our most important tasks. Because of the method, since our teachers of weapons can not learn practical use, they will not be able to use it effectively.

Secondly, in order to increase the effectiveness of training with these textbooks and the method of education, it is necessary that the students are provided with additional sources of information, so far these sources are textbooks, internet data, electronic resources, the memory of the student, the

way of life of the student, other educational disciplines, those around him who are able to ask. This is certainly not enough. Teachers have embodied the wealth and opportunities of Science and are able to convey them to students a encyclopedic reference book, which can be used in a variety of ways (explanatory information, pictorial expressions, etc.) they must be provided with information. From a closer look at this issue, it can be said that the module of science that is being established in our educational system: the Electronic Complex (sillabus) in many respects has the capacity to provide students with a variety of additional information. Then the current volume of textbooks was sharply reduced, which would consist mainly of the algorithm of tasks for the study of each subject (creative thinking within the framework of each subject and the creation of something). Of course, this is a big deal. But whether we have set ourselves the goal of educating a creative person, stepping on the method of verbal cognitive education, we have no choice but to do it. Without this you can not achieve our goal!

Thirdly, in the current textbooks "look back" - to rely first on previous scientific interpretations, and then to deny or update them is more than the norm. Such cases are anchored in the interpretation of data types and suffixes, data classifications. Such a case is probably necessary for transitional textbooks, but from psychological and didactic points of view – they can not be justified. Therefore, such checks should be removed from the textbooks in stages. To do this, it seems that it is necessary to revise the programs and textbooks of primary classes in secondary schools. Such prime factor pure pragmatics-as indicated in the program-is non-scientific knowledge of mass practical application, especially for schoolchildren of young age. From the four, it is necessary to bring in the textbooks reviews given with the comment “find out”, which will complete the study of each topic and whose essence will serve to check the independent conclusion of the reader?! In the present case, the reader will be able to

read what he is prepared for than to think about it! In essence, these "learn" are the answers and solutions to examples and issues that are given to mathematics, physics, chemistry. Therefore, these are also extremely compactful and given at the end of the textbook, would not we be more motivated to look for children independently? In the fifth, tests were given in textbooks, in particular in the Departments of repetition. And these tests have a completely Long, retroscopic and receptive nature, far from cognitive and cognitive. It is necessary to think and research on the creativity of these tests. To do this, perhaps, it is necessary to increase the amount of questions and assignments that are necessary for our own old, sharqana tests, or "competition of toppings", which are partially reflected in the textbooks. In conclusion, it can be noted that such fundamental issues form the ability of independent

thinking in students in the educational process and occupy a special place in the upbringing of a creative person.

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