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Article

Theoretical Basis of Teaching Independent Thinking in Primary Grade Students

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Abstract: This article presents the opinions of pedagogical and methodological scientists who have conducted scientific research on the issue of developing independent thinking skills in primary school students, teaching students to think independently, and expresses a subjective opinion. Also, the criteria for independent thinking in primary school students are presented.

Keywords: Elementary School, Independent Thinking, Criteria for Independent Thinking, Independent, Independence, Ability to See a New Problem, Mental Initiative, Creative Thinking

1. Introduction

The formation of independent thinking skills and the ability to solve problems independently in primary school students is an important factor in increasing the effectiveness of education. Since this is the case, the educational process should be organized in such a way that students, along with acquiring knowledge, do not become objects of the educational process, but become equal partners of the teacher in the educational process and acquire the ability to think independently.

The desire to study the riddles of life, the problems created by nature, to find appropriate answers to them, or rather, the problem of achieving happiness, the interest of man in knowing himself and the world, has been calling for thinking and logical substantiation of his thoughts for centuries. It is not for nothing that this problem is specially addressed in the works of the great scholars of the Eastern peoples. After all, only a person who acts independently, consciously, can fulfill his duty to his people, homeland, parents, and not succumb to any foreign influences, and does work worthy of the great name of man.

2. Materials and Methods

The scientific research of M.Sariboeva is significant in that it recommends methods for teaching students to independently search and think more in order to find educational truth. She studied the most difficult aspect of literary education - the use of interactive methods in mastering the epic works of Hazrat Alisher Navoi[6].

To delve deeper into the root of the problem, it is first necessary to dwell on the dictionary meaning of the words "independent" and "independence." The "Explanatory Dictionary of the Uzbek Language" states that the word "independent" means "having one's own free will, not subject or dependent"[17]. Accordingly, it can be said that independent thought is the product of a mind that is not subordinate to anyone, not dependent on any foreign thoughts or the opinions of others.

The works of the sultan of ghazal poetry, enlightened statesman Alisher Navoi also emphasize the great role of human thought in a person's ability to have his own opinion, worldview, acquire knowledge, and apply the knowledge he has acquired in life. In his work "Mahbub-ul qulub", the poet compares a person who is unable to acquire knowledge and conduct independent observation to "a donkey loaded with books" and calls him "ignorant"[4].

3. Result

According to observations, independent thinking is manifested, first of all, in the ability to see and pose a new question, a new problem, and then solve it on their own. In other words, independent thinking is such an activity of students in which students demonstrate maximum activity, creativity, independent judgment, and initiative.

As a result, in this process, they acquire the skills to:

- independently apply knowledge in a new situation;

- be able to see a new problem while studying the topic;

- understand that there may be several solutions to a problem;

- combine previously known methods of solving problems;

- find original ways to solve the problem.

The level of conscious independence in the student's activity during the above and similar activities is manifested in the following: knowing, thinking, remembering or presenting new facts, phenomena, events based on certain concepts.

The activity of primary school students in native language lessons is at an elementary level. Because it is a simple processing of basic concepts, their actions have little impact on the way of thinking.

Z.Nishonova, on the other hand, indicates the following as criteria for the development of independent thought:

1. A person's experience in critically evaluating his own and "others'" opinions, the ability to understand the opinion of another person, understand the logic in his opinion, be able to compare the interlocutor's opinions with his own and come to a certain conclusion.
2. External and internal agreement with the content of the person's thoughts.
3. The ability to feel contradictions.
4. The ratio of theoretical and practical generalization in thinking.
5. Voluntary control of mental functions manifested in attention.
6. The level of development of mental initiative[5].

In the article "Factors for the development of independent thinking activities of students" by M.Zaynitdinova, it is indicated that the formation of independent thinking in primary school students should be carried out in three stages. That is, at the first stage, from the first days of education, students are taught to act independently, to act freely, even if they are correct and even incorrect, on the board. At the second stage, students move on to the process of forming knowledge, skills and competencies. In this case, it is important for the student to think about what is known and unknown in the problem given to him; to be able to briefly state the problem, formulate its condition, analyze its condition, and acquire the skills to formulate the full text of the problem. In the third stage, the student may be given the task of changing the conditions of the problem and solving it. The student's ability to solve the problem independently and creatively, based on previously acquired knowledge and skills, progresses to the level of proficiency.

As criteria for independent thinking of primary school students, we can indicate the following:

1) the ability to independently analyze the material being studied;
2) the ability to solve problems;
3) the ability to compare, generalize, and draw general conclusions from phenomena and processes;

4) the ability to logically substantiate one's own ideas and concepts, and to express thoughts fluently;
5) the ability to apply the acquired knowledge in practice.

Teaching young people to think independently is especially important in today's era of radical changes in society, as our country needs highly committed, independent-minded, enterprising, and highly qualified specialists more than ever.

4. Conclusion

independence is a description of activity in terms of the amount of assistance provided to the work being performed or the absence of assistance.

Independent activity of students can be accompanied by varying degrees of creativity. However, any independent activity of students is necessarily organized by the teacher: conditions are created, instructions are given.

In the course of research on the scientific and methodological foundations of teaching primary school students to think independently in the process of mother tongue education, individual and typical features of students' thinking activity are embodied.

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