

## PEDAGOGICAL CIRCUMSTANCES FOR STUDENTS' DEVELOPMENT OF HEALTHY THINKING

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### Annotation:

The definition of "healthy thinking," its components, and how it aids students in creating a strong sense of who they are as individuals are all covered in this article. It also discusses the psychological and pedagogical components of this process, as well as the pedagogical prerequisites for students to develop healthy thinking.

**Keywords:** Thinking, healthy thinking, personality, student, pedagogical environment, communication, teaching process, attitude.

The establishment of a healthy home environment and a healthy learning environment are the primary educational prerequisites for the development of healthy thinking in pupils. The rapid renewal of society necessitates the development of a fresh style of thinking in the next generation. Each person's self-awareness, self-development, freedom to choose their own future, ability to make a radical change in people's minds and thinking, and ability to make any reforms in citizens' minds are important in choosing the path of transmission through the mind and heart in the formation of healthy thinking in students.

The ability of each new generation to balance their personal interests with those of society, to do away with indifference to what is going on in society, and to develop a healthy spiritual desire will foster free thinking in people. Everyone owes it to themselves to develop intellectual independence through thought. Common sense students' contributions to the next generation's growth as individuals have always been a topic of discussion among philosophers from many eras and locations. In The City of Noble People, Abu Nasr al-Farabi specifically considers human thought: "As long as someone is able to think of his own nature, he can be smart. As a result, if his progeny awakens, he will acquire intelligence by his deeds. Perhaps he can think with his progeny and be intelligent like them. A person can also have intelligence if they already do. As a well-rounded, considerate individual, our ancestor Abu Nasr al-Farabi serves as an inspiration to all contemporary readers. Farabi argues that while a man can create his universe using a sane mind, a twisted or evil mind can destroy a whole community using imagination. The pedagogical settings for the development of healthy thinking in kids are very important, first and foremost, to raise them up with lovely and healthy thoughts, in particular, to build in them a healthy attitude towards society, people, nation, and family.

In actuality, our brains hold the key to everyone's health, and nothing is immune to their influence. One needs to believe in life and goodness. Whoever has faith will prevail. The following concepts are used by the author to convey the possibility of the ability of confidence in a person to build a firm position in life: A spiritual force that makes the impossible possible is confidence. Miracle powers can enter a person through confidence. The teacher should aid his students mentally and during the educational

process to build their self-confidence. Students benefit from having a sense of belonging as a result. It goes beyond innovation to improve society by using common sense.

The word "thinking" is defined as "identifying the broad, important qualities of objects and events, the internal, necessary linkages between them, the law a rational stage of cognition that reflects connections" in the "Philosophy: Encyclopedic Dictionary." Although scientists in our nation have undertaken several studies on thinking and its various expressions (creative, logical, artistic-aesthetic, ethical, ecological, independence, and historical), the issue of thinking development in secondary school children has not been specifically examined. This is most likely because all ways of thinking are subject to common sense.

In our nation, common sense is being researched from a pedagogical perspective. Because all students and young people must be able to think independently, it is essential that the concept of "healthy thinking" be completely understood. For example, according to the scientific and pedagogical definition of healthy thinking, the following are important links - the concept of healthy thinking, the concept of the necessary social environment, the concept of pedagogical purpose and outcome, a healthy lifestyle. If healthy thinking is properly developed by teachers, it will not only lead to a healthy country and society, but also to a healthy family and a healthy lifestyle in which children grow up in a healthy family environment. serves as a superior. Common sense is the thoughts, consciousness, consciousness, emotions, morals, aesthetic views, ideas, aspirations of people aimed at maintaining their health (physical, spiritual - emphasis is ours). They are the end effect of actions. Researchers from other countries have concentrated on illuminating some features of common sense. In particular, K. Jung claimed that healthy thinking requires mastery of the understanding and modes of thought that determine an individual's archetypal traits (images, ideas, motives in the imagination).

In other words, one should exercise good thought control. The influence of irrationality is lessened the more the pupils' cultural outlook shapes their rational thought. An understanding of how to perceive reality is the foundation of common sense. A person who is self-conscious is aware of his inner world and imagination, is not scared of it, and expresses it without hesitation. His thoughts and actions are centered on the "now and here" scenario. A systematic and more comprehensive explanation of this educational and psychological information is necessary for the growth of common sense. A teacher can teach their students to be sane if they are sane themselves. In actuality, family is where education starts. The key elements for young people to have a healthy attitude are a healthy lifestyle and a competitive educational system.

An analysis of the above scientific literature shows that the following different views, which contradict each other in relation to the concept of creativeness includes. These are:

- Creativity is a set of qualities of a person throughout his life.
- Creativity is a way of fulfilling certain tasks and tasks assigned to a person himself.
- Creativity is the product of intelligence (intelligence).
- Creativity is the ability, discoveries given to man by God.
- Creativity is a creative activity.
- Creativity is the spiritual and moral and social adaptation of creative people.
- Creativity is a category that is inextricably linked with culture.

At the same time, a separate direction arose in psychology, which studies the problem of creativity and creative activity - the direction of the psychology of creativity. The main goal of the psychology of

creativity is to study Psychological Laws, the mechanism of the process of creativity and creative (creativity - English creative). To date, creativity has attracted the attention of not only psychologists, but also educators. Although this concept is not widely used in the scientific literature, efforts to introduce this concept into pedagogical consumption to some extent are prominent. Pedagogy in related sources, creativity is studied and understood in connection with creativity. Opinions are expressed about the psychological aspects of creativity, and knowledge is analyzed mainly in connection with thinking and imagination. In his teaching aids and textbooks "innovation in primary education", "pedagogy, integration, innovation of Primary Education", a special stop was made on creativity.

The person's application of creative motivation is curiosity, creative interest, creative achievements, striving for leadership and self - perfection. Creativity is-an imaginary look; the ability to give an assessment. So this concept we can easily enter into the individual abilities of the educator.

Students won't be able to observe reality and their place in it unless they can focus. Visualizing things in a practical and intellectual way depends on one's capacity to focus and establish the required symbols. You can learn about particular mental states that require a person to control them by using common sense. Knowing what a protest mood is, how it is composed, what gives rise to it, and how it shows itself will help you think about protest—inappropriate protest. Basic understanding of personality psychology, emotions, and volitional traits are necessary for common sense. The development of healthy thinking depends heavily on reflexive (external and self-assessment) abilities. A person can change their behavior by objectively assessing their unfavorable ideas, feelings, and experiences as a whole.

**In conclusion**, a thorough comprehension of the idea of healthy thinking is facilitated by the growth of each student's inner world and spiritual consciousness. Naturally, the environment and the family environment play a significant role in establishing the pedagogical framework for kids' development of healthy thinking. Reading aids kids in eliminating negative ideas, misunderstandings, and symbols from their minds and keeps them from returning. Even if the unpleasant emotions are repeated in this instance, the reader adjusts to the circumstance, therefore a negative impression is avoided. The student's feeling of purpose in life and a solid stance based on the development of an individual and realistic attitude toward social reality are developed through common sense.

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