

## DEVELOPMENT OF STUDENTS THINKING

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### Annotation

This article presents the development of students ' thinking, thinking, the formation of knowledge, skills and skills in general secondary schools.

**Keywords:** Knowledge, skills, scientific thinking, theoretical thinking, phenomenon

The development of student thinking is one of the main tasks of school education. The special importance of the problem of the development of thinking is associated with a change in the goals and objectives of Education. Recently, a new emphasis has been recognized and formed in the understanding of the trinity of educational goals: the most important goal of the educational process is the development of the personality of the student. Acquiring knowledge, skills and skills is understood as a means of development. The social order of society, first of all, consisted in the demand for the formation of an active, independent, cultural personality in the school environment, which changed the attitude of the pedagogical community both to the content of education and to the system of methods and means of teaching. Components of educational content, such as creative experience, experience of emotional and value attitude to the world, their role was previously underestimated, are very important for the development of the personality of the student. In addition, in order to develop the personality of the student, the student himself must become a subject who demonstrates his independence from the object of the educational process and actively interacts with the teacher.

The development of the student's personality involves, first of all, the development of his thinking. Thinking is the highest stage of human knowledge, the process of reflecting objective reality. From intuition and perception, thinking, in contrast to them, gives a generalized and indirect reflection of reality, directly crosses the boundaries of emotional knowledge and allows a person to gain knowledge about such properties, processes and relationships. It cannot be perceived by its sensory organs. However, in the actual cognitive functioning of each person, thinking and emotional cognition are inseparable, constantly moving and defining each other. The ability of thinking to directly cross the boundaries of emotional knowledge is explained by the fact that in the process of mental activity, this practical experience and the knowledge contained in the subject are interrelated.

In general, the development of the thinking of schoolchildren has always been one of the tasks of teaching, and the teacher tried to teach students to a certain educational material, comparing, analyzing, classifying, generalizing, etc. The basis of this type of thinking is an empirical generalization that reflects the external characteristics of things, external dependencies; the essence of something (object, phenomenon) can only be revealed when considering its development and

interaction with other things. In other words, the essence of the phenomenon can be revealed only by dialectical, that is, scientific thinking based on theoretical generalization.

Therefore, taking into account the peculiarities of the content of physical education, which can develop scientific, theoretical thinking within the framework of high school, we will talk about the development of scientific thinking of schoolchildren in the future. The main attribute of scientific thinking is dialectical logic, which uses all the apparatus of formal logic (functions such as analysis, synthesis, generalization, etc).

The history of the development of Science and, first of all, physics shows how scientific thinking developed, enriched; the place of metaphysical thinking, which had long dominated in natural science, was gradually replaced by dialectical thinking. Revolution in 20th century physics confirmed the need to apply the laws of dialectical logic to adequately reflect reality.

Without going into the details of discussions that are very close to the concepts of "scientific thinking", "theoretical thinking" or "scientific thinking style" used in methodological literature, we limit ourselves to distinguishing the main, fundamental characteristics inherent in scientific thinking.

This is in the first place:

- to understand the simultaneous existence of dialectical opposite properties of the ability to work with object, phenomenon and dialectical opposites;
- ability to understand the interdependence, interdependence of phenomena and to identify and analyze these relationships;
- the ability to consider an object or phenomenon in development, constant movement;
- understanding the concreteness of knowledge, its reality under certain conditions;
- understanding the relationship of qualitative and quantitative changes;
- it is possible to show the ability to see the manifestation of rejection in the development of scientific knowledge.

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