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THINKING AND ITS DEVELOPMENTAL CHARACTERISTICS DURING THE PRESCHOOL AGE PERIOD

Toshboltayeva Nodira Ibrohimjonovna
Lecturer, Department of Psychology, Fergana State University

Abstract
This article psychologically analyzes the influence of pronouncements on the thinking process, the continuous relationship between consciousness and unconsciousness, and the stages and levels of thinking as a process. Also, the conditional stages of the thinking process, arising under the influence of pronouncements, are psychologically explained.

Keywords: Consciousness and unconsciousness, consciousness and unconsciousness, empathy, reflexivity, psychological structure, cognitive style, modern imagination, intellectual activity.

Introduction

The problem of thinking is one of the issues that has been studied for many years. Many of our psychologists have expressed their views and demonstrated in their research the importance of thinking in shaping our own lives and our future. Regarding the significance of thinking in our daily lives, psychologist F. Engels stated the following: "The specific structure of the human eye is not an absolute limit for a person's ability to comprehend the world."

Not only are other sensations added to our vision, but also the activity of our thinking is incorporated. E. I. Boyko, in his book "Mechanisms of Mental Activity," presents the following thoughts about thinking: "Dynamic temporary connections serve as the physiological mechanism of mental activity, and they also encompass the effect of the interaction between both signal systems. As a result of activities in the cerebral cortex, the interaction of elements of the same nature, which influence the functional structure, reinforces one another, while elements that are not adapted to the neuronal structure are subjected to external inhibition."

Analyzing E. I. Boyko's aforementioned thoughts, one can conclude that to this day, the physiological and neuro-physiological foundations of thinking have not

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been fully elucidated. Research in this area continues, and it would not be surprising if in the near future, the hidden aspects of this complex process are revealed and the possibility of explaining them is created. He conducted experiments on illiterate adults in remote and rural areas of Uzbekistan. According to the empirical and theoretical data obtained by A.R. Luria, it has been confirmed that the thinking of illiterate adults is in the visual-active and visual-figurative stages, but after becoming literate, thinking rapidly transitions to the verbal-logical level. This only shows that the level of human thinking is inextricably linked with the stage of social development.

The great Russian pedagogue and psychologist K.D. Ushinsky advanced highly progressive ideas about the psychological mechanism of comparison, which is one of the mental operations, and expressed the following insight: "If you wish to clearly understand something in nature, find its differences from things very similar to it and identify similarities with things very distant from it. Then you will discern the most important characteristics of this thing, and consequently, you will comprehend it."

K.D. Ushinsky expresses the following thoughts about the role of comparison in education: "Comparison is the foundation of all understanding and all thinking. If we cannot know everything in the world through comparison, we cannot know it in any other way. If we were to encounter something entirely new that we could not compare with anything or distinguish from anything else... then we would not be able to form any idea about this thing."

Analyzing the above considerations, it can be concluded that the comparative thinking operation manifests itself when the need arises to find similarities and differences that are not yet formed in our sensations and perceptions.

The word that directly expresses mental processes, whether it has an external or internal manifestation, occupies a prominent place among various signs. The acquisition of signs indicates the need for a qualitative restructuring of mental functions, representing a completely different, qualitatively new stage of development. At the same time, the assimilation of these very signs formed in the historical development of humanity may have been achieved as a result of acquiring social experiences in the educational process. From this very idea, L.S. Vygotsky's position on the issue of the relationship between education and development is clearly evident.

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The above general theoretical situation, based on a series of experiments conducted under the leadership of L.S. Vygotsky, led to the conclusion that there is a very complex relationship between education and development. Nevertheless, it was found that education undoubtedly always precedes development.

In this regard, the concept of "the zone of proximal development," introduced by L.S. Vygotsky into psychology, is of great importance. This should be understood as follows: A child's independent activity is carried out in cooperation with adults, under their guidance. This concept provides an opportunity to understand the clear meaning of the general formula "Education precedes development," introduced by L.S. Vygotsky.

Against E. Thorndike and J. Piaget's interpretation of education and development as the same thing, L.S. Vygotsky expresses the following opinion: "A child's development can never be considered a shadow outside of school education." Furthermore, he strongly criticizes psychologists who view education and development as independent processes.

The thinking of certain individuals manifests differently in various situations in terms of its richness, depth, and breadth, independence, efficiency, and speed.

These are the characteristics that constitute the quality of thinking. These features are also individual characteristics of thinking. The richness and depth of thought depend on a person's activity, knowledge, and experience, the level of imagination development in a person, and the presence of interests and curiosities in a person.

In carrying out mental operations, the processes of generalization, analysis, comparison, and differentiation are of great importance. In order to determine the degree of development of these processes in the individual, we conducted an experiment on the process of generalization of thinking in students (recommended in Appendix 1) in the 5th "A" class of the state boarding school No. 3 of the Fergana region, specializing in football, on 05.19 of 2014. During the methodology, several words were read aloud to them.

The subject reads the words in each row, finds the "extra" words, and determines what generalizes the remaining words.

1. Dog, cow, sheep, wolf, cat
2. Milk, cream, yogurt, suzma, meat
3. Boots, boots, straps, shoes, slippers
4. Axe, saw, nail, axe, plane

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5. Sweet, hot, bitter, sour, salty
6. Poplar, willow, juniper, tree, peach
7. Airplane, cart, person, ship, bicycle
8. Abror, Murod, Aziz, Askarov, Nabi
9. Centimeter, meter, kilogram, kilometer, millimeter
10. Turner, teacher, doctor, book, cosmonaut
11. Coat, raincoat, shirt, button, trousers
12. House, shed, car, hotel, kitchen

Results of the experiment using the "generalization" methodology

Table 1.

№	"Overword"	Generalizing word (concept)
1	Wolf	Pets
2	Meat	Dairy products
3	Bandage	Footwear
4	Nail	Household items
5	Hot	Taste
6	Peach	Plants
7	Person	Vehicles
8	Askarov	Names
9	Kilogram	Units of measurement
10	Book	Profession names
11	Button	Clothes
12	Car	Residential

Students were asked to carefully pronounce these read words and find the redundant word in these words and determine which word was connecting and summarizing them. After the words were read aloud, students were given 30 seconds to find the correct answer. 20 students from the 5th "A" grade participated in the experiment. When checking the results, when the first five lines of the words

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given in Appendix 1 were read aloud, all the children wrote the correct answer. In line 6, 2 students made a mistake in the process of identifying an extra word, when the words in line 7 were read aloud, 1 student made a mistake in the process of identifying an extra word, when the words in line 8 were read aloud, all students did not make a mistake in identifying an extra word or in identifying a word that summarizes them. When the words in the 9th row were read, 1 student made a small mistake in finding the name of the word that summarizes the words. When the words in the 10th row were read, all the students made no mistakes in the process of finding the redundant word in the read words, nor in the process of finding the word that summarizes the given words. When the words in the 11th and 12th rows were read, 1 student read aloud.

Table 2.

Concepts	**Number**		**Percent**
Those who found it correctly	15 ta	20 ta	75%
Those who guessed wrong	5 ta		25%

This methodology, simple in its structure, does not present difficulties in the performance of tasks by mentally healthy individuals. However, individuals with mental disabilities (mental retardation, schizophrenia, etc.) encounter various specific errors and shortcomings in the performance of tasks.

Students have the opportunity to correctly, rationally, and efficiently reflect objects and phenomena, reality, understand the demands and needs of social life, organize and manage conscious thinking activities.The formation of discursive and reflexive qualities of thinking in them in the educational process creates scientific, creative thinking.For this, teaching them to correctly organize and manage independent learning activities is a guarantee of high effectiveness.It is natural for a healthy young generation to have a pure mental state, a beautiful psychological image.However, the emergence of such a beautiful psychological image, the scientific justification of its creation, the study of the dynamics of their development, and the illumination of the significance of the factors influencing this process using specific scientific methods and forecasting a great future are important tasks of our time.

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