



The Pedagogical Implications Of Promoting Healthy Thinking Of Students

Sayyora Utkurovna Atakhanova

Senior teacher of UzSWLU

Uzbekistan, Tashkent

Abstract: This article presents key ideas for helping students develop healthy thought processes through the instructional perspectives of Eastern academics. In order to effectively formulate healthy thinking in the process of higher education and turn it into a targeted process, it is necessary to fully realize the pedagogical content of healthy thinking, to understand and develop the essence of its form, style, means and methodologies.

Key words: student-youth, society, development, impact, human, consciousness, national, education.

In today's world, students face immense pressure to succeed academically, socially, and personally. This pressure, coupled with the constant barrage of information and distractions, can impact their mental health and well-being. Developing healthy thinking skills is crucial for navigating these challenges and building resilience.

It is well known that the training of qualified personnel equipped with knowledge and skills is crucial to the success of reforms in all areas of our society, including the restoration of national spirituality, in-depth study of our rich historical heritage, preservation of our traditions, development of culture, art, science and education, and modern science and technology.

Since the beginning of human history, the greatest men in history have studied and observed thinking because of its complexity, challenges that arise from it, and the significance of these issues for an individual's development.

Farabi, Beruni, Ibn Sina, Umar Khayyam, Alisher Navoi, Avloni, and other Eastern philosophers shared their opinions about the mind, reasoning, and creative process.

Abu Nasr al-Farabi (850–950), a renowned scholar, attempted to use mental reasoning to ascertain the idiosyncrasies of cognition. He says that thinking is the process of knowledge through the senses and has the following characteristics: abstraction, generality, and indirectness. The scholar first noted that a person's mind contains their essence, stating, "The essence of man is in



the mind, and the essence of the mind is in action[1]." In accordance with Farabi's teachings, a person can gain knowledge and understand aspects of substance that are not visible to the senses, as well as general laws and the essence.

In contrast to dry memorization, comprehension is the essence of knowledge, and Farabi emphasizes the importance of explaining universal laws and rules of thinking to students.

Abu Rayhan Beruni (973–1048) had a strong interest in raising and education. He advances his theories by highlighting how thinking in humans sets us apart from other species. All animals on earth submit to man because he possesses a mind and uses it intelligently; otherwise, he would be weaker than the tiniest animal. Beruni, in his well-known Memoirs of Ancient Peoples, advocates for the idea of spiritual contentment. He said, "A reckless guy recognizes only; a wise man feels everything with reason and intellect, and only then can he attain spiritual happiness.

Human reasoning has the potential to teach us that we may separate truth from deception, justice from injustice, good from evil, and truth from injustice by comparing and analyzing events and happenings. Beruni provides evidence that it contributes positively to the advancement of human awareness. It encourages the research and examination of important events and occurrences.

Thinking, awareness, and the mind are dependent on every event. because the need to know the event is the human mind's constant focus. "But man," Beruni continues, "does not stop at the level of qualitative and emotional knowledge of things and events, but requires a deep and comprehensive knowledge of things, a reflection on these things." mentality.

Thus, the scholar promotes the operations of thinking such as analysis, comparison, comparison, and emphasizes the need to develop these features of thinking. This is important for students to develop a healthy mindset.

Healthy thinking is characterized by:

Self-awareness: Recognizing one's own thoughts, feelings, and behaviors. This includes understanding triggers and identifying patterns that might be hindering progress.

Growth mindset: Embracing challenges as opportunities for learning and improvement. Seeing failure as a stepping stone rather than an endpoint.

Critical thinking: Evaluating information objectively, questioning assumptions, and forming independent conclusions.



Emotional regulation: Managing and expressing emotions constructively. This includes coping with stress, frustration, and anxiety in healthy ways.

Resilience: Bouncing back from setbacks, adapting to change, and maintaining a positive outlook despite difficulties.

Developing healthy thinking skills in students from an early age is one of the most pressing issues in psychology and pedagogy. Because rational thought enables one to evaluate and integrate the information being learned. Observation aids in determining the most accurate, efficient, and quick method for comprehending news, concepts, new information, and problem-solving based on the body of knowledge that has been gathered. It is crucial for children to have a healthy way of thinking because it helps them become responsible, independent decision-makers, establish their own opinions, and respond to social events.

In many scientific domains, thinking is a research object. Philosophy is a science that focuses on the relationship between thought and matter, as well as the methods and possibilities of using thought to know (understand) the world. Conversely, formal logic studies the structures of mind (idea, judgment, and conclusion). Thinking's historical growth process is examined from a sociological perspective, taking into account the social structures of different social forms. The study of the brain systems underlying thought is done in the field of physiology. EHM's emphasize both the general and particular facets of people's thought processes as informational processes in the field of cybernetics.

Psychology categorizes thinking into many forms based on the degree of reality generalization, the type of problem solving tool used, the novelty of the item for the subject, and the individual's activity level. When thinking is regarded as an activity, it refers to the process by which an individual solves a task or problem. The parameters of the assignment and the requirements placed before the subject, the nature of the conditions as perceived by humans, the subject's acceptance of these conditions and requirements, and other factors are all closely watched and investigated in this respect.

Here, the task's solution is evaluated in relation to the demands and motivations of the individual; a person's emotional experiences are particularly important in guiding the problem-solving process during thought. The study of psychology takes into account the historical, operational, functional, ontogenetic, phylogenetic, and cognitive facets of thought. The formation and socialization of students receive particular emphasis in the science of pedagogy.



Processes for Fostering Healthy Thinking:

Mindfulness: Paying attention to the present moment without judgment. Techniques like meditation and deep breathing can help students cultivate mindfulness and focus.

Cognitive reframing: Challenging negative thoughts and replacing them with more constructive ones. This involves identifying negative thought patterns and learning to reframe them in a more positive light.

Goal setting: Establishing clear, achievable goals that provide a sense of purpose and direction. Students should break down large goals into smaller, manageable steps.

Problem-solving: Developing strategies for tackling obstacles and finding solutions. Encouraging students to think critically, brainstorm ideas, and seek support when needed.

Emotional intelligence: Recognizing and understanding emotions, both in oneself and others. This includes developing empathy, building healthy relationships, and communicating effectively.

The formation of human thinking, thought processes, the effect of learning activities on the development of human thinking, and the development of logical, critical, creative, and independent thinking have all been the subject of scientific literature and research analysis. With the knowledge at hand, we can understand the notion of "healthy thinking" in the following ways: Analyzing and synthesizing new information is made possible by sound thinking. Observation aids in understanding concepts, ideas, and new information based on the knowledge acquired and helps identify the most precise, efficient, and quick solution to issues. When it comes to independence, responsibility, forming ideas and attitudes, and responding to social events, common sense is crucial in the decision-making process of young people.

References

- 1 Avloniy A. "Turkiy guliston yohud axloq". – T.: "Sharq", 1994 9-17b.
- 2 Abdullayeva Sh.A. O'quvchilarni pedagogik tashxislashda metodlar// Xalq ta'limi, 2014, N3, 40-45 b.
- 3 Adizova T.M. Boshqaruv muloqoti. – T.: «TDPU», 2000y. – 19-20b.
- 4 Samiev, A. DIRECTIONS OF SPIRITUAL AND MORAL EDUCATION OF YOUTH THROUGH HADITHS.



PEDAGOGICAL CLUSTER

JOURNAL OF PEDAGOGICAL DEVELOPMENTS



Website: <https://euroasianjournals.org/index.php/pc/index>

5 Sayfidinovich, S. A. (2023). ABU ABDULLAH MUHAMMAD IBN ISMAIL AL-BUKHARI IS A GREAT MUHADDITH AND THE ENLIGHTENMENT. *World Bulletin of Social Sciences*, 27, 69-73.

6 Sayfidinovich, S. A. (2023). HADITHS ON THE PERSONALITY AND SPIRITUAL AND ETHICAL EDUCATION OF OUR PROPHET MUHAMMAD PBUH. *World Bulletin of Social Sciences*, 24, 68-72.

7 Sayfidinovich, P. S. A. (2022). Examples of Spiritual Enlightenment and Moral Education in the Hadiths. *Czech Journal of Multidisciplinary Innovations*, 3, 14-19