

"METHODODOLOGICAL POSSIBILITIES OF PSYCHOLOGICAL GAMES IN GUIDING CHILDREN TO INDEPENDENT THINKING"

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psychology and educational management.

Relevance and necessity of the research topic. The process of independent thinking in the world is viewed as the product and injection of the opportunities and freedoms that society creates for man. Independent thinking, on the other hand, is a process of personal cognitive activity and is characterized by a direct and integrated reflection of reality. Therefore, independent thinking incorporates interdisciplinary research and complex subjects. Since then, in the field of preschool education organization (MTT), it is considered one of the most important issues on the agenda of teaching children to think independently, cultivating their oral discourse, and engaging them in reading.

Scientific and practical significance of the results of the study.

The scientific significance of the study's results is theoretical and practical approaches to studying the socio-psychological factors of improving the process of independent thinking in preschool-age children, the analysis of views, the imagination, sensitivity, thinking process that stimulates children's independent thinking, the activation and solutions of individual search activities in problematic situations, the implementation of high moral ideals, and their The essence of such aspirations is characterized by a socio-psychological explanation.

The practicality of the study's results is that the results obtained to study the socio-psychological factors of improving the process of independent thinking in preschool-age children can be used to teach lectures at preschool faculties at the OTM, foster-methodologist training centers, in creating programs, textbooks, and methodological applications for educators and methodologists of preschool educational organizations With it.

Introduction of the results of the study. Based on the results obtained to study the socio-psychological factors for improving the process of independent thinking in preschool-age children:

Information on the socio-psychological characteristics of such things as counting the characters of objects in independent thinking in preschool-age children, combining



words and images with adult participation, placing, scaling, and seeking to find the relationships and relationships between some uncertainties and concepts is PM of the Psychology - Learning Scientific Center at the University of Tashkent University of Pedagogy-??? For more information, please contact the Treasurer's Office by writing to the address noted above or by telephoning (718-??) 560 - 7500. As a result, there has been an increase in the knowledge, understanding, and perception of the socio-psychological characteristics of independent thinking in school-age children; Socio-psychological, such as integrative thinking, analysis, synthesis, comparison, classification, analogue, integration, ability to combine words and images in mental activity, independence in thinking, the ability to create new images and methods of action, the brightness of imagination, and constant interest in experimental work Information on factors is pm of the Center for Psychology and Education at the University of Tashkent University of Pedagogy-??? For more information, please contact the Treasurer's Office by writing to the address noted above or by telephoning (718-??) 560 - 7500. As a result, the formation of knowledge, understanding, and perceptions of socio-psychological factors has also been achieved by practicing psychologists that affect the formation of the process of independent thinking of school-age children;

Information about internal socio-psychological factors, such as enabling the freedom of child thinking in improving the process of independent thinking in preschool-age children, facilitating the manifestation of independent thinking in children's self-expression, and demonstrating need-based innovations based on need based on self-implementation, according to the uniqueness of external, personality, Tashkent State Psychology at the University of Pedagogy - PM of the Academic Science Center-??? For more information, please contact the Treasurer's Office by writing to the address noted above or by telephoning (718-??) 560 - 7500. As a result, there has been an increase in the knowledge, understanding, and perceptions of practicing psychologists to improve the process of independent thinking in preschool children; Independent thinking activities in the development of knowledge of the environment in preschool-age children - manifestations in the right hemisphere of the cerebral cortex, closely related to visual, synthetic thinking style, **individual psychological** (e.g. divergent thinking or intelligence), motivational, cognitive activity, creativity and mentality News on psychological mechanisms for the impact of components on the development of components PM of the Center for Psychology and Learning at the University of Tashkent University of Pedagogy-??? For more information, please contact the Treasurer's Office by writing to the address noted above or by



telephoning (718-??) 560 - 7500. As a result, practical psychologists have developed understanding and understanding of the role and importance of thinking in the hierarchy of independent thinking in learning about the environment of school-age children.

Aprobation of the results of the study. The results of the dissertation were presented and implemented in the form of lectures at 3 international and 5 republican scientific conferences.

The fact that the results of the study were published. A total of 20 scientific papers on the subject of the dissertation have been published, 6 articles, including 4 in foreign journals and 2 in scientific journals recommended for publication of the main scientific results of dissertations of the Higher Attestation Commission of the Republic of Uzbekistan.

Structure and size of the dissertation.The certificate consists of input, three chapters, nine paragraphs, a summary, a list of available publications, and attachments. The volume of the certificate is 140 pages.

THE MAIN CONTENT OF THE DISSERTATION

Information on the scientific novelty, theoretical and practical significance of the results obtained in the study, their implementation in practice, the publication in scientific publications, and the structure of dissertation work, indicating that the study is consistent with the most advanced approaches to the development of science and technology in the Republic of Uzbekistan quoted. The first chapter of the dissertation, entitled "The problem of developing an independent thinking process in preschool-age children, is a work of socio-psychological research," provides a theoretical analysis of many studies devoted to studying innovative mechanisms for developing the independent thinking process in children.

In an analysis of the theoretical and methodological foundations of the study, first of all, our country's psychologists and pedagogical scientists, M.G.Davletshin, E. G. Goziev, G. B.Shoumarov, V.M.Karimova, R.I.Sunatova, Z.T.Nishonova S.A.Axunjanova, SH.A.Dostmuhamedova, S.X.Jalilova B.R.Adizov, O.Xasanoeva, U.Nishonliev, G.A.Berdaliev, O.Musurmonova, D.D.Muradova, SH. In his research, T.Boltaeva, N.X.Nosirova, Sh.J.Bekova outlined the role and importance of psychological knowledge in organizing education.



Today, teaching school-age children to think independently in the preschool education system is a pressing social and methodological problem. Through independent thinking, a person determines the views, concepts, philosophies, conclusions drawn by mankind, and how accurate or inaccurate the decisions made are in the study of the world's secrets. Our study revealed in our study that the relationship between things and events, the properties, the mechanisms of activity of the tools that connect or distinguish them should be taught from a preschool age. The second chapter of the dissertation, entitled "Social and psychological factors for teaching children to think independently in preschool educational organizations," reads: To organize the use of fairy tales, stories, poems, stories, and photographs in the above-mentioned way as the basis for the methodology of directing school-age children to think independently the importance of psychological games.

This phase of experimental research redesigns and integrates the results of psychological experimentation; the study involves clarifying the general circumstances of the hypothesis.

The formalization phase of the study took place in the conditions of an experimental laboratory of child creativity. The psychological conditions for improving the efficiency of socialization processes in eldT conditions were outlined in the previous paragraph. The effectiveness of the psychological conditions formed by us can be found in the results obtained during the experimental work. According to the three main criteria allocated, the dynamics of the socialization process were observed.

In the final phase of the experiment, intermediate control was conducted in experimental group No. 1 (EG-1) to determine the level of formation of the first criterion for socialization—the development of emotional and value orientations. The results from this range are reflected in Table 12.

From the first results, you can learn about changes in the level of formation of value orientations in children in the experimental group. Thus, the number of children at the socio-acceptable level in experimental groups has increased sharply, and the number of children with social failure levels has decreased according to this criterion. Not very significant changes were observed in the control group, only three children showed high scores.

CONCLUSION

1. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.



2. Methods of education that encourage children to think independently in the course of increasing communication - such as conversation, problematic, Christian, research, comparison, inductive, deductive, story, creative exercise, explanation, literary reading, asking questions, giving instructions, small lectures; To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

3. Unless otherwise indicated, Scripture quotations are from the modern-day New World Translation of the Holy Scriptures., published by Jehovah's Witnesses. This can be seen in the early stages of education when a child spends a lot of time carrying out assignments, abusing himself mentally and spiritually in the process, achieving little results by working hard, etc.

4. Our research revealed the methodological possibilities of psychological games in teaching school-age children to think independently, such as helping children to strengthen their knowledge of the environment, teaching them how to apply their personal experience and knowledge in the classroom, developing their ability to think independently, their artistic abilities, and directing them to practice the knowledge gained.

5. Promoting family cooperation in the MCT has a positive impact on the socialization of children in preschool educational organizations and the development of their ability to think independently. Therefore, it is intended to improve the process of independent thinking in preschool-age children by using modern forms of interaction between MTT and families.

6. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. It is reflected in their time: asking questions, presenting them, exhibiting, experimenting, practical, mental actions, using a number of methods, such as studying the issue, assigning assignments, guiding, and drawing conclusions, serves as a guarantee of effectiveness in this process.

7. Preschool education in their organizations to think children independently the problem of the teaching system Analysis of psychological and pedagogical literature and scientific research shows that in the preschool education system, the pedagogical conditions and stages of improving and implementing the methodology of teaching children to think independently have not been studied in detail.



The results of the research allowed preschool educational organizations to develop the following scientific and practical recommendations for improving the methodology of teaching children to think independently in communication exercises:

1. Up to the end of the school year, educational organizations should focus practically and methodologically on teaching children to think independently in communication exercises to improve the methodology of teaching them to think independently, and creativity should help to expand the scope of opportunities for teachers to work on a competent approach.
2. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.
3. In teaching school-age children to think independently, it is necessary to select and improve didactic materials, taking into account their young and intellectual abilities;
4. It is intended to create a methodological manual entitled "Psychology of Technologies to Teach School-Age Children to Think Independently" in order to equip school-teachers with technologies related to independent thinking.
5. **"Look – think - think" method.** It is better to use it in a daily family environment, and not in a garden, because the best things in the study take place in natural conditions. This is to develop curiosity and observational abilities.

Use literature

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