

Development of Visual-Moving Thinking of Students

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Abstract: this article reflects on the development of visual-action thinking by readers. At the same time, the defining feature of the form of thinking, the inherent advantage of visual-moving thinking are illuminated.

Keywords: visual-moving thinking, reactions, form of thinking, goal, goal formation.

Introduction.

A study of the methods of initial identification of small school-age children with new objects showed that with age, the nature of the orientation-research activity changes: orientation-research reactions diverge from executive reactions, and verification methods are formed that correspond to the characteristics of objects. Children move from tactile to observational orientation; as a result, different types of orientations become more interconnected and complementary, which affects the nature of children's perceptions of the subject.

However, not only the guiding-research part of the movement, but also the performance part of the movement requires special attention and careful study: "... just as it is not possible to understand the performance part of a movement without analyzing the direction part of the movement, nor can the direction-Research Part be understood without analyzing the performance part of the movement".

N. N. Under the leadership of Poddyakov, a number of experimental works were carried out in small schoolchildren, which showed their success in directing children in subject reality using models and schemes in the formation of children's perceptions about the properties of the soil (loose, hard, enveloping, etc.), using practical changes in objects to form ideas about mechanical connections that occur during the rotational movement of objects.

Materials.

Thus, the defining feature of the form of thinking in question is its direct, effective connection with the surrounding subject world. Visual-action thinking will be "directly related to a certain practical situation in which an action is constantly being performed", and this situation should come out as a problematic situation involving something unknown to the child, that is, in the form of a task.

In visual-action thinking, the decision-making process can be introduced directly in a certain practical process of action, when the decision-maker makes a real change in the situation. In this, practical action consistently implements each stage of the task solution and provides an opportunity for the child to visually perceive the results of changing the situation; as a result, a direct basis is created for the further course of the thinking process. In this case, thinking acquires a "step-by-step" process Tabat, which gradually brings a person closer to the goal (solving the matter, determining the unknown). "The practical action itself partially replaces the thinking operation of anticipating and timely accounting of all changes arising from the previous

stages of solving the issue in a problem situation".

It is this aspect that is the inherent advantage of visual-moving thinking, which provides "continuous control over the course of thought", which "... knowing creates very favorable conditions for immediate verification and self-examination of each "step" of the process.

Research and methods.

Thus, in visual-action thinking, practical methods of transforming an object (objects) play a special role, during which the child can identify their hidden, important properties and connections. These techniques represent the most important component of visual-action thinking.

The variations used to distinguish the internal properties and relationships of objects are diverse (e.g. morphological, functional changes).

Practical actions are distinguished by some authors into execution and test actions; a characteristic feature of which is the child's willingness to obtain a double result that is consistent with and does not correspond to the specified result. Test actions are considered important for detecting hidden, internal connections of the studied objects and analyzing the results obtained. It is these actions that form the basis of research activities. In exploratory activities "... a special aspect of the perception of reality opens up to the child: as the content of his thinking activity, a specific sphere of objects and relationships comes out... Are such objects-its own actions and their results (both subject and thinking), are the relationships and relationships between these results themselves and the given result".

It seems very promising to specially teach small school students "generalized methods of using practical test actions to identify hidden properties and connections of objects, methods of "extended experience", as well as the ability to extract useful information from mistakes made. All of the above makes it possible to consider visual-moving thinking as a much more complex form of research activity".

Based on the results of a large number of experimental studies as well as theoretical analysis data, N. N. Poddyakov proposed to distinguish between two types of visual-moving thinking. Noting that such a distinction is "to some extent a theoretical abstraction" and that in real reality both types are intimately affected and transferred to each other, gives them the following definition.

"The first type of visual-action thinking is characterized by the orientation towards the knowledge of the object without the aim of achieving a certain practical effect. This type of thinking is revealed as an "impartial" cognitive activity, which is largely determined by the properties of the object being studied. The main aspect of this type of thinking is the subordination of all practical actions to the task of cognition".

"The second type of visual-action thinking is characterized by the orientation of an object towards solving a certain practical task, which consists of changing from an existing state to a fixed one. Knowledge of this object is necessary only in communications that are directly related to the solution of the practical task. Knowing efforts... it is here that practical activity is introduced and served". Consequently, the child distinguishes and records in the object communication and relationships that can only provide a solution to the practical task set before him.

It is considered to be the basis for distinguishing between two types of visual-action thinking, as well as the nature of external material actions that make a practical change in the situation. Analysis of the direction of research activity makes it possible to distinguish between two groups of practical actions that carry out one type or another of visual-action thinking. The first group includes "actions aimed at changing the object in order to obtain the effect of cognition", the second group "actions aimed at changing the object in order to achieve a certain practical effect".

Results.

The first group of movements, in turn, is divided into two groups:

a) actions that serve the second type of visual-moving thinking as well as those related to changing the object in order to know the properties of the object necessary to achieve the specified practical result;

b) actions that serve the first type of visual-moving thinking and are associated with changing the object in order to know the properties of the object without the aim of achieving the specified practical result.

N. N. Poddyakov's idea of the possibility of further studying it with a distinction between two specific types within visual-action thinking, while undoubtedly promising, does not yet have experimental development. It is for this reason that the study of two types of visual-moving thinking of preschool children with a special purpose, the study of the structural features of each type, the possibility of their transition to a higher level of thinking development (for example, visual-visual, etc.), seems relevant.

N. N. Distinguished by Poddyakov "...the main criterion for distinguishing between the two types of visual-moving thinking – the orientation of the child's research activity – in our opinion, another principle that records the characteristics of the internal structure of a particular type of thinking – can be supplemented by a mechanism for the formation of a goal."

Discussion.

Indeed, the first type of visual-action thinking develops as an independent ("impartial") cognitive activity, including the goal of cognition which is determined independently by the child. The nature of goal formation in this type of thinking can serve as an analogue of goal formation in "random" training.

The second type of visual-moving thinking develops in the context of a specific practical task; in this case, the process of cognition is determined by the goal given to the child from the outside. Accordingly, goal formation can also serve as a model of goal formation (acceptance and retention of goals) in specially organized training here.

Thus, an experimental study of two types of visual-moving thinking in students of a small school age allows us to combine both the analysis of the genesis of the initial form of thinking and the analysis of the processes of goal formation.

The final result of any cognitive activity is a new experience, which, in a broad sense, includes new knowledge, methods of action, etc. is understood as.

However, the new experience can be acquired by the student both in a specially organized educational process, that is, in targeted teaching, and in a "per se" educational process. In the first type of visual-action thinking, the student's cognitive activity is not specially organized by adults, and from the outside there is no set goal. Such situations can serve as a model of "spontaneous" learning, since their psychological structure will be the same.

Any, including visual-action thinking, is independent and to some extent effective, since the methods of solving it in each issue are usually not clear. In addition, external signs, conditions of the task, etc. it cannot be open to the child in advance and completely, so direct and direct knowledge cannot determine the activity.

Conclusion.

Thus, visual-moving thinking is the result of linking objects, images or concepts, and this result can be reflected directly in the form of a problem situation, either in the form of a concept, or in the form of a conclusion arising from a series of successive step assignments. The thinking of a junior student differs from the thinking of people of a different age in that all these actions are carried out through a system of actions. Appropriate rules as well as the use of symbols in the

links between them will only ease the process of kzrgazmali-moving thinking and their binding actions. It is quite convenient to work with characters compared to working with the images of the subject or intuition. Knowing how to use characters (symbols) gives the reader a huge advantage and opportunities over the animal world adapted to the surrounding world.

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