

CHARACTERISTICS OF STUDENTS DEMONSTRATE THE LEVEL OF INDEPENDENT THINKING

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Annotation. *This article provides information about the importance of demonstrating students' level of independent thinking and the advantages of using specific research methods and indicators. The article discusses the concept of independent thinking and its role in shaping an individual's personality. It presents the views of psychologists and educators at various levels and scales, based on their respective goals. The article also explores how students' worldviews and thinking are formed through their educational activities, in ensuring the intellectual and spiritual maturity of the younger generation, their independent thinking, their conscious attitude towards the social system, the process of independent creative work, the tasks that systematize the educational goal in pedagogical activity, the ability of students to think independently, the ability to rationally organize and effectively manage independent education, and the consistent strengthening of skills are considered.*

Key words: *self-study, open online courses, distance learning, foreign experience, certificate, resource, psyche, level of readiness, search for a solution, reasoning, logical thinking, differentiation, thinking, biological, learning disabilities.*

The demonstration of levels of independent thinking during the student period is unique, and its study presupposes the creation of necessary conditions for an objective assessment of the phenomenon under investigation. Thus, according to G.V.Gavrishin, the intellectual development and intellectual maturity of the individual are considered. These characteristics are characterized by the manifestation of intensive development rates in young people, typically corresponding to the school period. The psychological content of the student period is linked to the rapid development of self-awareness and intellectual maturity. The dynamics of independent thinking development during the student period, and especially in the initial years of study, depend on a number of conditions. One of them is the peculiarities of communication with certain people, which have a certain impact on personal self-identification. In this regard, students sincerely strive for self-improvement in order to realize their potential. [1.2]

According to R.I.Baboshkin, A.Khvostov, and others, abstract and logical thinking in the formation of psychological processes during the student period is both fundamental and critical. Creative thinking is characteristic of this period. Students have the opportunity to master, generalize, and summarize methods of scientific knowledge, explain the causes and consequences of events, prove their views, and argue their opinions. [2.60] The scope of knowledge will also be differentiated, broad and voluntary. Furthermore, the differentiation

of interests in education, the concentration of intellectual labor in an interesting field, influences the development of certain individual thinking characteristics. Therefore, students who are inclined to engage in creativity can demonstrate their thinking skills. [3.4]

R.T. Semenov's research on the issue of youth characteristics in the development of talent, in particular, dedicated to the development of talent, differs from the description of two sensitive periods of development: the period of school age; the period of professional education. [4.205]

Analysis of these periods allows us to consider not only situational characteristics under the influence of relevant conditions, but also the fact that the content characteristics of talent are deeply formed and developed, allowing for the formation of a conclusion. Furthermore, the author emphasizes that among the main characteristics of such an environment are the richness of the content of the topic-information, the presence of a high level of uncertainty and creative patterns. Moreover, the influence of these features largely depends on the nature of the resource.

First, let's analyze the preliminary results obtained using the "Methodology for Determining Intelligence Types" developed by G. Gardner. We have analyzed this methodology from a gender perspective. The level of thinking in a person directly depends on their intellectual abilities. [5.223]

To assess the level of students' independent thinking, it is necessary to use the possibilities of G. Gardner's "Methodology for Identifying Types of Intelligence." Now let's turn to an analysis of the results of this method. Boys had the highest "logical and mathematical intelligence" (26.2%), while girls had the highest "linguistic (oral) intelligence" (25.1%). As can be seen from this, the predominance of mental movements in the appearance of boys is insufficient to rely on thinking when making judgments, taking each situation seriously. [6.180]

Furthermore, it can be seen that they have thoroughly developed mathematical knowledge and the ability to objectively assess each situation. [7.140] Girls can easily and skillfully navigate situations, and they can easily resolve situations.

At the same time, the approach of girls to boys, as well as the awareness of the secrets of communication, can be a factor in the good development of this ability. This can be seen from the fact that the ability to "language (oral) intelligence" ranks lowest among boys (23%). This may be due to the fact that boys have a predominance of logical thinking over blind ones, and they analyze the situation based on real situations. The ability of girls to "logical and mathematical intelligence" (14.3%) compared to boys yielded the lowest result, while girls experienced difficulties in making constant and correct decisions in problematic situations, as well as social expectations. [8.730] So, in order to develop students' levels of independent thinking, it is first necessary to formulate factors that influence them.

Specifically, in this issue, due to the fact that we focus on these characteristics separately for students, it is necessary to emphasize that the individual has a perfect social presence based on the interdependence of biological, social, and individual characteristics over a long period of time. Our empirical analysis has shown that the development of

students' levels of independent thinking in most cases can be related to and dependent on the effectiveness of thinking. [9.16]

The factor "Creative Attitude to the Profession" is insufficient in the formation of students' levels of independent thinking (boys 12.4% (1-2 years) n=105, girls 12.0% (1-2 years) n=100, boys 12.4% (3-4 years) n=90 (boys 12.4% (3-4 years) n=75), girls 12.0% (3-4 years) n=100). Therefore, students' independence, their creative approach to each process, in some cases, leads to a lack of attention to rules, a tendency to make independent decisions, as well as the development of humor skills. [10.43]

At this point, due to the insufficient development of "originality" among students, they are experiencing difficulties in making original judgments. This is reflected in their incorrect understanding of behavior and related actions, incompetence in atypical situations, inability to pay special attention to verbal information in communication, and poor perception of the interlocutor's intentions. [11.4] To objectively determine the value component of independent thinking levels, a questionnaire for diagnosing an individual's social values was selected. It is known that this method involves ranking the values of the respondents being studied. Traditional values reflecting established norms and goals of life in society, as well as modern values aimed at development and innovation, are also distinguished. [12.3]

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