

§2.9. CRITERIA, INDICATORS AND LEVELS OF DEVELOPMENT OF THE CULTURE OF INDEPENDENT THINKING OF FUTURE TEACHERS

When creating a system of criteria for the culture of independent thinking of the future specialist, the objective aspects of the results of the activity and the performance criteria and indicators reflecting the subjective attitude of the person to the activity were taken into account. In this case, indicators in the system of criteria should be interconnected in such a way that they include criteria that are more general than themselves and can serve as a basis. In other words, if the general goal of the activity determines the parts that make up its specific goals, then the criteria of different hierarchical levels also form a "tree of criteria": the criteria of the lower levels derive from the criteria of the higher levels.

The motives-criterion of the culture of independent thinking includes the system of goals and directions of the future specialist and determines his moral-practical attitude towards himself, educational and professional activities.

The individual-personal component of the motivational-value criterion includes the desire to engage in mental activity and demonstrate intellectual activity, the need to think, ask questions and discuss various methods of developing educational skills in training, can develop comprehensively and improve one's intellect as a result of reading.

The professional-knowledge component of the motivational-value criterion implies the following: awareness of the chosen profession (profession benefits the state, is highly valued in society, meets my abilities and interests; develops independent thinking activity, expands worldview, guarantees financial support, interesting and stable work allows to have, to understand the importance of acquired knowledge for one's future, to prepare for professional activities as best as possible.

The pedagogical content of the social component of the motivational-value criterion is the realization of the social importance of the chosen profession and the formation of moral responsibility for the results of professional activity, the formation of a value system compatible with moral values and standards, striving to develop spiritual needs, interests, knowing professional ethics and striving to comply with it in one's work, spiritual culture and the pursuit of morality, broad human erudition, the unity of knowledge, status and demands placed on oneself and others, the desire to cooperate with one's comrades, understanding the need to exchange and help one's thoughts in solving life and service tasks, to study, to help one's comrade in difficult times consists of

The historical-cognitive component of the motivational-value criterion determines the presence of personal interest in studying historical and pedagogical-historical sciences, activity during history classes, the ability to convince one's own point of view, analytical orientation of thought and the ability to adequately evaluate oneself.

The culture of independent thinking of the future specialist is the result of the activity of knowing the informative criterion, characterized by the volume of knowledge and will be the basis of the direction of the future professional activity.

The individual-person component of the cognitive-informational criterion includes knowledge about the culture of independent thinking, the main types, forms, methods and methods of thought, knowledge about the laws and principles of cognition, basic psychological processes that help develop intellectual abilities (attention, perception, thought, memory), activity is the development of a person; awareness of personal qualities of thought (depth, independence, speed, flexibility, criticality, etc.); the ability to set a goal; includes the ability to independently establish the relationship between the motive (tendency) and the goal, self-control and self-discipline.

The professional-knowledge component of the cognitive-informational criterion includes the following: the existence of a stock of knowledge, their systematicity; use of new methods of acquiring knowledge, ability to solve problems creatively, to find a way in new conditions, to be responsible for one's task.

The social component of the cognitive-informative criterion includes comprehensive knowledge about the world, the complex of "cultures" in the cognitive and practical activity of a person, such as the culture of finding a place in life, educational and professional, political, civil, historical and legal cultures, spiritual, artistic, physical, as well as refers to the manifestation of cultures of human relations.

According to the operational-activity criterion of the development of the culture of independent thinking, the future specialist should develop the following skills and abilities: the organization of mental activity, the acquisition of the culture of receiving, collecting and assimilating information (attention, acceptance work, memory, reading culture); mastering the culture of information development, basic thought operations (analysis, synthesis, abstraction, clarification, induction, deduction, classification (from particular to general or from general to particular, generalization, systematization), mastering the culture of information transfer, mastering dialectical and logical consistent independent thinking.

The evaluative-reflexive criterion of the culture of independent thinking of the future specialist is to understand and understand the meaning of the students' actions, methods and methods in their educational activities. A student should be able to analyze and self-evaluate his intellectual activities, to determine the meaning of his intellectual activity, to be able to combine the obtained results with the set goals, to understand the methods and methods used in intellectual activity, to analyze and understand the result obtained in the thought process. The ability to self-assess and control in the process of knowledge and practical activity, the ability to predict the development of one's own motivation, intellectual, emotional-volitional characteristics in the chosen professional activity, the ability to make decisions and choose, the readiness to take responsibility for one's choice, in the chosen field of professional activity the ability to understand the results of self-development and the ability to identify alternative options for changing it when necessary indicates that the professional-cognitive component of the evaluative-reflexive criterion has been formed in general.

The culture of independent thinking of the future specialist depends to a large extent on the formation of his emotional-volitional stability, which ensures self-education of his activity and emotional state. In this regard, it is appropriate to distinguish the emotional-volitional criterion, which is represented by these indicators:

the formation of socio-ethical feelings (honesty, a sense of duty to society for the results of one's work, responsibility, going beyond one's word, sticking to one principle and being demanding; love for one's friends, the people around, one's chosen profession, interest in the success of personal and team activities);

the formation of emotional and psychological feelings (justice, benevolence, mutual concern, sympathy, trust, kindness, conscience, duty, pride, personal dignity, altruism, benevolence, humanity; emotional acceptance of the aesthetics of the environment, spiritual and cultural values;

formation of volitional qualities (initiative, courage, independence, courage, courage, goal-setting, determination, self-control, persistence, diligence, demandingness, discipline);

self-confidence in achieving the set goals;

voluntary self-control (attention, perception, imagination, speech).

As a result of the determination of criteria and indicators in our study, four levels of manifestation of the culture of independent thinking of the future specialist in the

process of general professional training at the higher educational institution were determined.

The first level of the student's culture of independent thinking is the presence of an internal motive (inclination) as a goal to be manifested at a high level, a steady desire to obtain higher education, to know new information about science and technology, readiness to acquire independent knowledge and improve professional culture, a personal valuable position in relation to the culture of society. a high level of formation, the desire to know the historical past of the Motherland, deep and systematic knowledge of general professional sciences, the ability to distinguish inter-disciplinary and intra-disciplinary connections, conscious mastery of mental operations, confidence in proving true opinions and the ability to reject false opinions, conscious transfer of thinking styles to other topics, highly cultured oral speech, attractiveness of speech tools, ability to communicate, effective assimilation of educational material in behavior, stable manifestation of spiritual qualities in social communicative and professional-creative attitude, high level of activity and self-control in social behavior and professional activity, It is characterized by the ability to self-analyze, self-assess and self-discipline, readiness to think independently in non-standard situations.

Pedagogical assessment of students' achievement of the second level of the development of independent thinking culture is stable positive motivation, awareness of self-development and striving for it, orientation towards sufficiently expressed professional culture, striving to become a competent (capable) specialist, raising one's own level through independent education, professional activities personal pursuit of socio-cultural norms and values of the society, conscious attitude to the history of Uzbekistan, adequate acquisition of general professional knowledge and studies, conscious use of the rules and methods of thought activity; the ability to find various connections and connections between the studied subjects under certain support; the superiority of the culture of written speech over the culture of oral speech, lack of strict consistency in independent training, sufficient manifestation of moral qualities in communication with other people, in professional activities; find your place in the profession and the ability to organize, self-analysis, self-evaluation and self-regulation; determined by the ability to show self-restraint and courage in performing assigned tasks. The following signs are typical for the third - permissible (permissible) level of manifestation of the culture of independent thinking of the future specialist: stability, positive interests, personal position inadequate to the socio-cultural norms and values of the society in education; episodic interest in historical events, evidence, events; that the level of acquired knowledge is not always fully compatible with readiness for general professional activity; ability to prove uncomplicated rules; develop ideas by analogy; insufficient clarity, clarity and intelligibility of oral speech; that culture is not always adequately manifested in interaction with individuals; self-analysis, self-evaluation and upbringing of a person with interaction in society at the permissible level of self-education.

The fourth - signs of the manifestation of the culture of independent thinking at a low level are as follows: motives and need for knowledge are not enough, they are manifested depending on the situation; lack of stable motivation in steadily mastering the chosen profession; loosely expressed need for professional culture; acceptance of socio-cultural norms and values superficially, in name only (in words, but not in practice); low level of interest in historical events, events; Passive (slow) attitude to the history of the homeland; insufficient acquisition of general professional knowledge, inability to distinguish interdisciplinary relations; involuntary acquisition of thought operations, lack of accuracy, consistency, proof; low level of communication culture; lack of structure of oral and written speech; manifestation of spiritual qualities in personal behavior and

communication with other persons, in professional conditions; sometimes self-correcting (depending on personal preferences, discoveries); lack of effort to eliminate shortcomings; look for support from others; lack of self-confidence; inability to perform duties and responsibilities in conditions of external influence.

The criteria, indicators and levels of the manifestation of the culture of independent thinking in the future specialists during the study of general professional subjects, described in this paragraph, became the basis for the test part of our research.

Modern development has reached such a level of informational development that the speed of such cultural changes requires the ability of a person to receive a large amount of information in a very short period of time, to master new methods of activity, and to find solutions to professional and social problems in a timely manner. Systemic changes in the socio-economic, spiritual-ethical and information-communication spheres of the life of our republic are seriously changing the life of a person and require him to understand and understand these changes.

According to psychologists, the concept of independent thinking is complex and complex. In its essence, every thought is creative, the product of a lower or a higher level. Each idea is a search and creation of innovation, an independent effort to popularize it.

All this has a direct impact on a person's attitude to the world and his personality, changes his life culture in general and, in particular, his professional culture. A person is faced with the need to reassess his life requirements, change his perspective on events, return to the habitual way of thinking and skills in his professional activities. In order to achieve effective results and personal success in the current environment, the qualities of "practical thought", such as quick decision-making and responsibility for certain time frames, and accurate selection of means to achieve the goal, are the most important factors. Multicultural level, broad worldview, information ownership and awareness increase a person's ability to properly analyze and evaluate the real world as a person, allow him to think about the changes taking place in it and independently solve the problems that arise.

The concept of independent thinking and the issue of the culture of independent thinking have always attracted great interest among philosophers, psychologists, and pedagogues. However, it should be noted that until now no scientific concept has been developed that fully expresses the essence of the culture of independent thinking and fully embodies its features. Formation of independent thinking culture of young people studying in continuous education system and higher education institutions is one of the urgent problems waiting to be solved.

The mature scientists of their time, Aristotle, Plato, Socrates, Abu Nasr Farobi, M. Zamakshari, Alisher Navoi, paid special attention to the influence of the teacher on the intelligence of the students, teaching them to think independently, and the high perfection of the teacher-student relationship.

Especially today Drapeau Patty (USA), L.Vygotsky, V.Davidov from world and Russian scientists, B.Adizov, N.Sayidahmedov, Q.Husanboeva, E.G'oziev, B.Kh.Rahimov, Z.Nishonova, J.Musaev in Uzbek pedagogy. In the studies of V.M. Karimova, B. Khadjaev and many other scientists, there are reasonable opinions reflecting the evolution of the concept of independent thinking, its importance in the development of a free, creative personality, and the methods of forming independent thinking skills.

Ancient philosophers believed that acquiring the culture of independent thinking is the basis of knowledge of the universe. For example, Socrates used appropriate questioning and the ability to answer them as a way to help generate ideas.

Plato considered it more important to have the ability to go from the general to the particular and from the particular to the general. Aristotle was the first to show that

thinking is also the philosophical basis of knowing existence. Also, the thinker showed appropriate stages of scientific knowledge.

The emergence of the concept of a culture of independent thinking dates back to the first millennium BC. In ancient Greece, in the conditions of democratic governance, the ability to debate, to convince others of one's views, to see their relationship in things and events, and to create new ideas was of great importance. At that time, there was also a sharp competition in terms of imagination: each sage and the representatives of his school believed in the correctness of their imaginations, knowing their opinions as the truth in knowing the world. They did not accept the opinion of others. They regularly used the method of finding conflicts of opinion in obtaining opinions.

Ancient Greek philosophers, who greatly contributed to the culture of independent thinking, tried to prove formal considerations based on the external aspects of the matter in arguments or proofs with logical views. Plato and Aristotle, connecting the issue of worldview with the culture of independent thinking, defined it as follows: "The right thought reflects the original structure of the world, which is integrated with the universe, that is, the whole existence. Such an idea should not lead to contradictions, because the knowledge of wisdom - knowledge of the structure of the universe is free of contradictions. Correspondingly, the knowledge that is the result of such harmonious whole and integral independent thinking is the truth, and any other imaginations are false.

The phenomenon of human thinking is determined on the basis of the development of socio-historical, natural-geographical, religious-ethnic and other factors of life activity. For example, among the Chinese, a set of certain spiritual qualities of mind and moral duty are considered as a whole. Since ancient times in China, the thoughts and views of an individual were considered the basis of the spiritual life of the society and the driving force of the country's development.

In the Islamic culture, the height of the individual's consciousness and thinking also shows the level of his spiritual development. Models of understanding the world were created in medieval Islamic philosophy in the form of Renaissance thinkers Abu Nasr Farabi and Abu Ali ibn Sina. These thinkers relied on Aristotle's philosophical teaching to explain the truths of the world, while giving a high value to the services of Plato among the ancient philosophers. The main aspect of their philosophical views on the universe is manifested in the recognition of the unity of existence, the beginninglessness and eternity of the universe, its obedience to the laws of natural existence.

Development of natural sciences in Islamic philosophy, conducting scientific research and establishing a worldview; approach the human mind as the main measure of truth; leading to the recognition of logic as a reliable measure of finding the truth about the phenomena of the world.

In the history of social development, different approaches to human knowledge of the environment are known. The fact that these approaches are in a dominant position at a certain time determines the direction of the educational process and educational content.

Muhammad al-Khorazmi (9th century), who made a great contribution to the development of the theory of knowledge, was the first to show the movements of cosmic objects and the location of points on the earth, the movement of the moon and the sun, the daily movement of the planets in the form of a table, and scientifically substantiate the methods of experiment and observation. Alloma also developed the principle of unity; determined the essence of induction and deduction, created an algorithmic method of solving problems.

The process of solving these scientific problems requires the acquisition of a culture of independent thinking.

Arab scientist Al-Kindi (9th century), who put forward the three-level idea of scientific knowledge, divides human knowledge into a) intuitive and b) rational knowledge. The subject and object of perception are all physical and material things. According to Al-Kindi, perception provides important material for the mind. Allama believes that only the mind is capable of acquiring true knowledge and understanding of the external world.

Abu Nasr Farabi (10th century) defined the essence of Al-Kindi's ideas. A person who wants to know something should first of all study its known state and then use what he has learned to acquire knowledge that needs to be mastered. Allama gave the classification of the sciences of his time. Also, he developed concrete recommendations on the organization of cognitive activities. According to Farabi, in order to be a good theoretician, regardless of the discipline, one should follow the following three conditions:

- 1) good knowledge of all principles underlying science;
- 2) draw the necessary conclusion based on this principle and information, that is, know the rules of independent reasoning;
- 3) prove theoretical knowledge and analyze the opinions of other scientists. In the theory of knowledge of Abu Ali ibn Sina, the doctrine of reason occupies a special place. He divides the concept of reason into a) reasons that are understood based on clear perception and b) reasons that are understood based on the analysis of hidden situations, and believes that the essence of the phenomenon can be understood by determining the reasons for its occurrence. Allama defined this epistemological rule based on his medical practice, observing diseases according to their symptoms and the effects of drugs.

According to Abu Rayhan Beruni, a person increases his knowledge in order to be able to distinguish between the natural, the visible and the impossible, to pay special attention to new knowledge, and to understand the need for scientific understanding of cause-and-effect relationships. According to the opinion expressed by people about the state of reasoning, it is necessary to study and know everything clearly, carefully, and then come to a conclusion.

Uzbek educator Abdulla Avloni understands the scope of education in a broad sense. It does not limit it to only morality. He emphasizes that he should take care of the child's health first of all. According to Avloni, it is necessary to educate the body in order to have a healthy mind, good morals, and knowledge. "A healthy and strong body is the most necessary thing for a person. Because in order to study, teach, learn and teach, a person needs a strong, disease-free body. Abdulla Avloni addresses the parents in the matter of physical education to raise the child healthy, and pays special attention to the activities of the teachers in the mental upbringing of the child. Cultivating the ability to think in children and regularly engaging in this education is an absolutely necessary and sacred task. Therefore, it is a sacred duty of teachers "based on their attention, entrusted to their conscience... Because the strength, ornamentation, breadth of thought depends on the education of the teacher". At the same time, the author emphasizes that education and training are inextricably linked: "Even if there is a slight difference between education and training, the two are inseparable, one's body is like a soul and a body enriched by one." According to Abdulla Avloni, a person is the glory and honor of the whole existence. Man is superior to all creatures in the universe in his beauty and complexity. All creation must serve man, for man is its owner. Because man has a mind. With the help of this mind, he acquires knowledge, through knowledge he rules the world.:

"Mind," says Avloni, "is the most perfect and the only god of people, it is the work of the soul, the initiator of the mind." ...he separated man from animals with words and intellect. But a person is protected from the harm and oppression that comes to him in the shadow of his mind and understanding. It is the mind of the people who captured the

animals on earth, tied them around their necks, and put the ends of their ropes in their hands. Avloni gives such a high value to a person and his mind. "Science is the means, life, and salvation of people. If the hand of your mind holds the reins of your ego, you will avoid entering the bad roads. If there is a lot of everything, the price is cheap, but the more the mind is under the shadow of knowledge and experience, the more expensive it is." The book "Turkish Gulistan or Ethics" promotes the ideas of enlightenment. Abdulla Awlani says about knowledge in the book: "Knowledge is the honor of the world and the honor of the hereafter." Knowledge is a very high and sacred virtue for man. Because knowledge shows us our condition and behavior like a mirror. To sharpen our mind and thoughts like a sword, ... A person without knowledge is like a tree without fruit... ". Avloni spoke not of science in general, but of its practical and vital benefits and said, "Save us from ignorance and darkness." Culture brings humanity to the world of enlightenment, deters them from bad deeds and bad deeds, makes them possess good manners and manners... After all, our whole life, health, happiness, wealth, life, care, enthusiasm, world and hereafter depend on knowledge."

According to the figurative expression of the writer, knowledge is like the kernel inside an almond. To get it, it is necessary to make a cocktail, that is, to separate it from the pod by biting. He understands well the role of science in the development of society. That's why he calls on young people to learn the secrets of science, to solve the essence of events, to read books. In his opinion, science is dead if it does not serve the benefit of society, if it is not used for the welfare of the people. A. Avloni highly appreciates people who can apply their knowledge in practice, calling them wise people.

An analysis of the sources revealed that the idea - it is not just a product of imagination, but an active intellectual force that ensures the life activity of individuals and their interaction.

In modern psychology, the concept of thought is interpreted as an intellectual ability that ensures a person's knowledge of the objective world, understanding of the essence of the phenomena of existence. Thinking means the activity of an individual's conscious awareness of existence. It is emphasized that the main thing in this process is to correctly reflect the existence, to learn the most important connections and relationships of things and events.

In psychology, the emergence of thought is interpreted as a cognitive activity necessary for the subject to fully manifest himself in the natural and social world. In studying the precise psychological mechanisms of thought, psychologists viewed it in the narrow sense as a process of solving problems. Such an approach is based, first of all, on the understanding of activity as an important individual, organizing link in the conscious and goal-oriented performance.

Psychology studies thought as the main tool in cognitive activity, distinguishing its types depending on the level of generalization, the nature of the tools used, novelty for the subject, and the level of activity in accordance with existence.

The analysis of the development of psychological theories of the sources shows that the approach to the development of thought was different in different periods. Psychologists also interpret that a person's intellectual abilities are a set of intellectual abilities that do not change based on natural, life experience, and are mainly formed throughout his life.

Psychoanalysts approach the study of thought in relation to defense mechanisms as its specific forms of thought's dependence on individual motivations and needs. According to humanistic psychology, the main issue in a person's mind is his desire for the future, to realize his abilities independently.

The nature of a person, together with all his natural and social qualities, changes during one or another activity. Therefore, thought arises in society and is social in nature.

Thoughts, concepts and judgments are decided only in the process of communication of the individual, in the joint activity of finding the necessary means of living. Based on this claim, taking into account the socio-historical development of a person, the following conclusion can be drawn: the individual thought of a person undergoes important changes when it is used in social practice.

The basis of psychological development of a person is qualitative changes in his life activity and social status. In it, the level of thought development is determined by whether a person performs his activities on a broad or narrow social scale. The leading factor of human psychological development is his education and training. In goal-oriented teaching, communication and joint activities, patterns of social behavior of a person are not simply mastered, but also the basic intellectual-psychological components that ensure the subsequent psychological processes are formed in it.

In the manual "Psychology of Higher Education Institution", E. Goziev explains the specific features of the individual's tasks and psychological development based on his social origin. In fact, psychological processes in a person are connected with special phenomena that occur on the basis of work, that is, phenomena of personal culture.

Russian scientists L.C. said that independent thinking of a person is a person's speech, and language is a tool of this thought. Vygotsky: "Thought and speech are the key to understanding the nature of the individual. A meaningful word is a macro part of a person's mind," he explains.

According to foreign educators, especially Patti Drapeau, one creativity of a person, especially a teacher, inspires others (students) to organize a creative process. "Creativity is contagious; to be creative, one should communicate with more creative people and always be in search. Just as any skill can be developed, the ability or skill to think creatively can be developed. This also applies to students, and working on creativity can help students think outside the box. However, it depends on how skilled the teacher is to inspire and encourage students to be creative. Creativity research and the work of theorists serve as an important guide in the formation of this skill in students. It includes elements of the environment in the classroom, the formation of the way of thinking in students, and the teacher's approach and strategies. As a result, students will have a culture of independent thinking.

It is important to methodologically show the main socio-philosophical approaches historically settled on the concept of the object of research in determining the nature of the phenomenon of the culture of individual independent thinking at a certain stage of development of society. First of all, we will consider how the phenomenon of the individual's culture of independent thinking is understood in different disciplines.

Thought occurs as one of the forms of active manifestation of the consciousness of a person. In society, a person has his entire development is distinguished by its complexity and uniqueness in the region. Therefore, the study of this phenomenon is the subject of complex, interdisciplinary research. In the encyclopedic dictionary of modern philosophy, thought is considered as the highest form of active reflection of objective existence. On the one hand, it is understood by the subject as the most important connections, relationships, goal-oriented, systematized and generalized knowledge of objectively existing things and events, creative creation of new ideas, prediction of events and actions. On the other hand, thinking is considered as an active process that reflects the objective world with the help of concepts, thoughts and judgments and is related to solving one or another problem.

The culture of independent thinking of a person is considered in philosophy, first of all, as knowledge about the laws and principles of cognition, that is, the organization of the thought process as the mastering of the subject's logic (logic) and methodology of cognition.

From the point of view of individual manifestations, philosophers understand the culture of independent thinking in the broad sense of a certain level of development of the individual's independent thinking and thinking abilities, which consists of an integrated system that includes the mind, productive imagination, etc. In practice, the culture of independent thinking is achieved through the acquisition of thought styles and methods that help a person to reflect deeply, comprehensively, and thus more accurately on the ever-evolving universe. The culture of independent thinking, understood in a narrower sense, is considered to be "the ability to theoretically think independently or the art of working with concepts."

From the point of view of cultural studies, the phenomenon of culture of independent thinking is defined as the ability of individual independent thinking for the self-development of a person and the ability to go beyond the forms and rules of thought established in the experience of the individual and society.

From the point of view of the known aspects of the reality of historical knowledge of the world, the culture of independent thinking is understood as the ability of a person to acquire the entire complex of modern historical knowledge and to see the objective complex conflicting nature of the historical process and to evaluate it in the context of modern interpretations of the science of history, as well as learning to trapezoid historical knowledge. In this case, the thinking activity of a person studying history will be directed to the consideration and analysis of the methods of solving historical issues. It implies critical reception of information from historical sources, analysis and synthesis, developed imagination in the reconstruction and understanding of historical events, and justification of one's position (position) in relation to them.

Thus, the phenomenon of the culture of independent thinking can be interpreted in different ways. It skillfully and consciously activates the logic of the organization of the individual's own cognitive process. Therefore, as A. B. Babansky noted, it is more beneficial to consider one subject (thing) from ten different angles than to consider ten subjects (things) from one angle: "Education is not in the amount of knowledge, but in the full understanding and skillful application of all that is known. also consists of

One of the most important theories for the development of a new culture of independent thinking is the highly productive model based on the position of the "communicative model". In particular, Y. Habermas focused his attention on the implementation of communicative relations. This made it possible to rise to a new level of consciousness development and socio-cultural practice in the process of cognition.

Modern science has created adequate means of solving global problems, bringing them to the level of self-management characteristic of living systems.

Information and information technologies are of particular importance in the modern scientific-technical and social development of society. It is this information revolution that creates an objective basis that must eliminate the environmental threat as well as the threat to the individual's psyche and body. Mathematical, physical and technical tools of science play an important role in new understanding of the universe and making relevant decisions.

In a fully "technized" and "informed" world, the problems of individual thought and existence do not fail to attract the minds of scientists, which gave birth to the theory of "informed society" thought (U. Martin, I. Masud, J. Neusbitt, E. Toffler). The culture of collecting and developing information became a topical topic in the works of M. Buber, K. Kh. Deolokarov, R. Carter, K. K. Kolin, M. Yu. Tikhonov, A. D. Ureuga.

Thus, the main socio-philosophical approaches to the concept of the phenomenon of culture of independent thinking cannot be limited only to the theoretical-cognitive aspect. The development of a culture of individual independent thinking from scientific

thought requires the analysis of humanitarian, socio-cultural, historical, psychological and pedagogical characteristics.

In each period, the development process of the culture of independent thinking of a person takes place in the landscape of the history of the formation of a person. The circumstances of the historical development of a person in society are unrepeatable, therefore, practical activity is not based on circumstances that have justified themselves in the past, but from a clear analysis. should come out. It is necessary to develop a culture of independent thinking, in which a person adjusts his actions with historical experience, using historical analysis in making modern management decisions in professional activity.

At the current stage, the culture of independent thinking is developing in waves in the information world, in which conflicts arise between the technical nature of personal life and ethical norms, between the emerging needs and the inability to find a harmonious solution to the personal development of the present time. The main areas of information research are: analysis of information as a form of management in self-developing systems; study of information as the conditions that can be transmitted, objectified, spread; analyzing information as a way of society to act. The main task of developing the culture of independent thinking of the modern information society is to create a fruitful harmony between the development of knowledge and technologies, on the one hand, and the corresponding intellectual development of the individual's mind, on the other hand.

The development of the culture of independent thinking is subject to the following basic laws:

- firstly, existence is without conflict; source of errors - in reasoning, opinion;
- secondly, without resorting to other forms of life and experience, it is possible to find internal incentives for solving basic problems, gaining knowledge, personal development;
- thirdly, thought is one and whole, many and different types of thought cannot exist.

Modern thought creates forms of appropriate existence, objects, and they are reflected in thought, thought is not autonomous, but has different contexts similar to language (the context of thought can be counted as experience and life forms that merge with thought and help its further development).

In today's information-saturated world, the culture of knowing the objective existence and independent thinking of a person consists of his criticality and independence, elimination of myths existing in the world, illusions no matter how beautiful they look, giving them up. For this, the right of every person to receive relevant information and also the right to express his/her own opinion should be ensured.

In the system of professional education of future specialists, the culture of independent thinking is usually developed as a result of learning the culture of independent thinking of the past in debates, discussions, and communication with contemporaries and ancestors. Without it, a culture of personal (own) independent thinking cannot develop, because the current conflicts are largely rooted in the problems of the past. Cultures should "listen" to each other, which cannot be realized without the developed communication mechanism of some individuals, organizations and social groups.

The culture of independent thinking consists in solving the contradictions of existence and development of thought. One of the most important aspects of the human mind is the ability to endure tension and contradictions, knowing that good and evil, truth and error, beauty and ugliness are hidden in any event. The culture of independent thinking seeks to resolve conflicts without giving in to various deviations, despite mutually exclusive ways of solving problems. The culture of independent thinking of the

21st century incorporates both Eastern and Western perspectives and the achievements of different cultures and civilizations.

The culture of independent thinking depends on how well a person's mental activity meets the laws and requirements of logic, knowing theoretical concepts, dealing with them, correctly expressing questions in turn, drawing conclusions, proving true opinions, and rejecting false opinions.

In short, thinking as a process changes and develops during the constant interaction of a person with the world. The nature of the psychological process affects whether a problem is solved or not, the way a psychological image, concept, motive, feeling is formed. At any stage of psychological development, a person carries out a thought process based on his permanent motives and abilities.

In the studies conducted by psychologists, it has been proven that the motivational and emotional aspect of a person's activity is reflected. A person's cognitive activity, aimed at gaining knowledge about existence, evokes an emotional response in him. These include feelings related to the process of solving theoretical and practical problems or the process of acquiring new knowledge and applying it in practice. A person's cognitive activity, movement in front of a complex and not yet understood phenomenon, which is judged according to one or another events, evidence, scientific rules, doubts about the correctness of the solution found in relation to a new and not yet known phenomenon, or confidence in the accuracy of the conclusion. From this, the culture of independent thinking is the process of organizing thoughts, using them in their place and controlling them.

It can be concluded from this information that each profession has a special approach to its content.