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GENDER DIFFERENCES IN THE CONTEMPLATION OF TEENAGERS

Abstract: In article the possibilities theoretical research foreign and uzbek psychologists. Also, results experimental research author thinking on the development of adolescents of different sex.

Key words: Thinking, teenager, intelligence, interest, learning, development, critical thinking, independent thinking.

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Introduction

It is the important to develop teenagers' intellect and thinking since school years in order to bring up the young generation as spiritually healthy and spiritually mature, highly educated people. The problem of the formation of intelligence in adolescence is becoming more urgent due to the growing modern requirements for science and technology, the improvement of teaching methods, the strengthening of the theoretical level of curricula and the scheduling of education. The concept of intellect is close to the concept of contemplation. At the same time, the word "mind" is compatible to intellect. By "intelligent man" we mean the individual features of the intellect. We can say that children's minds develop as they get older. In other words, the children's intellectual abilities develops day by day. If the word "mind" means quality and ability, then "thinking" and "thinking" means process. The terms "contemplation" and "intellect" reflect different aspects of the same phenomenon. The intellect is the process of thinking, and contemplation is the process of taking place the intellect. The intellectual sphere includes all the acts of cognitive processes. The success of human endeavors depends on the level of intelligence. there is a certain level of intelligence to successfully carry out each type of activity. U.S. psychologist D. Dewey is a scientist who has studied the social psychological nature of thinking in relation to the problem of thought formation. He emphasizes that experience and knowledge are the source of thought. Even if a person

is only partially familiar with the problem, he or she can find a solution to the problem. If a person has a problem but does not have the experience to deal with it, then the person cannot think. According to the author, amazement is the mother of any science. Curiosity, in its original form, signifies the abundance of life and lots of of natural energy. "A high level of curiosity develops under the influence of social stimuli of striving for knowledge. "What is this?", "Why?" Such questions are considered to be the main signs of a person's existence. Man's "Why?" the question does not require a scientific explanation: the motive that drives it is man's desire to learn more about the mysterious world. It is the duty of teachers not to extinguish the spark of sacred wonder, but ignite the flame of curiosity. In this case, it is advisable for the teacher to give students tasks that are proportional to each other, easy or difficult. Even if the task is very simple, no scientific product will be created for the research, and a very difficult task will create a feeling of insecurity in finding a solution to the problem. Reflecting in the environment of others develops a person's sense of confidence, which in turn develops independent thinking. Swiss psychologist A.N. Perre-Clermont emphasizes that the development of a child's thinking depends on his interactions with other peers. The organization and management of such interactions by the teachers affects the productivity of students' learning activities and the formation of their learning motivation. According to the author, the forms of proper

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organization of joint activities depend on the level of development of children from different social stratum, so it is necessary to use a productive method to overcome difficulties. Scholars such as J. Still, K. Meredith, and Ch. Temple conducted research to develop critical thinking and developed a writing project [3].

Analyzing existing data, critical thinking is a complex process that begins with receiving data and ends with the development giving conclusions. According to the authors, critical thinking can manifest at any age. According to their project, when students read a new text, they put 4 different characters in each letter, then they talk to each other about what they know or don't know, and carry out a mental attack. The above analysis of the research of foreign authors confirms that the problem of cognition has been selected as one of the most complex problems of psychology and that a broad methodological and theoretical framework has been developed for the implementation of prospective situations in the present period.

LS Vygotsky is a scholar who paid special attention to the independent thinking of students, emphasizing the complex relationship between education and development. "We need to identify two stages in a child's development, without knowing these stages, we will not be able to find a clear solution in every situation between a child's development and his or her educational opportunities. Here we mean the achieved level of development of the child's mental functions "[4]. In the other hand, the context refers to the actual zone of child development. LS Vygotsky also introduces the concept of the immediate zone of development and defines it as follows: "The implementation of problems that he can not solve independently, with the help and guidance of adults - forms a close zone of child development. What a child does today with the help of an adult, tomorrow he will be able to do independently. So, an important feature of education is the interaction with others," he said. According to S.L. Rubinstein's theory, generalization and the state of migration of mental movements imply that they are used as a criterion for determining the mental development of students. It expresses both theoretical and practical ideas about the composition and development of logical forms of thinking (concepts, judgments and conclusions) in education.

It is important to highlight the problem of the importance of contemplation operations in education. The author emphasizes that there are three types of generalizations in education: empirical, theoretical, and deductive generalizations. S.L. According to Rubinstein, if these generalizations are made, the task can be solved either gradually (empirically) or "suddenly" (theoretically) [5]. EG Goziyev is one of the most widely studied scientists in Uzbekistan.

According to the author, human thinking is divided into independent and non-independent thinking in terms of its independence. "Independence of thinking means a person's own initiative, a specific goal, new tasks, which can be assumed to be of a practical and scientific nature, the results can be imagined, the tasks set without the help of anyone, etc. In order to carry out research on the development of production, it is necessary to find different ways, methods and means, and to carry out mental work, which can be solved independently "[6].

VM Karimova, RI Sunnatova, RN Tadjibayeva covered the problem that we raised, combining the problems of education of thought, logic, creative thinking and expression of independent thought. Feelings that are driven into our brains about something or something that has happened or are happening are thoughts.

The process of organizing thoughts, using them in their proper place, and controlling them is named thinking by psychologists. It is impossible to imagine human life without thought. The authors explain the social nature of thought: "Thinking is a social phenomenon." Imagine: You have an opinion on a problem or issue, that is, you have an independent opinion. You like the idea, and you think it's logical. If you have that kind of trust, even a belief, you will definitely feel the need to share it with someone. If you are a little hesitant that it is "ripe", you will try not to tell anyone or share it with someone very close to you. So, a new idea that comes out motivates a person to communicate with others, to share with them. This aspect indicates the social nature of thinking [7]. The authors have developed a set of exercises to teach young people to think independently.

E.Z. Usmanova points out that the most important characteristic of thinking is the closest connection between contemplation and speech. According to the author, the more thought is given to an idea, the clearer and more logical it is expressed in words, both orally and in writing. On the contrary, the formation of the realization of the action of an idea has been perfected so that the thought itself becomes so definite and comprehensible. If we want to develop students' thinking, we need to improve their speech, teach them to defend their point of view, even to be able to justify, to hear different points of view, to make their "appropriate contribution, we need to teach them to be able to criticize and debate "[8]. To determine the level of intellectual development in adolescents, we conducted the Wexler 6th subtest vocabulary subtest methodology in 8th grade students of a public high school specializing in natural sciences under the Ministry of Public Education. Thirty boys and 30 girls from 8th grade participated in the study. We summarized the results obtained in the table below.

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Table 1. Demonstration of intelligence in adolescents

Indicators	boys	girls
The arithmetic mean	67,3	74,6

The table above shows that the arithmetic mean of IQ in 8th grade boys is 67.3, while in girls it is slightly higher at 74.6. It turns out that teenage girls have higher intelligence than boys. Thus, our research has shown that adolescent girls have higher intelligence than boys.

Here are some suggestions on how to look or get an appointment for teens. In order to develop the intelligence in adolescents, the relationship between the teacher and the students must be changed, and the learner must become an active subject of the educational process. There are psychological conditions, factors and criteria for its implementation, which include:

- Adult educators need to learn to recognize students as talented and capable as they are;

- it is necessary to implement a differential approach in schools, if necessary, to develop requirements for knowledge, skills and abilities, taking into account the abilities, skills and orientation of the student;

- It is desirable to introduce new educational technologies in new educational institutions with respecting students, paying attention to their opinions and development;

- The organization of group activities in a meaningful way, that is, the wide and appropriate use of methods of discussion, dialogue, games, training, should create conditions for students to develop a more intellectual field.

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