

## DIAGNOSIS OF JUNIOR HIGH SCHOOL STUDENTS' THINKING AND ITS PSYCHOCORREKSION

Nurmatova Muxayyo Abdumalikovna  
Osiyo Xalqaro Universiteti magistratura bosqichi talabasi

ABSTRACT	KEYWORDS
This article provides details on the socio-psychological characteristics of junior high school students developing the thought process. The article outlines the need for students to organize the learning process wisely, conduct classes, and follow the principle of conversation.	Junior high school age, thinking, knowledgeable, enthusiastic, talented, problematic situation, conversation, story

**Introduction**

The text describes the responsibilities of social justice representatives for globalization processes and advanced research in the field of science and technology. The main content of this text is devoted to the socio-economic reconstruction of society, the development of the formation and creative capabilities of active persons who have an impact on solving new life problems. Special attention is paid to it, since it is very important in modern society to improve the creative capacity and education sector.

**LITERATURE ANALYSIS METHOD**

In the following three ways, students who studied the characteristics of junior high school students' thinking analyzed their thinking in the following three ways: the characteristics of thinking at a young age, its development, and the formation of concepts. The inability of the beads to notice the integrity of some of the unchanged characteristics of things is one of the most important characteristics of their thinking. This was observed by J. Piaje in his experience. It consists of 7-8 year-olds who say that if the dough is made of dough and then made of cucumbers from one of them, the dough's friend will not be the same. It is well-known that in the early stages of education, the integration of the bela is very late and hangs only on a sign of similarity, Later, it switches to dividing and classifying the external qualities and characteristics of things and things into groups, combining them with important characteristics of the properties, concepts, complex internal disintegration, and content. [1]

In R.G. Natadze's experience, it turned out that it was impossible to distinguish between a small school-age kit and a dolphin, and they called the two also fish. This generalization indicates that it will be carried out depending on the external characters and algae that are visible.

In reviewing the journal's publications, an assessment of the level of development of junior high school students' thinking abilities consisted of identifying articles that did not depend on a certain amount of

knowledge and could not only study 'customized logic'. not knowledge, but 'the logic of an individual'. [2]

## RESULTS

All selected articles can be divided into approximately three categories:

Methods of determining theoretical analysis or integration: These publications focus on what theoretical approaches or analysis are used to evaluate thinking abilities. They can assess summarization skills and abstract thinking.

Ways to determine the level of thinking: This group will probably focus on how the ability to reflect is assessed, namely, the ability to think and analyze their thoughts, to take into account their experiences.

Internal Action Plan development step, depth of planning, ability to determine the ability to act 'at the beginning': These articles will examine how well a child's internal action plan is designed, and how deeply he plans his or her activities. movements and the ability to perform them in the mind 'in the head' without a specific physical performance.

In general, the methods in these three categories allow for a more abstract and objective assessment of the level of thinking abilities of junior high school students, minimizing the impact of specific facts and knowledge. [3]

## DISCUSSION

Scientists studying the characteristics of school-age students' thinking analyzed in the following three ways: the characteristics of thinking at a young age, its development, and the development of concepts. Characteristics of Thinking to the Young Age: In this direction, students analyzed the characters that were important in studying the characteristics of their thinking at an early age. These may be factors such as the characteristics of students' mental and physical development, characteristics related to their nature, changes and repetitions in their living conditions, and the ability to compare themselves with themselves. [4]

Development of thinking: In this direction, students analyzed the development of their thinking. They analyzed students' abilities, thinking, and logic related to improving their thinking and external exchanges.

Factors for developing concepts: In this direction, students analyzed the factors of developing concepts and how to express themselves. They analyzed the factors of conveying students' skills, imaginations and opinions to other people and informing them of their concepts.

Further details of these, theoretical analysis of the characters presented in the article, can be applied in practice and working with readers.

There are several ways to diagnose junior high school-aged student thinking and its psychocorrective. These methods can be carried out in cooperation between psychologists, teachers and students. [5]

Diagnostic tafakkur:

Dialogues and interviews: Developmental communications and psychological interviews with students can help students understand their thoughts, desires, problems, and thought processes.

Tasks and activities: Giving students tasks that interpret thinking and discussion and organizing classes that provide support in the group.

Through science: Studying the level of thought through science, such as speaking and writing, and creating a masterpiece.

Tests and questions: Organize local or external tests, questions and tests to determine the quality of thought.

## **Psychocorrective methods:**

Individual communications: Personal communication between a psychologist or teacher and a student can help solve problems that arise in thought.

Short period therapy: Short roundup therapy techniques to increase thinking levels, such as to educate students about stress management and courtesy.

Training: Learning to think and discuss through educational activities. Organize training sessions on a particular topic to support thought and discussion.

Library classes: Improving students' thinking and literature knowledge by reading books, writing stories and creating meaningful songs.

Effective cooperation between psychologists, teachers, and students and the methods being implemented together play a major role in increasing the development of thinking and psychological development.

## **CONCLUSION**

There is talk of using an emotionally obvious or empirical integration method in elementary school education and using other abstract and generalization methods. These methods are processes that help to develop students' thinking in teaching, using them to study various methods of integration and abstraction of elementary school students. Through these methods, students can learn to think logically, meditate, judge and judge, to wear, to analyze, and to allow them to think independently.

Abstract and generalization methods help students develop their thinking by learning how to group and classify things and events, analyze and generalize their opinions. Such methods allow students to master their thinking and gain new knowledge.

The methods outlined in the text tell us how students in elementary schools develop their thinking, how their opinions are expressed, and how they study them through various methods of integration and abstraction. This contributes moderately to the development of students' thinking and the acquisition of new knowledge.

## **References**

1. Ahmadjonov Nurmuhammad Nabijon o'g'li //PSYCHOLOGICAL CHARACTERISTICS OF THE FATHER'S RELATIONSHIP IN PERSONS WITHDIFFERENT DEGREE OF DEPENDENCE// "PEDAGOGS" international research journal. Volume-24, Issue-3, Decembe. 2022. 124-127 pages.10.
2. А.АбдуллаеваН. Тошболтаева// ОНГ ТАФАККУРБУЗИЛИШЛАРИ// FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES: a collection scientific works of the International scientific conference. 13 April 2023. Part 18. 27-32 pages.

3. MuazzamTulkinovna Isakova //Socio-Psychological Factors Are The Effect Ofperson"s Mental Health// European Journal of Molecular & Clinical Medicine. Volume 07, Issue 03, 2020. 4699-4718 pages.
4. Muazzam Isakova Tulqinovna //FAMILY AS A FACTOR IN MENTAL HEALTH// ACADEMICIA: An International Multidisciplinary Research Journal. Vol. 10, Issue 7, July 2020. 200-210 pages.
5. Isakova Muazzam To"lqinovna //Additional Learning is as a Factor of Mental Health// International Journal of Psychosocial Rehabilitation. Vol. 24, Issue05, 2020. 7330-7335 pages