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The Main Point Of Developing Analytical Observation Abilities In Students And Its Constituent Functional Structure

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Abstract: This article discusses the process of analyzing scientific sources in the field of psychology, pedagogy, sociology, and philosophy to study the content of the development of students' analytical observation abilities, its structural and functional structure.

Keywords: Pedagogy, psychology, education, training, ability, thinking, understanding

In order to study the essence and functional structure of the development of analytical observation skills in students, we analyzed scientific sources in the fields of psychology, pedagogy, sociology and philosophy. From our analysis, it is clear that when a person studies the environment, events and phenomena, he observes them in order to perform various processes and achieve certain socially and personally important goals by influencing these objects. Intuition, perception and imagination, in cooperation with involuntary attention and visual memory, provide a person with information about specific objects and their directly studied properties. These forms of mental reflection are the emotional basis of human knowledge of objective reality. But knowledge of individual objects and real-world phenomena is not enough to find answers to questions that arise when solving any practical task. Analytical observation, the main component of thinking, helps us to find answers to these questions. First of all, thinking is a mental process of higher level cognition. The essence of this process is the active creative reflection and change of reality by a person. Contemplation reveals the incomprehensible in this direct perception; it shows the world in significant connections and relationships, in its various means. An important task of thinking is to identify necessary relationships based on real relationships, separating them from random coincidences in time and space. In the process of thinking, there is a transition from randomness to necessity, from individuality to generality.

Thus, thinking can be described in the model of generalized and mediated reflection of reality. It turns out that one of the main features of thinking is generalization. Generalized reflection of reality is the result of reworking the life experience not only of people and their contemporaries, but also of past ancestors. Therefore, thinking summarizes the knowledge of many people.

In the process of thinking, a person uses tools of various forms developed by mankind in order to penetrate into the important connections and relationships of the physical and social world, such as practical activities, images and imaginations, models, drawings, symbols, language.

The second main feature of thinking is to reflect reality in an instrumental way, without directly influencing the analyst, but in many cases with the help of additional signs obtained with the help



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of tools, which allows understanding and manifestation of what is perceived. As the laws and internal relations of events are manifested in the consciousness in the external signs of events, a person can determine the signs of internal, stable interactions. The peculiarity of thinking is that it is related to the performance of one or another function that occurs in the process of knowledge or practical activity. Thinking begins with a problem situation, answering the question that is the goal of thinking.

A.A. Smirnov, who considered the problem of thinking. Smirnov recognized the need to differentiate thinking and mental processes in an associative manner. The fact is that in mental activity, a person uses associations very widely, because they provide significant help in solving thinking problems. In the associative course of mental processes, the process is different. The important difference is that in this situation the learner does not set any goals and does not perform any tasks. In this case, one process replaces another, because they are associatively connected to each other. Associative thought processes are often observed when a person is tired and wants to rest. A particularly important feature of thinking is its continuous connection with speech. The hidden, silent, internal speech, characterized by brevity, brevity, and conciseness, is considered to be the mechanism of human thinking.

Speech is a tool of thought. When a certain idea is expressed in words, the process of thinking takes place. Expressing an idea in words is a complex process consisting of stages such as the motive of expression (speech goal), internal speech, and the external speech expression of an idea.

There are two levels of thinking: understanding-the use of abstractions simple thinking that takes place at the limits of immutable drawings, patterns, common sense, the elementary level of thinking, which studies the structure of statements and arguments, not its logical content, which is clear, coherent reasoning, ideas the ability to correctly compile, strictly systematize and classify evidence; intellect (dialectical thinking) - a high level of theoretical knowledge characterized by creative application of abstractions and conscious research of their nature, with the help of intellect, a person understands the essence of things, their laws and contradictions.

Analytical thinking is divided into two parts: theoretical and practical thinking. Theoretical thinking includes conceptual and figurative thinking, and practical thinking refers to demonstrative-figurative and demonstrative-active thinking.

In the analytical observation, it is divided into several types (demonstrational action, demonstrative image, practical, theoretical, voluntary, involuntary, abstract, creative, etc.) according to the nature of the problem solving tool, the novelty of the situation for the person, and the level of human activity. Analytical observation, self-criticism, assessment, verification, self-examination, control, and group reasoning are developed in the team.

Conceptual thinking is thinking that uses certain concepts. We use ready-made knowledge defined by other people and expressed in the form of concepts, opinions, and conclusions when solving one or another intellectual problem.

Figurative thinking is a type of reasoning process using images, which are taken from memory or created in the imagination. Often, this type of thinking prevails in people engaged in artistic creativity.



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Conceptual thinking represents reality in a concrete and generalized manner, but such representation is abstract. In turn, figurative thinking allows us to accurately and subjectively reflect the world around us. Thus, conceptual and figurative thoughts complement each other.

In short, thinking allows us to understand the laws of the material world, cause-and-effect relationships in nature and socio-historical life, and the laws of the human psyche. Thinking is the movement of ideas that show the essence of things. Its result is not an image, but a certain idea. Thinking is a theoretical and practical activity of a special type, which assumes a system of actions and procedures with an integrated directional-exploratory, transformative and cognitive feature. Practice, which is the field of application of the results of mental activity, serves as the main source of thinking activity.

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