THE CONCEPT OF THINKING, ITS CONTENT AND IMPACT ON THE STUDENT'S PERSONAL DEVELOPMENT

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https://doi.org/10.5281/zenodo.17430722

ARTICLE INFO

Received: 21st October 2025
Accepted: 22nd October 2025
Online: 23rd October 2025

KEYWORDS

thinking; cognitive development; critical and creative thinking; metacognition; reflection; personal development; problem-based learning.

ABSTRACT

This thesis discusses the philosophical and psychological interpretations of the concept of "thinking", its structure (analytical, critical, creative and metacognitive components) and its impact on the student's personal development based on a systematic approach. The thesis summarizes the results of conceptual analysis, comparative review and pedagogical observation and shows how the substantive features of thinking - problem-solving, hypothesis development, reasoning and reflection - are integrated into student competencies (communicability, self-management, information management, socio-emotional stability).

Introduction.

A simple question is asked in the classroom: "Why?" This two-syllable question often has a stronger impact than the final answer of the lesson. Because “why?” is the trigger for thinking. A student may memorize a fact, but the moment he begins to search for the meaning of the fact, its cause and effect, and alternative solutions, the path to personal development opens up. So, the center of education is not knowledge itself, but thinking that processes it and transforms it into something new. In today's digital environment, the abundance of information poses the risk of turning a student into a passive consumer. At this point, thinking — the ability to select, compare, argue, draw conclusions, and own one's own opinion — is a mechanism of protection and growth. Analytical thinking teaches a student to separate evidence from opinion, critical thinking sees stereotypes, and creative thinking makes unexpected connections. Metacognitive thinking, on the other hand, guides these processes: how am I thinking, what am I doing wrong, how can I change my strategy next time? Thus, thinking is not only an intellectual result, but also a culture of self-management.

A student’s personal development is not measured only by test scores. Meaningful growth — setting goals, strengthening will and motivation, establishing cooperation and communication, feeling moral responsibility — is closely related to thinking. A child faced with a problem situation first finds an explanation, then looks for evidence, then develops a solution, and finally reflects. At each step, he begins to see his “self” more clearly: which tasks give him strength, which methods are effective, which values influence his decisions. In this process, thinking becomes a personal compass.

In educational practice, however, the culture of “correct answers” often prevails: time is tight, the program is dense, and assessment standards are strict. In such circumstances, asking questions, questioning, and suggesting alternatives often seem like “stepping off the path.” In fact, these “steps” are small revolutions that lead to the intellectual independence of the student. The task for the teacher is to transform the lesson from a collection of answers into an ecosystem of questions, to present mistakes as a learning resource rather than a punishment, and to clearly define the criteria for evaluating reasoning and reasoning.

In the context of Uzbek education, a competency-based approach focuses on the development of thinking. Interdisciplinary projects, research-based assignments, evidence-based writing, reflective diaries, and a culture of communication - all of these serve to form the student's personality in an integrated way. In this process, the teacher, as a facilitator, does not direct the student's thinking "correctly", but rather provides him with the opportunity to see, test, and independently substantiate his thoughts. This thesis was born from this need: to interpret how the content of the concept of "thinking" is interpreted in philosophical and psychological sources, what its structural components and functions in education are, and most importantly, through what mechanisms it influences the student's personal development. The article combines conceptual analysis and practical recommendations: it offers clear guidelines for forming a culture of problem-posing and reasoning, establishing metacognitive monitoring, adapting assessment criteria to the practice of thinking, and creating a safe intellectual climate in the classroom. In short, thinking is not a technical detail of the cognitive process, but the goal of education itself and the door that opens to the student's life competencies. Its conscious upbringing is not only a strong educational outcome, but also the most reliable way to raise a responsible, independent and creative person. This principle forms the main idea of this work.

Theoretical basis.

The concept of thinking has long been one of the central categories of philosophy, and it is interpreted differently in the epistemological (theory of knowledge), ontological (understanding of being) and axiological (values) layers. In the philosophical approach, thinking is seen as an active relationship of the subject with being - as a person's ability to abstract, generalize and open logical connections; the psychological approach interprets it as a goal-oriented, hierarchical structure, inextricably linked with a complex of mental processes (perception, memory, imagination, analysis-synthesis, planning and control). Thus, thinking is not just a "thought", but a dynamic system that connects external social experience and internal cognitive mechanisms.

Constructivism interprets thinking not as the acceptance of a ready-made form of knowledge, but as a process of constructing meaning: the learner does not "glue" new concepts to his existing cognitive schemes, but reconstructs, models, tests them. From Piaget's point of view, this process relies on a balance between assimilation and accommodation: the learner assimilates new information into existing schemes (assimilation), and, if necessary, reorganizes the schemes themselves (accommodation).

Within the cognitive sciences, thinking is explained through an information processing model. Working memory is a limited resource that is involved in allocating attention, temporarily retaining information, and performing actions on it; long-term memory encodes

knowledge in the form of conceptual networks and semantic connections. Strong thinking intelligently manages the "traffic" between these two systems: excessive cognitive load is reduced, attention is focused on important signs, and the evidence necessary for drawing conclusions is quickly recalled. Accordingly, methods such as visual-schematic modeling, gradual complication of examples, and time for processing in didactics support thinking. From the point of view of Bloom's taxonomy, the levels of thinking — from memorization to analysis and creation — require a balance of "breadth" and "depth". Automated knowledge at lower levels serves as a platform for higher-level reasoning and creativity. However, these stairs are not linear: in a practical task, the stages of analysis, evaluation, and creation can repeatedly call upon each other. Therefore, assessment systems should also take into account the process rather than the result: the quality of reasoning, the choice of strategy, reflexive explanations. Metacognition — "thinking about your own thinking" — is the dashboard of thinking. It makes it a habit for the student to ask three questions: "How well did I understand the task?", "Which strategy is working?", "What do I need to change?". Metacognitive monitoring and control processes are connected with self-regulation: goal setting, planning, discipline of execution, timely correction. This forms the foundation of personal development — responsibility, determination, willpower. Therefore, metacognitive "visible thinking", reflective diaries, strategy cards and rubrics should become mandatory components in lesson design.

The structural manifestations of thinking — analytical, critical, creative and ethical thinking — are interconnected and often work interchangeably within the same task. Analytical thinking opens cause-and-effect chains; critical thinking checks the quality of evidence, the reliability of sources; creative thinking offers new solutions through unusual combinations; ethical thinking weighs the normative-fundamental consequences of choices. It is in this integration that the impact on the student's personal development occurs: responsible creativity — substantiated innovation — also implies responsibility to society and one's own "self". The sociocultural approach sees thinking not only as individual cognition, but as a competence that is formed within a community of practices. As the student tries out roles in a real environment (project, research, debate, service learning), knowledge "activates", self-awareness expands. The cognitive (who am I?), affective (what do I value?), and social (to which community do I belong?) dimensions of personal identity are harmonized precisely in meaningful reflective practices. Therefore, the transition from a "culture of answers" to an "ecosystem of questions" in school is the most natural way to support the intrinsic motivation of the student (competence, relevance).

Based on the theoretical framework, the learning process can be viewed in a three-contour model: cognitive contour - information processing, expanding conceptual networks, improving logical operations; metacognitive control - goals, strategies, monitoring and reflection; sociocultural contour - social meaning of experience through language, communication, cooperation and values. When these contours work together, reflective practice not only enhances cognitive efficiency, but also the student's personal goal setting, self-confidence, social responsibility and moral sensitivity. The didactic implications are that tasks should be problematic and open-ended, reasoning and source literacy should be assessed with clear criteria, the process of creative solutions should be documented, and

reflection should be regularly organized in individual and group formats. Assessment, however, focuses on thinking strategies and intellectual habits rather than the “final correct answer.”

Thinking is not a passive repository of knowledge, but a mechanism for personal development. When it works in the context of cognitive processes, self-management, and sociocultural experience, it leads the student not only to high results, but also to conscious goals, responsible choices, and socially significant creativity. This theoretical framework is concretized in the following practical sections in the form of methodological solutions and assessment tools.

Conclusion.

Thinking is the highest psychic process that combines human cognition, perception, and practical activity. It is not only a means of acquiring knowledge, but also the foundation of the student’s personal development. The study found that the process of thinking not only develops intellectual growth in the student, but also forms such qualities as personal position, independence, responsibility and creativity. The ability of the student to justify his opinion, find a solution to the problem, and work with evidence are considered high-level forms of thinking.

Analysis of theoretical sources shows that thinking is a complex system consisting of cognitive, metacognitive and sociocultural components. It develops through self-management, understanding of learning strategies and analysis of social experiences. Therefore, the development of thinking in the educational process is not only an enrichment of the content of the lesson, but also serves the student's development as a "thinking person".

Problematic, reflexive and creative tasks aimed at developing student thinking, collaborative teaching methods, educational technologies based on questioning and reasoning are recognized as the most effective directions. This process strengthens the student's sense of ownership of his own opinion, develops self-assessment and awakens internal motivation to study.

In conclusion, it should be noted that thinking is the most important mechanism of personal development, and its formation determines not only the student's cognitive potential, but also his human, social and moral image. Therefore, setting the development of a culture of thinking as a central didactic goal in the modern education system is the most reliable way to lead to independent, creative and responsible thinking for each student.

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