DEVELOPMENT OF HEALTHY THINKING: SPECIFICS OF EDUCATIONAL EXPERIMENT

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Abstract. The process of formation of a healthy thinking among the young students within the higher education system has been assessed as a logical component of the National Program for Personnel Training and general educational process for upbringing of a mature personality. Formation of healthy thinking among the youth and students within the higher education system is one of directions, which is based on the principles of promoting the Program “For Healthy Generation” and healthy lifestyle, and its development, determination of its structural parts and criteria, development and introduction of new curricula based on it are considered as one of important components of involving the whole population in the process of reforms.

Keywords: educational experiment, healthy thinking, national program, Uzbekistan, training, educational process, personality development.

The process of formation of a healthy thinking among the young students within the higher education system has been assessed as a logical component of the National Program for Personnel Training (Natsionalnaya programma po podgotovke kadrov, 1997, pp. 31-61) and general educational process for upbringing of a mature personality as specified in the Law “On Education” (Garmonichno razvitoie pokoleniye – osnova progressa Uzbekistana, 1997). This is urgent issue meets the important requirements of the State Program “For Healthy Generation” being implemented in the country (Nishonova S., 1998).

Formation of healthy thinking among the youth and students within the higher education system is one of directions, which is based on the principles of promoting the Program “For Healthy Generation” and healthy lifestyle, and its development, determination of its structural parts and criteria, development and introduction of new curricula based on it are considered as one of important components of involving the whole population in the process of reforms.

Development of healthy thinking within the higher education system fully meets the requirements of existing state standards and directive documents, and is declared as one of important directions of education and training. Therefore, formation of healthy thinking should be introduced into practice at each stage of the education system.

One of the sides of developing the healthy thinking is introduction of a solid, logical and multi-facet contents, which consist of both medical, physical, psycuemotional, sociopolitical, ideological and moral knowledge, skills and experience.

Drastic changes in the education system create opportunities for natural introduction of healthy thinking into practice, ensure its consistency and contuniuty, and creates necessary conditions for the person’s spiritual and physical development.

Therefore, scope of experimental work has been identified as follows: one should not consider formation of healthy thinking among the student as just a seasonal activity; that is, moral education direction should be implemented always, atany time, everywhere based on clear curricula and taking into account the existing educational and psychological environment, and this requirement should become one of key directions of moral and behavioral education. With the view of conduction and organization of experimental works, the following should be done in the course of research:

- deeper understanding of the essence of moral and behavioral education is required;
- specific educational and psycological aspects of moral and behavioral education should be identified;
- determination of degree of formation of healthy thinking under experimental works; and
- identification of degree of the students’ knowledge and skills prior and after experimental activities as compared with such determined degree;
in the course of organization of experimental works it is necessary to develop the standards, which determine the degree of the students’ scientific, intellectual, moral and psychoemotional formation for development of healthy thinking among them;

- in the course of research it is necessary to summarize the national and historical, scientific views, and view of Oriental and Western philosophers related to healthy thinking. Their historical and national roots and factors of origin will be identified.

- Educational meaning, compliance conditions, educational principles, new innovative methods, forms and techniques, urgent priorities for healthy thinking among the youth in the light of contemporary life, i.e. globalization, modernization and democratization processes.

- Set of national and global knowledge about healthy thinking will be enriched in the course of research, and uniform educational principle of formation of healthy thinking among the students will be identified.

Experimental works will be performed through:

1. improvement of contents of in-class social block subjects with ideas of healthy thinking in line with innovative and contemporary requirements; and

2. cultural, spiritual and educational activity within and outside the educational institution.

Existence of scientific definition of the concept of healthy thinking, determination of specific aspects of its comparative and social characteristics inherent to Uzbekistan, scientific justification of the essence of this concept from educational viewpoint, creation of a unique uniform educational measure for formation of healthy thinking, identification of its advanced educational forms and methods constitute the theoretical basis of the research.

The fact that factors such as teaching skills, quality of teaching staff, correct selection of teaching means and methods are considered as important elements of ensuring the educational efficiency in the course of organizing the educational activity in the process of developing the healthy thinking among the students of higher education institutions is confirmed.

Main purpose of educational experimental works is – to determine the educational conditions for formation of healthy thinking among the students of the higher education system, develop its solid pedagogical system and research and methodological recommendations for formation of healthy thinking among the youth.

The following is set as objectives to be implemented at the experimental site:

- due formalization of thee plan of experimental works to be implemented at the designated educational institutions;

- designation of leading teaching experts for conduction of experimental works and creation of necessary teaching conditions for them;

- preparation of confirmed evidence of practical introduction of research results obtained in the course of experimental works.

- preparation of consolidated information on popularization of results obtained at the experimental sites in other educational institutions and their reflection in research opinion as a normative document.

Research and methodological requirements set to organization of experimental works:

- creation of conditions, which fit the research goal, finding the solution for set problem and ensure the efficient implementation of objectives set in the program;

- control over keeping of formal papers intended for systematic identification and recording of indicators of efficiency of organizational forms, teaching methods and means under experiments and tests;

- setting of objectives, which can confirm the research assumptions and actual results, change of respective conditions, adjustment of situation in lines with the research goals and objectives;

- clear and timely description of results of experimental works, processes of implementation of educational events;

- qualitative and quantitative analysis of obtained empirical data, and their summarization under control.

- formation of other operating assumptions through study of the issues related to moral and behavioral education at each experimental sessions based on special curriculum;

- determination of efficiency criteria in organization and conduction of experimental sessions;

- determination of methods of recording and processing of experimental works;

- identification of the place and time of experimental activities;
- determination of the dates of proposed experimental works, identification of criteria related to moral and behavioral education, and selection of participants of experimental works;
- development of sequence of experimental training sessions;
- development of didactic materials actively used at experimental sessions based on solutions proposed by the research and determination of procedures for application of information technologies.

The following is determined as criteria for development of supreme moral and behavioral characteristics among the students in the course of experimental works:

a) possession of theoretical information about healthy thinking among the students;
b) possession on knowledge about directions of adverse impacts in the course of developing the healthy thinking among the students;
c) possession of theoretical and practical knowledge abouts health based on national and global ideas;
d) being familiar with teachings of Oriental philosophers and scholars related to healthy mind, health and healthcare education;
e) understanding of properties and features of patriotism, humanism, moral maturity;
f) possession of knowledge about the person with strong national immunity and strong national mentality, and who is spiritually and morally mature.

Tasks of education instructors – officers in charge, who participate in the educational experiments consist of the following:

- control over adequate conduction of experimental works, identification of problems and taking note of information about them.
- participation in conduction of interim and final control on dates established for control of the students’ knowledge according to the grading system. Organization and conduction of additional interim control as necessary.
- timely preparation of expert opinions and need of reflection of the following therein:
  - degree of provision of experimental site with training tools and means;
  - degree of methodological support (methodological recommendations, training planning, test assignments and others) to the instructor, who conducts the experimental works;
  - degree of provision of students with textbooks, training manuals, didactic materials and tools and others;
  - activity of the research supervisor of the experimental site;
  - research and methodological assistance rendered by the dissertant in conduction of experimental works.

Identification of the following criteria for assessing the anticipated results of educational experiments under the research:

- **volume of gained knowledge.** This indicator is described by the amount of knowledge elements, which can be expressed by the student, and relevance of knowledge acquired by the student to the knowledge elements existing in the training materials (textbook, training manual and sets) is taken as indicator for assessing this criterion;
- **systemacy of acquired knowledge.** This indicator is defined by the students’ ability to understand the linkage and relations between the knowledge elements and to perform the summarizing tasks based on this. Relevance of the amount of linkage and relations identified in the scope of students’ knowledge to the amount of linkage and relations existing in the training materials (textbooks) is taken as an indicator measuring this criterion;
- **ability to apply the gained knowledge.** This indicator defined by the degree of application of acquired knowledge in the course of performing the non-standard tasks (training assignments). This criterion is defined by the number of the student’s non-standard answers with respect of the number required in the control assignment;
- **speed of completing the control tasks.** This indicator is based on the quantity of tasks performed by the student over given period of time. Ratio of the time spent to the number of correctly performed tasks is taken as a basis for determination of this indicator;
- **strength of knowledge.** This indicator is related to the degree of students’ ability to remember the learned knowledge over long-period according to results of the experimental works.
Thus, one should pay a special attention to many factors and conditions in the course of managing, organizing and conducting the pedagogical experiments for development of healthy thinking among the students and youth within the higher education system.

References