

MECHANISM OF DEVELOPING THE PROFESSIONAL THINKING OF STUDENTS

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<p>Article History Received: 08July2023 Revised: 10 Sept 2023 Accepted: 12 Oct 2023</p>	<p>Abstract: The given article considers methodological mechanisms and approaches of elaborating professional thinking of students through their academic study in pedagogical and other higher educational institutions by means of special pedagogical training programs and subjects. While participating in the process of raising a mature generation, the future teacher should not only be an example to others with his spiritual and moral culture, but at the same time, he should be able to demonstrate his skills based on his professional thinking, and train qualified personnel as mature pedagogues. it is necessary to make a proper contribution to the work of preparation.</p> <p>Key words: pedagogical mechanism, pedagogical aspects, professional thinking, professional skills, professional adjustment, training, competence, vocational, motivation, organizational activity.</p>
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Introduction

Professional skills, high pedagogical thinking, a conscious, creative approach to the educational process, the ability to effectively apply methodical knowledge, which

is to constantly improve pedagogical knowledge, to be aware of news, to use advanced technologies. is composed based on mastery. Future teachers, as well as young teachers, are provided with a number of conditions for professional self-improvement. They consist of:

- Studying the activities of experienced teachers is organized without leaving the educational institution and is considered effective from the time and economic point of view;
- Studying the activities of experienced teachers is carried out on the basis of observation and analysis of the training organized by them, it is appropriate to draw a conclusion based on the generalization of the impressions received in this regard.

Regular active participation in scientific conferences, theoretical and practical conferences and seminars, trainings. To study their work experience in the leading educational institutions of the Republic and developed foreign countries.

Therefore, a person who does not understand the essence of the pedagogical process and does not have deep respect for the student will not have an opinion that ensures the effectiveness of education and human maturity.

The basis of the pedagogical culture of the future teacher is the ability to understand the student, humane attitude towards him, correct assessment of the situation, timely elimination of conflicts that may arise, the rightness of pedagogical activity, society development and the conviction that the noble ideas instilled in the minds of students in the pedagogical process are a powerful factor and tool in ensuring the existence of life.

So, professional skills mean that students who graduate from the medical pedagogy course have acquired high-level professional skills and qualifications, which is reflected in the level of competitiveness of a person in the profession he occupies in the labor market. Professional skills are determined by such qualities as the future specialist's high level of flexibility in the educational institution, quick assimilation of news, approach to the new educational process, and the ability to independently choose the field of activity.

Professional skills and ability are such qualities of a person that determine the life and work success of a future specialist. In the new stage of the development of education in the independent Republic of Uzbekistan, the main task of professional skills is to train specialists who can adapt to the modern production conditions at the level of world requirements, to raise our economy to the level of a great country, not to recognize the amount of information provided as the main factor in this process, but to give them It consists in training such qualities as forming a relatively creative approach and independent thinking [1, p. 231].

The experience of developed countries shows that where there is a lot of attention to education and upbringing, there is development and progress. Therefore, the perspective of our republic depends on the extent to which continuous education is implemented, the formation of the continuous education system will ensure that the process of personnel training will acquire a new meaning.

Main part

The process of personnel training, which has acquired a new content, guarantees the level of fulfillment and high quality of the social order for the training of a competent person and a qualified specialist. In our opinion, professional skill is a feature that determines such personal (childishness, benevolence, humanitarianism, kindness, etc.) and professional (knowledge, intelligence, dedication, creativity, erudition, etc.) qualities of a future teacher-educator that he It is manifested in his deep and comprehensive knowledge of science, pedagogical-psychological and methodical preparation, in his practical activities and application of finding optimal ways of teaching, educating and developing students [2].

Thus, in order to become the owner of professional skills, medical pedagogy specialists should know their subjects based on the requirements of the time, master the sciences of pedagogy, psychology, methodology, and strive to find humanity and dedication in themselves.

It should be noted that the teaching profession is complex and difficult. The difficulty and complexity of this profession is determined by the fact that he always communicates with a living, conscious being. A conscious and living creature is

always developing mentally, spiritually, and physically. Therefore, it is necessary to constantly communicate with the student, to influence him, to have a perfect knowledge of psychology and the theory of education.

This emphasizes the need for a teacher to have pedagogical and psychological training and the rules of pedagogical technique. Pedagogical technique consists of a general, pedagogical set necessary for a teacher both in educational activities and in extracurricular activities.

First of all, as a component of the pedagogical technique, the teacher's speech skills, that is, to speak literately, to express one's speech in a beautiful and understandable, impressive manner, to clearly express one's thoughts and feelings in words. can be mentioned.

A direct study of the content of education in practice in foreign countries regarding the professional training of specialists has shown that in Western countries the main place is occupied by the level of competence of the specialist. According to the nature of the national education system of our republic, the minimum requirements of the content of education are based on knowledge, skills and qualifications. If we look at the etymological analysis of the concepts "competent" and "competence", we can understand that they did not arise by chance. Competence does not mean the acquisition of separate knowledge and skills by the student, but the acquisition of integrative knowledge and actions in each independent direction.

In terms of the requirements for the level of professional training of students of medical pedagogy as future teachers, competence means the ability of students to appropriately apply a set of knowledge, skills and methods of activity in certain situations. Competence is expressed by the student's acquisition of knowledge, skills and abilities necessary for the implementation of personal and socially significant professional activities and their ability to apply them in professional activities. In this place, the essence of the concept of "competence" is fully revealed, it is manifested in the following two forms: competence as the scope of personal qualities of students and basic requirements of the professional field [3, p.185].

Due to the fact that the educational content is grouped in the curriculum as blocks of subjects (for all subjects), interdisciplinary (for a set of subjects) and subjects (for a specific subject), we recognize the following three levels of competence:

- basic competence (according to the humanitarian, socio-economic content of education);
- interdisciplinary competence (according to the specific framework of educational subjects and educational blocks of general professional training);
- competence in one subject (subject) (according to having a specific and known opportunity within a special academic subject).

Thus, basic competence is determined at the level of educational blocks and academic subjects for each stage of higher pedagogical education. For determining the order of basic competence, the essence of social and personal experience in accordance with the main goals of professional pedagogical education, the main types that allow the acquisition of life skills in the process of organizing professional activity in social society are of great importance.

From this point of view, they are divided into the following types of competence:

1. Comprehensive competence. It is related to the valuable directions of the student, his ability to feel and understand the social existence, to find an independent way of life, to understand his role and place in the social society, to set a clear goal in the organization of actions and to make a decision. reception competence, competence related to worldview, it provides a mechanism for self-determination for the student in educational and other situations [4, pp. 590-598]. The student's individual educational direction and the general program of his life activity depend on this competence.

2. Socio-cultural competence. It is the scope of knowledge and activity experience that the student needs to master in depth, the characteristics of national and universal cultures, the spiritual and moral foundations of human and human life, the cultural foundations of family and social traditions, the role of science and religion in human

life. Their impact on material existence, knowledge about life and recreation, for example, knowing how to effectively organize free time.

3. Academic competence is a set of independent thinking competences consisting of elements of logical, methodological and social activities of the student related to specific objects being studied, including the ability to see the goal, plan activities , includes knowledge and skills in analyzing its content, reflection, personal assessment of activity. In relation to the studied objects, students acquire creative skills, that is, obtaining knowledge directly from existence, methods of action and heuristic methods of solving problems in non-standard situations.

4. Information acquisition competence. With the help of audio-video presentation tools and information technologies, the skills of independent research, analysis and selection of necessary information, their modification, storage and transmission are formed. This competence ensures that the student learns the basics of academic subjects on the basis of important information.

5. Communicative competence. Learn how to interact with students, their methods, mastering the language that takes priority in the communication process, the skills of working in groups, organizing and conducting various spiritual and educational activities in a team. includes.

6. Socially active competence includes citizenship (citizen, observer, voter, representative), social work (consumer, buyer, client, producer rights), family relations and obligations, economic and legal issues, professional, as well as It means acquiring knowledge and experience in determining one's personal position (in particular, analyzing the current situation in the labor market, the ability to act in pursuit of personal and social interests, knowing the etiquette of labor and civil relations).

7. Competence related to practical activity means the ability to transfer from one state of action to another state of action, to apply actions and actions in new situations, to quickly find direction in new information. It is appropriate to consider a normative model of training a specialist, which includes educational and cognitive activities for acquiring a future profession.

It is expressed in the qualification characteristics of the graduate of the medical institute of the relevant direction and level of training, and scientifically based knowledge, skills and qualifications reflect the composition of the important professional qualities of the person.

It is not the thought itself, but the person who thinks. Human thinking is always extremely personal and individual, and the subject knows the objective relationships and relationships in the world around him with a specific goal, in a general and instrumental way, the subject's creative, creative activity, forecasting before reflecting the happening events and events, new involves generating ideas, opinions, hypotheses and theories.

Thinking constantly expands a person's worldview, his feeling and perception of the world, the evaluation that he gives to his existence, his actions, and his hopes.

Human thinking is a complex and active process, it involves abstracting and generalizing, analyzing, synthesizing, comparing, simulating, rationally setting out tasks that are extremely diverse in terms of their complexity, character and content. and includes solving. A thinking person can draw logical results and conclusions, have life experience, work and professional skills and abilities, he is able to prove his point of view on any issue, justify it with evidence and defend it.

Thought is an abstracted, generalized reflection of reality in the human brain. First of all, it is a product of social development. Because thinking appears in the process of social production of people and ensures the disclosure of the essence of reality. In this case, the essence of reality is reflected in concepts, ideas, and theories through methods and ways such as abstraction, analysis, and generalization.

Human consciousness is a process directed towards a certain goal. Reality is not simply reflected in the human mind, but this perception will never satisfy him. As a result, he tries to change it with the help of his practical activities, and for this he tries to know the laws of development of this reality. As a person creates a subjective vision of existence in his mind, he understands himself, his goals and interests, ideals, and his spiritual image. In doing so, he separates his place in the reality around him,

considers his attitude to existence, what he is doing, what goal or interest he is pursuing.

It is necessary to intensify mental activity and human activity in all spheres of activity of our society. Activity aimed at accelerating the socio-economic development of the country is not an economic category, but has a broad social character. The link connecting the economic and social aspects of this concept is the level of human spiritual potential. Therefore, an important condition for the intensification of activity is to increase the cognitive activity of a person, to form a diligent and meticulous individual who establishes a creative approach in all spheres of society's life.

The success of any work is decisively determined by the active and conscious participation of the masses. Convincing the mass of working people of the correctness of the chosen path, interesting them mentally and materially, and changing the mentality of employees are the most important conditions for accelerating our development.

The activity of the human mind is especially evident in its creative activity. Human creative activity is organized by the processes of consciousness, unconsciousness and subconsciousness. But consciousness plays a key role in human creativity.

Creativity is a spiritual and practical activity of a person aimed at creating qualitatively new material and spiritual values. With his creativity, man creates a "second nature" different from nature, he creates an "artificial environment" within the natural environment. In a broad sense, society is also a creative product of man. Everything that a person uses in his life: things, clothes, housing, food - everything is a product of his intelligent creation. In addition to these, man created religion and science with his conscious creativity.

According to the nature of human creative activity, inventive, organizational, scientific, artistic and technical types of creativity are distinguished. Inventive creativity is a human creation of new machines and mechanisms based on discovery, knowledge and study of the laws of nature and society.

Organizational creativity is a person's ability to manage people in society, to organize them, to unite them, to initiate and lead great works, in short, to organize the affairs of the whole society.

Scientific creativity is a creative activity related to the discovery and learning of the laws and regulations that apply to nature, society, and one's thinking.

Artistic creativity, unlike scientific creativity, is the activity of artistic expression of nature and society phenomena, human nature in the spheres of art and culture, based on the laws and principles of sophistication.

Technical creativity also consists of a certain synthesis of scientific and artistic creations and includes human activities in the field of creating new techniques, technologies, and mechanisms. It is necessary to divide human creative activity into such types. In fact, human creativity is essentially a whole activity. Creativity, creativity, creative ability of a person is an important social factor that separates him from the animal world. An animal does not have the ability to create. And man creates and creates because of his mind.

Results and discussion

Basing on the above mentioned data, it can be obviously stated that natural creative ability (for developing professional pedagogical thinking) has a couple of fundamental levels:

1. The first level of this creative ability is the knowledge that arises in a person. The leading feature of creative ability is creative imagination. This characteristic is characteristic of an artist, a mathematician, and any rational person. Psychologists distinguish two levels of ability: its first level is reproductive reflection, and the second is creative reflection;
2. The second level of ability is usually called creative ability. Only this creative ability gives rise to the creative process. The first manifestation of creativity is brainstorming. Intelligence characterizes the nature of a person's selective influence on external influences, the strength expressed by his diligence, and is manifested in

curiosity about a certain activity, inclinations and aspirations towards it. Curiosity or interest in any activity is a stimulus for the development of creative ability, because they encourage a person to do a certain activity. In the course of this activity, the inclination and curiosity, certain feelings and experiences form the "energy resources" of creativity. In general, creative ability plays an important role in the formation and development of the creative personality, it determines the spiritual image of the creative person.

In the realization and development of a person's creative ability, his attitude to the activity and his duty, which is suitable for his talent, is of decisive importance. These relationships determine his beliefs, social direction and ideals.

A specific task or problem before a person is an expression of a question that needs to be fulfilled or solved. The apparent task (problem) often reflects the goal that must be expressed. The goal is to get rid of doubt and excitement, to find the unknown reality that a person is looking for.

The expression of the problem that arose in the research stages of thinking can be of different levels. In particular, it is necessary to determine aspects of reality, what is known and what is unknown, how to determine them, in which case and in what way it can be solved, what is its importance for life, etc.

The next components of professional thinking are reflected as follows: searching for answers to the questions, searching for ways, methods, tools, rules and skills that help to solve the problem, choosing them and applying them in this activity, etc. A person sometimes tries to find the answers to the questions asked to fulfill the task in this specific case from the objects in the environment. The effectiveness of this situation largely depends on its observability and thoroughness. In some cases, it is obvious that the answers to the questions can be found in the accumulated experience and accumulated knowledge. For example, the thinking, reasoning and conclusion of a student giving a session is shown in the same way.

Professional thinking is inextricably linked with creative imagination. Therefore, a person finds answers to many questions in his practical activities with the help of his imagination. In particular, all kinds of assumptions, hypotheses,

scientific hypotheses, discoveries, inventions in the field of technology are realized in this way, that is, with the help of imagination, the necessary results are achieved. Also, in the process of creative thinking, processes such as solving, performing, discussing, reasoning, thinking, hypothesizing some tasks are completed by using logical thinking methods and tools. For example, the same situation occurs when mastering the basics of science, such as mathematics and physics.

In the process of creative thinking, shortcomings and mistakes are sometimes made. As a result, there is a feeling of doubt about the answers obtained or the tools used. As a result, a critical examination of the results can appear in parallel with the solution of the problem. Usually, the logical aspects of thinking at these times form the core of creative thinking, such as making judgments and conclusions, proving, arguing, justifying, rejecting, denying.

In the process of professional thinking, a person relies on the help of others to solve a problem. In some cases, creative thinking occurs in interpersonal relationships and communication during the solving of a problem or task. Communication consists of logical methods such as exchanging ideas, talking, discussing, arguing, proving, arguing. According to the history of the development of science and technology, most of the great scientific discoveries, philosophical observations, scientific theories, and constructive creations appeared in the world as a product of social thinking, as a result of collective thinking. So, creative thinking enriches reality with an element of novelty as a result of the systematization of the intellectual masterpieces of generations.

As a result of analyzing a problematic situation, thinking makes it clearer and turns it into a problem that can be solved. So, a closed chain of interconnected thinking is created here. Every link in the chain of thoughts, problems, and issues always and incessantly requires each other.

The emergence of a problem differs from a problematic situation by its specific characteristics. Usually, when the problem is stated, even if it is in advance, the known information and the unknown (things that need to be searched) are divided into separate logical parts, parts. The matter consists of a part of speech and

conventional signs or abstract concepts. The verbal part of the problem reflects the division into known information and unknown things. In the study of any subjects, its main conditions are clearly stated in a way that reaches the mind of the solvers, and also the requirements and questions put before it are formulated in accordance with the age and level of people of different ages. Through rigorous research, discussion, selection of tools, and their application, the sought-after unknown is found.

So, how does the creative thinking process work?

First of all, the problem that needs to be solved in the activity of thinking must be determined by a person. If no issue or problem is presented to a person, then he does not even think about anything, so there is no problem in front of him. The more accurate and complete information a person has about the issue he needs to solve, the easier he will find ways and means to solve it rationally. For this, it is absolutely necessary for problem solvers to first understand the content of the given problem, check its conditions, and determine what is known and what is unknown. That's the only way they are not in a hurry, and without hesitation, they find out the conditions of the problem and reach the right solution.

Second, they strive to apply all the knowledge (rules, facts, laws, properties, characteristics, important signs, relationships, connections, etc.) necessary to solve a problem or issue. For this purpose, they carry out the migration process using the experience, situation, and methods they have encountered in their personal experience.

Thirdly, a hypothesis related to the problem is put forward, stages are estimated, hypotheses about the solution are developed, various options and variations are discussed, the most effective symptoms are distinguished by comparison, etc.

Fourthly, it is necessary to check the hypothesis put before the problem. Analogous situations are compared to each other to verify it. In this place, materials of creative imagination are used extensively. A hierarchy of thought processes is applied to ensure its authenticity. The hypothesis is mentally analyzed and synthesized using logical methods, judgments and conclusions are made operatively about its adequacy.

Fifth, if it is found that the hypothesis put forward to theoretically solve the problem is not adequate, it is wrong, it is squeezed out of the object of thinking, and new hypotheses, thoughts, assumptions are accepted or invented.

A new practical hypothesis is tested several times in thought, and then recommended for testing in order to put it into practice. Most of the above-mentioned considerations are analyzed in terms of various models, options, preparations, technological cards, etc. in solving constructive technical issues, creating discoveries, proposals of inventors, rationalizing, introducing technological devices, and then the most significant of them. the slave chooses the most appropriate one and settles on it. Sixthly, the solver completes the thinking process by checking the problem and issue to be satisfied with the correctness of the obtained results. After these operations, the issue is considered to have been completely resolved, and thinking about it is stopped.

Usually, a person overcomes a certain level of difficulties in the process of creative thinking. The objective and subjective reasons that cause them are diverse and can be expressed in different ways.

One of the most important issues facing world pedagogy and educational psychology today is the search for ways, methods and means of forming not only educated, but also creative thinking, independent thinking person.

Today, it is possible to identify the following urgent problems faced by pedagogical psychology in the education of an independent thinker, with a professional mindset, and a creative person in the educational process:

- methods (styles, forms), enrichment of methods, means, methods with new content that can meet the requirements of modern times, the process of training students, formation (socialization) of students in educational institutions, from monologic teaching system to dialogic, innovative (based on innovation) , transition to new types of education, such as cooperation (coordination of teacher and student activities);
- revision of the curriculum, program for training medical pedagogy specialists and the textbooks, training manuals, developments, and lecture texts published based on

them, taking into account the characteristics of the regions of our country improvement, refinement, rational reduction of educational subjects (materials) not directly related to the specialty and consideration of the human factor in education;

- formation of thinking in medical pedagogy students in the educational process, teaching them to creative research, achieving critical thinking content;
- to organize the activities of talented students in educational institutions, to ensure diversity of talent assignments and to form the ability to solve them, to understand the existence and continuity of creative elements, to develop the ability to predict, to guide students to perform non-standard tasks to create and organize creative research based on desire, ability, inclination and motive;
- creating problematic situations in the educational process (for example, can you describe the main factors of independent thinking?). To further clarify this situation, it is enough to give the instruction "Bring the psychological portrait and physical structure of a thinking person before your eyes, imagine it."

Also, providing students with tests in the form of complex riddles. For example, a guy and a girl were having fun, one of the passengers asked the girl, "Who is this?" and she heard the answer: "This guy's mother will be my mother's mother-in-law." The problem awaits its solution, who is the girl sitting with? - education should be built on the basis of active methods, so that cooperation between the teacher and the student takes priority. To ensure that active, independence-leading teaching methods and forms such as test, debate, business games, complicated pedagogical problem, heuristics, training, psychodrama, puzzle, battle of thoughts become the basis of education.

It is worth noting that when it comes to educating an independent thinker with a professional mindset and a creative person in today's educational system, while preserving some traditional lesson forms, it activates the activities of various learners. , it is desirable to enrich students with interactive educational methods that encourage independent thinking.

After all, rational organization of the lesson process, increasing the interest of the learners by the teacher, constantly encouraging their activity in the educational

process, dividing the educational material into small parts and revealing their content in different ways the use of modern educational technologies and encouraging learners to independently perform practical exercises is the guarantee of educating independent thinking, creative individuals. Today, the market economy based on competition feels the need for active people who are quick, entrepreneurial, who can work according to the conditions, who can update the ways, methods and means of achieving the goal immediately and intelligently.

Therefore, in Western countries, there is a shift from a behaviorist approach to a cognitive approach to the education and training system. When assessing human activity, cognitivism differs from the behaviorist approach that prevailed in pedagogy and psychology until the 60s of the last century as follows: a) in the behaviorist approach, human behavior is understood as a complex of unconscious reactions determined by the influence of the external environment; b) in the cognitive approach, the superiority of consciousness, skills and abilities formed on the basis of education is recognized in these behaviors. It can be seen from this that in the behaviorist approach, human education is slow, and in the cognitive approach, they are active.

Today, due to economic changes, while the demand of the society for some professions and specialties has weakened, the possibility of proper management of personnel activities in production and the problems of choosing a profession and training specialists are considered as one of the most serious issues.

Also, everyday life itself shows that the achievement of professional maturity encompasses a long-term period of personal activity, which is characterized by social status, lifestyle, and the continuation of traditions between generations. For this reason, it is possible to list a number of factors that hinder the personal and professional formation of students studying at a higher educational institution in their development as specialists: Growing professional and personal demands on specialists.

The periodic nature of the factors that cause the choice of profession and the non-existence of a single standard of social ideals about professions. Psychological

research of the demands related to the development of our society and the impact of the above-mentioned aspects on the professional formation of students shows that it is one of the most urgent problems of today.

Conclusion

Summing up, the above-mentioned cases show how urgent the problem of professional formation of an individual is today, especially during the student period. Every person wants to live in prosperity and well-supplied conditions. For this reason, people strive to engage in labor activities that serve to ensure a comfortable life and try to acquire professions and specialties that make it possible to acquire material wealth. In some cases, a person does not have enough opportunities to choose a certain profession and occupy it.

Choosing a profession that does not correspond to a person's interests and psychological capabilities naturally has a negative impact on his personal development. From this point of view, the relationship between a person's chosen profession and his personality is a very urgent issue. Below we will analyze the views and researches of psychologists on this issue.

It is known that the professional formation of a person consists of four main stages, which can include the following:

- a) formation of professional aspirations;
- b) professional education;
- c) professional adjustment;
- g) partial and full dedication of a person in professional activity.

The social and economic reforms carried out in our republic require the population to have a high culture and to be a skilled master of their profession. From this point of view, two different aspects of professional activity, psychological and pedagogical, are distinguished. The psychological aspects of professional activity are to inculcate psychological-pedagogical principles, categories and concepts necessary for specialists to effectively fulfill their duties and responsibilities in the future, and to interpret their behavior in accordance with the requirements of professional culture

and ethics, to perform their duties correctly. It is manifested in education, love for one's profession, respect for people.

Pedagogical aspects of professional activity are reflected in existing ethical and political characteristics of employees' behavior and are determined by how ethical principles and norms are formed in the mind of the individual. People with different behaviors, personal experience, information about certain types, and facts covered in the mass media are of great importance in the formation of morals.

One of the important tasks of vocational education is vocational training, in which preparation is carried out in two forms: independent study (additional education or independent education) and education in special vocational educational institutions. by getting

An important psychological process that determines the success of vocational education is the state of preparation for a certain profession. This condition also implies emotional and motivational preparation.

Choosing a profession is an important stage in a person's life, in which a person makes an important decision for his life and realizes his potential in society. This process occurs as a result of a person's analysis of his internal capabilities, depending on the compatibility of his capabilities with the requirements of a certain profession.

Choosing a profession is an activity that reflects the relationship between a person choosing a certain profession (the subject of the choice) and the chosen profession (the object of the choice): studying the characteristics of the relationship between the subject of the choice and the object of the choice is one of the urgent issues of our time.

Thus, professional self-determination is a process that incorporates all periods of a person's professional activity, that is, from the emergence of professional aspiration to the complete release from work.

It can be said that it covers the whole life path of a person. Of course, one of the most important stages of this process is the stage where the choice of profession is made. A correctly chosen profession, on the one hand, corresponds to the internal capabilities of a person and determines his human happiness and maturity, and on the

other hand, the development of society accelerates due to the effective work of a good professional.

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