

# IMPROVEMENT OF PROFESSIONAL THINKING IN FUTURE TEACHERS

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## ABSTRACT

The article shows the culture of thought and the importance of pedagogical communication based on the external influence of the subject and its internal psychological conditions, the content of theoretical bases, methodological principles and results of the empirical research. In the course of the study, the pedagogical-psychological peculiarities of the professional thinking of the students of the direction of pedagogical education were determined. And our developing authorship program served as an important practical motivation to the development of professional thinking of future teachers.

**KEY WORDS:** professional thinking, interest, communication, future teacher, education, culture, motivation, model, feature, criterion, result, activity, component, willpower.

## INTRODUCTION

The relevance of the problem of professional interest of modern students of higher educational institutions is that the interest of the future teacher in his profession should serve as a criterion that determines his future professional maturity. In the period of socio-economic reforms and changes carried out in our country, special attention is paid to the training of future teachers, which in turn are responsible for the formation of the personality of the pupil youth, expansion of the worldview and realization of creative opportunities.

The problem of the formation of the personality of the future teacher is solved depending on the needs and requirements of each individual society. It is noted in the normative documents that it is a necessary condition not to be limited to the motives of choice of profession, professional training, professional dignity and professional skills, but also to have professional interest in future pedagogical personnel.

The practical importance of studying professional interest is the direction in the search, formation and maintenance of psychological conditions of the emergence of professional interest in a particular activity. In this regard, the study of the emergence, function performance and further development of professional interest in future teachers is considered an urgent problem.

## THEORETICAL AND METHODOLOGICAL BASIS OF STUDYING PROFESSIONAL INTEREST

The concept of "professional interest" is one of the important categories in the professional competence of personnel in the following years. Observation of the student's activities shows that students with a strong interest are distinguished by their high level of self-assimilation. During the study, a higher level of interest in the profession was established and a higher level of preparation for professional activity was established. Professional interest is the most important incentive to acquire knowledge, abilities and skills. The strengthening of professional interest and the development of skills confirm the formation of interdependence and readiness for work.

The definition of professional interest encountered in the literature can be considered a specific model. But the closure, which can not fully reveal their essence enough, does not reflect the interaction of the subject with the profession. In our opinion, the model of professional interest is noted as follows. In the noted Model, some shortcomings are noticeable: 1) the motivational component in professional interest is not reflected; 2) the interaction of professional interest with the environment is not indicated; 3) the principles of the organization of professional interest, its performance and development are not specified (only two principles – categorization and differentiation are cited); 4) the importance, interaction and interaction of the components of professional interest in the age aspect are not specified.

Based on the structure of professional interest, we proceed from the fact that the mediation and reflection processes are in unity. In this regard, the reflection of the connection with the profession chosen by the subject is manifested in certain forms. According to the established state in Psychological Science, the psyche is manifested in the trinity, that is, in feeling, mind, will, and then it also occurs in the interaction of

the three subjects and the chosen profession. But reflect the character of the relationship of these three subjects with the profession as a general concept. But each subject chooses a certain profession, motivating this choice. In this regard, a new form of interaction of the subject with the profession, manifested in motivations, arises.

Interest in cognition is of great importance not only in the educational activities of schoolchildren, but also students on the basis of incentives. Interests and incentives are interrelated, and large hemispheres create a strong excitation Center in the shell. The sum of interest and incentives for knowledge is such a basis that on its basis, knowledge develops in students and professional abilities and skills are formed.

The interests of a person are determined on the basis of public-historical and individual circumstances of life. Interest in labor activity is an actively oriented attitude towards conditions aimed at satisfying the needs of a person. Interest as an expression of the general orientation of the individual covers all the psychological processes that occur in the activity of the subject and in the sphere of its stimulus, and directiontiradi.

In the system of human interests, a special place is occupied by professional interest, which expresses a person's attitude to a particular profession, and as the only "internal" regulator of professional activity. If we look at history, then the philosophers of Ancient Greece and Rome understood it as a spiritual phenomenon, which determines the character of a person and the success of a person in professional activity. In practical pedagogical and psychological research, there was not long period that the term "professional interest" began to be used, that is, only 15-20 years ago. At the same time, this is not a short period of time to solve this problem, but today it is one of the most important problems in psychology.

What exactly is included in the concept of professional interest by modern researchers? Professional interest than one seems to be an expression from the direction of an individual to a particular profession. But it is clear that the concept of orientation has a sufficiently large volume according to its composition and is complex, and it would not be correct to arouse it with interest. Inadequate attention by researchers to professional interest as a personal formation sometimes leads to the creation of various phenomena that do not fully reflect its essence. As an example, the following can be cited. N.I.Kalugin, A.D.Sazanav, V.D.Simonenko wrote that the professional interest: as an interest in the preferred type of activity [1]; A.I.Tsherbakov agreed as an individual psychological phenomenon in the quality of the founding beginning of a creative attitude to activity in the combination of abilities and Skills [2]; as a orientation to the successful acquisition of the profession by a person; is understood as the orientation of consciousness, willpower and feelings to the occupation, etc. Such definitions do not fully reflect the nature of the phenomenon under study, which makes it difficult for them to be used as a guiding methodical equipment for conducting research and as a guiding object for practical purposes. In scientific researches of L.Yovaysha professional interest in evil studies is understood as the innate characteristic of an individual [3].

Issues related to the study of professional and pedagogical interests were reflected in the literature. For Example, V.G.Maksimov after studying the professional interest in the students of pedagogical higher educational institutions [4], identified its main indicators: 1) a complex of public relations with students, teachers, parents, characterized by its social and professional status as a future teacher; 2) a positive feeling-awareness attitude of the student to the students, teachers and work with them; 3) the level of the student's; 4) the willpower activity of the student in his professional-medical activity, which is primarily determined by his ability to cope with difficulties of various levels.

The most correct definition of the concept under consideration can be developed on the basis of the idea of professional interest in the quality of a systematic formation, which develops in the process of entering into a relationship with a particular profession in a person. From this point of view, professional interest is understood as a complex multi-stage hierarchical symptomatic complex of psychological processes, features and situations, which includes selection-consciousness, emotion and willpower activity, focused on selected professional activity. But this definition also does not sufficiently reveal the essence of professional interest. What does it consist of? Proceeding from the psychological theory of activity, the individual has the basis for the reason of any activity. In this regard, the activity of the individual towards the chosen professional activity is determined by the system of causes. When considering the concept of "professional interest", S.P.Gregjde [5] equates it to the concept of professional orientation. But vocational orientation is a personal

formation in a larger volume, which includes, in particular, vocational interest as an integral part. The advantage of the work under study is that the development of a manual for the diagnosis of professional interests in students and pedagogical universities should also be considered by the author as a method for the formation of professional interests in students and students.

It can be noted that in most of the works that we have analyzed, the authors, while revealing the essence of professional interest, can be considered as A.I. Tsherbakov [2] does not include the part of the cause, except for the fact that one of the components of interest is the cause. Activity of proceeding from the concepts presented in the works of A.N. Leontev [6] and others, the reasons become the force that motivates the individual to activity. In this regard, the reasons that arise on the basis of a positive emotional attitude towards a particular professional activity are considered one of the parts of professional interest. Thus, in relation to the understanding of professional interest, the analysis of literature allows us to draw the following conclusion. Professional interest is sometimes understood as a feature of an individual, sometimes as a set of mental processes, characteristics and situations, sometimes as a person's attitude, sometimes as a direction, etc. The absence of a single understanding of the essence of professional interest leads to various methodological approaches to its study.

Having finished the study of professional interest in literature, it is necessary to briefly touch on its understanding on the basis of scientific theories of psychology. On the basis of the theory of "reflection", professional interest is a "reflection" of a certain professional activity and its performance as a "reflection" in relation to the human psyche. The character of the "reflective" (professional interest) is a connection to a particular person, in which a reflection occurs in the mind of the "reflective" (professional activity and its executor). External influence can have this or that effect only if the thoughts and feelings that have arisen in it have crossed the line. The emergence of professional interest is considered as an emotional manifestation of professional activity in the mind of a person. The main cases of the theory of reflection allow the emergence of professional interest in a person in a particular activity to be regarded, which makes it possible to more effectively carry out the process of managing the formation of professional interest.

According to the theory of psychologists P.Ya. Galperin [7], and N.F. Talizina [8] step-by-step formation of mental concepts and actions developed, the activity includes two namely internal (directing) and external (acting) parts. If an external activity for a subject is a study or activity, for example, a certain part of internal activity for him is an interest in the same activity. In the composition of interest in study or professional activity, there is a goal, an incentive, an idea of the activity that is being performed, a desire to perform it occurs, the result is diagnosed and recognized. All these elements form the basis of the orientation of the activity. But this should be called the basis of value and orientation of reading or professional activity, and not directing. A certain professional activity (teacher, economist, Manager, medical worker, etc.) has a certain value for a particular person, which serves as the basis for the emergence of professional interest. The effectiveness of study or professional activity and the satisfaction of the subject from it will be determined by the completeness and correctness of the value and guiding basis, and there will be a professional interest in the quality of complex personal formation.

Thus, on the basis of the theory of instruction, professional interest becomes the psychological readiness of the subject to perform certain activities. The study of professional interest on the basis of the above scientific theories allows to understand the meaning of its appearance in the subject, to talk about it about complex personal formation, its role in the structure of an individual and its importance in professional training and activity.

Motivational component conditioned under the influence of the emotion component ("I would like to be a doctor, because this profession is very fond of me," answer schoolchildren). The character of the motivational component is determined by the composition of the emotional component. Incentives as an internal motivating force serve as a source in the manifestation of mental and willpower activity aimed at improving the professional activity of an individual. In contrast to the emotion component, the motivational component influences two, that is, the components of reason and will.

Mental component is conditioned by the influence of emotion and motivational components in its manifestation. The nature of its function is determined by the will component. In turn, the rational component can influence the component of emotion (the joy of understanding associated with expectation

strengthens positive emotions and, on the contrary, the understanding of the profession did not justify the confidence associated with it). For example, some students do not pay the whims of their chosen profession during the period of study at a higher educational institution.

The will component is conditioned by the influence of emotions and motivational components. The source of willpower activity is a sphere in which the subject has a strong positive emotional attitude towards the profession and the motivating forces that direct him to perform the willpower with the determination of their character are concentrated. The activity of the Will is determined by the professional incentive sphere in which it is formed and the satisfaction of the chosen profession, the absence of the intention to change it in the subject. In turn, the will component regulates the mental activity of the individual, as well as performs the function of stopping, controlling and regulating [9], and carries out the retention and stimulation of unpleasant emotional states and the direction of all the behavior of the person with interest in a certain way chosen by himself. The state of satisfaction with the correctness of the chosen profession in the implementation of successful actions (in study and labor activity) by the subject comes out. Thus, the structural-functional model of professional interest reflects the interaction and interaction of components and their relationship with the profession.

The main cases of the conceptual model of professional interest are follows: 1) professional interest consists of a complex personal formation; 2) the emergence of professional interest conditioned by the influence of the external environment (professional activity, its executors and other factors), in which the subject has the necessary conditions; 3) the conditions for the solid formation of professional interest are the presence; 5) components of professional interest have a certain sequence, significance, interaction and interaction of finding content; 6) the importance of some components in the process of forming professional interest, and communication between them can change; 7) professional interest manifests itself in the interaction of the subject with the chosen profession "subject"-the scheme"profession".

The presented model of professional interest in the quality of complex personal formation on the basis of literature and previous research (experimental) analysis reveals the following:

- 1) to develop a manual for the diagnosis of professional interest in a particular activity;
- 2) to determine the importance and manifestation of each component necessary to distinguish between the effects on the subject in the management of the process of formation of professional interest.

The main criterion for the originality of the proposed model is its "workability", which is understood as its application in practical studies.

In this study, two main characteristics of professional interest are distinguished: structural uniformity and dynamic consistency. When it is said that professional interest is formed, the following is understood: the degree of understanding by the subject of the suitability of his abilities to the chosen profession; the character of the imagination about the chosen profession; the degree of satisfaction from it; the demonstration of mental and willpower activity in mastering the profession. When called the consistency of professional interest, it is understood that the leading incentives in the preference for a profession correspond to its composition, which determines the duration of its retention in the subject.

## **EXPERIMENTAL STUDY OF PROFESSIONAL THINKING**

In the process of professional reflection, a person has his own specialty, thoughts, thoughts, ideas, hypotheses about his profession, and they are expressed in the form of concepts, judgments, conclusions in the mind of a person. In social life, in the process of education, communication, communication and relationships between people are also manifested with the help of contemplation.

Analysis and generalization of pedagogical, pedagogical-psychological and methodological literature on the subject of the study gave rise to the possibility of carrying out our special research aimed at determining the structure, content and logical description of the development of professional thinking in different stages of education of students of the medical pedagogical direction.

In the educational process, the study of the state of the future professional thinking of teachers was carried out through the method of "cutting". That is, we have come to the relevant conclusions, which intertwine the peculiarities of the level of thinking of students at different stages of teaching. As these stages, the second process of the 2nd course, the third course and the first process of the 4th course were selected.

During the course of the study, a system of relevant methodologies was developed by us, in the educational process, a psychodiagnostic program was prepared and applied in practice, aimed at developing the professional thinking of future teachers.

Diagnosing of student thinking is done by R.Amtxauer's intellectual test structure, "comparing concepts", "needless excess", "word labyrinth", "find solutions to situations" (diagnosis of the level of artistic-metaphorical thinking, formation of new knowledge based on the comparison of well-known objects and phenomena), "interpretation of articles" (determination of the level of purposefulness of thinking)," research of the speed of thinking"," diagnosis of the degree of formation of reflexive thinking " (T. Pashukov, A. Dopir, V. Dyakonov), using of S.Mednik's methods of "diagnosing verbal creativity".

The study of the peculiarities of the professional thinking of students of the direction of primary education, sports and educational work at different stages of education showed that the increase in the level of thinking of students from the 2nd to the 4th year was noted the establishment of associative, that is, interdependent relations, the increase in the speed of thinking. Also, in solving a particular task, negative indicators in the case of the transition from one method to another were reduced, positive changes were achieved in such characteristics as verbal activity, analysis, purposefulness, understanding of the figurative meanings of concepts, fluency and logic of the speech process.

On the basis of the "development program" compiled by us, our main goal in the development of professional thinking of students of the direction of primary education, sports and educational work provided for the solution of the following tasks:

- to assist teachers in understanding the possibility of achieving professional maturity behind the development of personal professional thinking;
- formation of information on the peculiarities of personal professional thinking;
- formation of verbal creativeness;
- to increase the level of thinking reflexivity;
- strengthening the knowledge, skills and skills acquired on the basis of the development program.

The general structure of our"development program" was presented as 4 units: motivational, information, instrumental and reflexive components, blocks.

The purpose of the motivational part was to awaken and generate positive motivation for students to participate in the "developmental programme". Because, one could not believe or dislike the program leader, the unhealthy environment in the group, the lack of understanding of the aims and objectives of the program, the achievement of the goal set before us and the negative impact on the final result. First of all, we tried to establish healthy and friendly relations in the group. In the first session, mutual acquaintance of the members of the group with the head of the program was organized.

The development of personal professional thinking of the members of the group focused on a variety of small cross-presentations on desires and expected results, including: "My Name Is", "Ice breaking", "let's get acquainted" was carried out through psychognathic exercises such as. As a result, significant motivations emerged in the students participating in the experiment: striving for success, a better understanding of the actions of himself and his group members, self-confidence, being able to see and be proud of their achievements, a sense of effective interaction and interaction in the educational process, passing lessons in a specific and interesting way.

The task of the information Block was to provide future teachers with a variety of information on professional activities and to develop the skills of reading, analyzing information and working with text by them. Students are assigned assignments with the aim of determining the sequence of carrying out their professional activities, in order to achieve success in their field. Students in turn, on the basis of discussion, perfect their ability to express their thoughts in a pleasant way, paying attention to the timbre, rhythm, range of sounds, demonstrating speech opportunities. The unity and harmony of thought and speech is the main factor in the development of any professional thinking.

The main goal of the instrumental block is an expression in the future teachers in the skills of working with texts, as well as in the manifestation of verbal creativity. In this process, the main role is played by the issue of analysis, separation and reflection of the main and secondary ideas in the texts that illuminate the content

of information. Also, the talbeans will have the skills to effectively summarize the lecture texts, work independently with scientific literature, prepare articles, theses, prepare a document and present it.

The purpose of the last reflexive block is an expression from increasing the level of reflection in students. The duration of the implementation of the “development program” was 12 weeks ( 2 sessions per week). Studies in training focused ontirishga development of reflex as a cognitive feature of the individual, and various psychotechnical exercises and reflexive tasks were used. Through this exercise, the development of features such as relaxation, concentration(balance), visualization, self-confidence was achieved.

As a result of the collective discussion, the organizational, meaning-forming, motivational, corrective and communicative functions and features of the reflex in the pedagogical process were determined.

Any part of us, that is, our structural block, consists of its thematic subject-based classes, in the process of their conduct, lectures, discussions, problematic questions, materials given to the analysis, collective discussion of the wise words of outstanding personalities, intellectual attack, analysis of pedagogical situations ,ualual games, evristik dialogues, psychognastic and psycho-technical and reflexive exercises were used.

At the formation stage of the experiment, 54 out of 4-year students of the direction of primary education, sports-educational work took part, 26 of them formed the experimental group, 24 of them formed the control group. The level of effectiveness of our development programme was determined using the methodology laid down at the beginning of the study. The accuracy of the results was confirmed based on the t-criterion of the Stdent.

The results obtained as a result of the application of the “development program ” showed that professional thinking in students in the experimental group: the main indicators of reflexive thinking ( $t = 3,24; p < 0,01$ ), verbal creativity ( $t = 3,45; p < 0,01$ ) and metallurgical Awareness ( $t = 4,18; p < 0,001$ ) changed in a positive way.

Also, all dortala subtests showed an increase of memory test performance and the experimental group R.Amtxauer's intelligence structure tests ( Table 1).

Table 1. The difference of the indicators of the structure of intelligence at the beginning and at the end of the experiment

Subtests	(M±σ)		t
	At the beginning of experiment	At the end of experiment	
Continue the words	11,5±2,7	12,31 ± 2,24	2,801
Subtraction of the word plus	11,27 ± 1,97	11,89 ± 1,90	2,261
Analogues	9,27 ± 3,12	11,08 ± 1,62	3,713
Generalization	6,58 ± 4,0	8,77 ± 2,66	4,12
Arithmetic operations	7,31 ± 3,37	7,62 ± 2,58	0,915
Finite rows	8,35 ± 3,86	9,15 ± 2,46	1,98
Imagination of the world	10,85 ±3,02	11,39 ± 2,06	1,613
Generalization of the world	7,65 ± 2,76	8,31 ± 2,07	1,42
Memory	11,19 ± 3,5	12,69 ± 2,38	3,706

In conclusion, as a result of our research on the development of professional thinking of the students of the direction of medical pedagogy on the basis of the “developing program” proposed by him, medical educators received information on the peculiarities of personal professional thinking, verbal greetivity was formed by logical fixation, there was an increase in the level of reflexivity of thought,

The thinking of a person is always considered individual and individual, it includes knowing the object relations and relations of the subject in the surrounding world in a general and indirect way, anticipating a specific goal, predicting the creative, creative activity of the subject before reflecting the events and events that are taking place, creating new ideas, views, hypotheses and theories.

Professional thinking, in turn, expresses the perception of the worldview of the future teacher, relying on creative abilities, striving for the level of maturity through his love of his profession, feeling of his own existence, a sense of necessity for Motherland, the interests of society, his rival.

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