



## **THE NEED TO DEVELOP PEDAGOGICAL THINKING IN FUTURE TEACHERS**

Shaydullayeva Kamola Shapulatovna  
Termez State Pedagogical Institute

<b>ABSTRACT</b>	<b>KEY WORDS</b>
The article summarizes theoretical and practical research and offers a new solution to the problem of improving the quality of training of future teachers identified in creating psychological and pedagogical conditions for the development of their effective pedagogical thinking. The article analyzes the principles, methods, stages and means of implementing the psychological-pedagogical conditions for the development of effective pedagogical thinking. We have determined the main levels of maturity of effective pedagogical thinking in the process of mastering higher education subjects of future teachers.	Pedagogical thinking, pedagogical-psychological condition, discussion network, professional activity, flexible thinking, psychological-pedagogical criteria, visualization, critical thinking.

### **Introduction**

In world experience, research is being conducted on pedagogical technologies that help to realize the intellectual potential of young students, develop educational structures aimed at increasing the independent cognitive activity of future teachers, forming their personality from a young age, developing their abilities, moral and aesthetic feelings, interest in learning, desires, emotional attitude towards themselves and others, and realizing the intellectual potential of young students. The education system is developing in accordance with the requirements of modern society and is looking for more effective methods of innovative development. The active introduction of new approaches, technologies and content of academic disciplines into the educational process of a higher educational institution, the activation of its social functions and the improvement of the management system require the creation of an organizational system that ensures the sustainable and innovative development of the educational organization. The development of independent learning of students is one of the most urgent issues in modern pedagogical science and practice in terms of its importance in the context of globalization in education. Ensuring the inextricable connection of the educational process of future teachers with the ideas of pedagogical thinking creates favorable conditions for expanding their theoretical knowledge, preparation, and knowledge in professional and life activities, serves as a means of forming the personality of the future teacher, and helps future teachers develop pedagogical work, skills, and abilities, as well as a creative approach to this work, as well as the ability to manage their own mental state, understand and perceive the emotional state of another person[1]. The formation of effective pedagogical thinking of future teachers is more effective when using a whole range of pedagogical tools. The content of the educational material should include such components as subjects selected in accordance with the requirements of the program at each specific

level; It provides for the formation of artistic, critical, political, social prose, poetry, methodological, pedagogical, psychological, socio-cultural competence, and also includes the intellectual and creative development of students, the transformation of acquired knowledge, and its use in problem-based research[2].

The philosophical foundations of thinking are reflected in the research of V. Andrushchenko, I. Ziazun, V. Kremen. P. Blonsky, L. Vygotsky, P. Galperin, G. Kostyuk, A. Leontyev, N. Menchinska, S. Rubinstein, A. Tikhomirov devoted their research to the psychological aspects of the study of thinking. The problem of developing pedagogical thinking can also be observed in the scientific research of V. Andreyev, M. Wertheimer, J. Gilford, M. Goldin, S. Kalmikov, D. Kuger, D. Poya, G. Volleys, T. Harson, J. Chaffee and other pedagogical researchers. The psychological aspects of pedagogical thinking were analyzed by D. Bohoyavlenska, N. Kichuk, G. Nikitina, S. Sysoyev, P. Torrens.

The purpose of the article is to consider the psychological and pedagogical conditions for the formation of pedagogical thinking of future teachers as the basis for personal orientation and involvement in the educational process.

To activate the process of forming pedagogical thinking, we propose a set of interconnected and interrelated psychological and pedagogical conditions - creating a supportive educational environment for the formation of pedagogical thinking; introducing the best methods and forms of specialist training; ensuring systematic motivation for future teachers. The first psychological and pedagogical condition is the creation of a supportive educational environment for the formation of pedagogical thinking[3]. This includes, first of all, the formation of a competency component. The means of its implementation is the special course "Managing the process of effective pedagogical thinking of future teachers and group interaction". The special course solves the following tasks: giving students modern theory and practice of forming effective pedagogical thinking; mastering individual methods of creative and critical thinking; to form the ability to think effectively in specially designed training sessions and to manage this process. Organizing group interaction helps to eliminate obstacles to the formation of pedagogical thinking, to promote dialogical thinking of teachers and students, to work together as a group, to gradually transform it into a team, and to successfully solve complex educational and pedagogical problems[4].

The second psychological and pedagogical condition is the introduction of optimal methods and forms of training specialists related to the operational component of the structure of pedagogical thinking, implemented through the interaction of groups, a system of methods. The formation of pedagogical thinking (organizational, educational, search, monitoring, testing) and forms of training or organization (lecture-visualization, simulation game, learning-search polylogy) will be effective only if they meet the requirements of the time [5].

The third psychological and pedagogical condition is to ensure systematic motivation for future teachers of the humanities, to be in close contact with all the above conditions and to emphasize the emotional component of the structure of pedagogical thinking. The means of implementing this condition is to create a state of success in achieving the ultimate goal, namely: the formation of pedagogical thinking.

The formative experiment is carried out in three stages in order to increase the effectiveness of the pedagogical thinking of future teachers of the humanities: preparatory, activating, and final. Each of them ensures the effectiveness of a set of interrelated psychological and pedagogical conditions

implemented through a set of appropriate tools. At the preparatory stage, a special course "Managing the Effective Pedagogical Thinking Process of Future Teachers" is introduced, the content of which includes theoretical and practical aspects such as the formation and implementation of pedagogical thinking in modern conditions, which is carried out through qualified, person-oriented, interdisciplinary approaches. To form pedagogical thinking, it is necessary to study the optimal psychological and pedagogical conditions, the socio-pedagogical context and the experience of its formation, analyze the formation of pedagogical thinking based on knowledge, presentations, innovative methods, developed descriptors and self-assessment [6]. Special course classes are conducted using ICT, presentations, training exercises and problem-solving methods of teaching. Lecture-visualization is introduced to increase the effectiveness of lectures, which are an ineffective form of work at the university. Each lecture should be divided into semantic "blocks" and planned taking into account the need for feedback in an active mode. A distinctive feature of practical exercises is the predominance of game and exercise teaching methods.

At the activation stage, a system of methods for the formation of pedagogical thinking is introduced: organizational, educational, search, monitoring, testing. Among them, special emphasis is placed on such methods as brainstorming, Rivin dialogue, Socratic questions, simulation method, prediction using keywords, symbolic and gestural cursive writing, "Discussion Network". A visualization of knowledge is created that contributes to the optimization of students' educational and cognitive activity.

At the final stage, conclusions are drawn on the knowledge obtained in the process of studying a special course, methods for forming the acquired skills, studying other professional disciplines, and their application in extracurricular activities, training, and pedagogical practice. At all stages, the use of the recommended psychological and pedagogical conditions is ensured and adjustments are made to educational activities.

In our study, it follows that the perception of new material is an important vital process, which consists in reflecting in the consciousness of a person the forms of existence of objects, phenomena, and matter. They can be presented in the form of text, audio, video materials or models, etc. The dynamics, its effectiveness depends on the experience, the student's knowledge base, the establishment of a connection between new and acquired knowledge in the learning process. Taking into account interests, needs, intentions, habits, inclinations, the beliefs of students have a great influence on the process of perception. Therefore, when preparing students to perceive new material, the teacher should pay attention to the constant connection between the mastered and new information, implement the relevant initial knowledge, skills and habits using various sources. At each stage of the formation of pedagogical thinking, it is necessary to provide for self-analysis of the goals, content, methods, forms and means of educational and pedagogical activity and consistent pedagogical correction.

In our opinion, pedagogical thinking is necessary, first of all, for personal self-realization and self-improvement through professional activity, for satisfying personal interests and needs. It also helps to create personal concepts, plan professional activities, support a personal point of view, make any task interesting and effective, create a comfortable environment, debate and develop the most abilities, and most importantly, it helps to effectively and successfully educate students. After all, the quality of education is a set of specific features of the educational process, and one of the urgent tasks is to increase its effectiveness based on ensuring its compliance with the future needs of a person, society and the state[7].

At the first stage, visual effective, practical thinking, carried out in a specific situation during practical actions with real subjects, is leading. At the second level, visual thinking prevails; This allows students to solve problems based on perceived images and formed concepts, rather than real objects existing in their experience. The connection of thinking with practical actions is still preserved, but not as direct as before. To solve the problem, the student must clearly perceive, imagine the situation described in it. At the third, higher level, abstract and theoretical thinking plays a leading role in the activity of thinking. Thinking here stands as a form of concepts and meditations that reflect important aspects of reality, typical connections between them. The assimilation of concepts, laws, theories in the process of studying scientific foundations directly affects the mental development of students. It opens up opportunities for independent creative mastery of knowledge, its general use in practice. Accordingly, the main direction of the development of thinking is the transition to practical-abstract theoretical thinking, which infinitely expands the worldview and allows you to go beyond direct sensory experience.

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