

# Formation of professional thinking of the teacher

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**Abstract.** Development and education sphere updating, and change of system and character of vocational training of teacher act as an overall objective and means of social and economic and spiritual progress of our developed and modern society. Only the highly skilled and competent experts possessing potential possibilities to create and develop in new and modern conditions of life who differ nonconventional style of the scientific and pedagogical thinking, able competently to solve professional problems, are capable to form pedagogical reality and to reach effective results. Professional level of experts can be caused development of professional thinking and can become result of the purposeful organization of system of formation of thinking of the future teachers on a scientific and pedagogical basis which are carried out within all years of training in pedagogical high school.

**Key words.** Education spheres, social and economic progress, spiritual progress, formation of pedagogical reality, scientific and pedagogical thinking, systems of formation of thinking, sociocultural effects.

At the present stage of the formation of our country, there is a need to solve strategic problems, including the further development of the education system as the most important factor in the country's prosperity, sustainable economic growth, and employment. Accordingly, in this situation, new requirements are put forward for the professional and creative activities of the teacher.

A modern teacher must know exactly the goals of his work and be able to understand and independently solve pedagogical problems that appear in his creative activity, to obtain results that correspond to the realities of the present time.

In this regard, the system of professional and qualification training and advanced training of teachers in our country in recent years has been given great attention. But in this area, all the problems associated with the development and expansion of special knowledge, pedagogical skills and abilities have not yet been solved.

Modern pedagogical education is aimed at implementing the idea of advanced education, the development of creative independence of the student's personality.

The modern educational paradigm in various sources is designated as "research", "reflexive", "problem-centrist", etc. It is aimed at developing systemic thinking, an approach to the development of scientific information with heterogeneous problems from the standpoint of system analysis, the development of skills for the formalized presentation of knowledge from various fields of science. This approach is relevant both for the trainee and for the development of professional thinking of the teacher.

As a scientific category, the pedagogical and professional thinking of the teacher is analyzed in various fields of humanitarian knowledge - sociology, psychology, pedagogy and philosophy (O.S. Anisimov, A.A. Batalov, L.P. Bueva, E.V. Bondarevskaya).

Modern teachers should be distinguished by initiative and responsibility, the need for constant updating and enrichment of their knowledge, the ability to boldly make innovative decisions and actively implement them.

According to Matyukhin M.V., several ways of developing the teacher's thinking have now been outlined: functional and operational, the essence of which is that students are offered to solve individual pedagogical tasks, allocated in accordance with the main structural components of professional and pedagogical activity (gnostic, constructive, organizational, communicative,

design); constructive-methodical - future teachers solve specific methodological problem situations, during which they form the so-called methodical thinking. Problemno-methodical - students are looking for an answer to typical questions that arise in the practice of educational work, develop their abilities to creatively develop solutions that are optimal for specific conditions of practical activity<sup>1</sup>.

According to other authors, the most effective and meaningful way, which is based on the idea of modeling pedagogical situations, solving constructive problems, developing creative ability, conducting pedagogical games.

V.A. Averin in his textbook emphasized that the developed psychological support for the scientific management of the process of forming the pedagogical thinking of the teacher includes the goal of management, the training strategy, the method of diagnosis and the analysis of the results obtained. The theoretical substantiation of our approach was the classical works of psychologists such as S.L. Rubinstein, B.M. Teplov, Averin V.A.

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<sup>1</sup> Matyukhina, M.V. Pedagogical psychology [Text]: Ucheb. posobie dlya students / M.V. Matyukhina, T.S. Mikhalchik, N.F. Prokina. - M.: Prosveshchenie, 2009. - P. 111.

A teacher who is creative about his activities, for whom it is important to achieve pedagogical goals, must be able to solve the problems of not only professional and mental, but also moral, labor and aesthetic education of students. The solution of all these problems is realized in the process of forming a system of complementary areas of cognition.

Pedagogical goals are achieved by solving a complex of problems - didactic, logical, organizational, competence and informational.

Pedagogical and constructive tasks are carried out by solving organizational (developing forms of training, solving specific problems) and communicative tasks<sup>1</sup>.

In the course of solving each problem, a certain thought process is actualized.

The activity of the teacher is inseparable from his professional competence. The professional competence of the teacher as a complex system includes overlapping and complementary elements, which represent general pedagogical, special, methodological cultural, social and communicative competence.

The peculiarity of the teacher's activity lies in the fact that he must have a system of scientific, general cultural, pedagogical and psychological knowledge. High erudition of the teacher, competence in various fields of knowledge, spiritual wealth allow him to establish optimal interpersonal relations with the younger generation. Along with this, the level of professionalism of the teacher depends on the depth of his special knowledge in the field of narrow disciplines taught by him and

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<sup>1</sup> Hippenreiter, Y.B. Introduction to General Psychology [Text]: Course of Lectures / Y.B. Hippenreiter. - M.: CheRo, 2009. - P. 81.

depends on his didactic activity, his possession of methodological competence.

Thus, we can say that the professional thinking of the teacher is a specific mental activity, during which there is a generalized reflection and creative transformation in his psyche of the objective characteristics of the pedagogical process, modeling of the processes of teaching and upbringing, determined by the specifics of pedagogical phenomena, the goals and objectives of training and education, as well as the professional experience of the teacher.

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