Berlin Studies Transnational Journal of Science and Humanities ISSN 2749-0866
Vol.2 Issue 1.5 Pedagogical sciences
http://berlinstudies.de/

BILDUNG EINES NEUEN BERUFLICHEN UND PÄDAGOGISCHEN DENKENS BEI SCHÜLERN AUF DER GRUNDLAGE EINES INTEGRIERTEN ANSATZES

Turumbetova Zamira Yusupbayevna
Assistenzlehrer, Abteilung Pädagogik und Psychologie Karakalpak Staatliche Universität benannt nach Berdakh

Zusammenfassung. Der Artikel definiert wichtige Prinzipien des Zusammenspiels von Allgemeinem, Besonderem und Individuellem in den Inhalten und Methoden der studentischen Ausbildung. Unabhängig von seinem Fachgebiet sollte ein zukünftiger Lehrer eine Reihe allgemeiner Anforderungen erfüllen und über ein allgemeines Spektrum an pädagogischen Kenntnissen, Fähigkeiten und Fertigkeiten verfügen, die für erfolgreiche Lehr- und Bildungsaktivitäten erforderlich sind, sowie über universelle menschliche Eigenschaften. Inhalt der pädagogischen Ausbildung von Hochschulstudenten ist das Verhältnis von Allgemeinem, Besonderem (Ergänzung unter Berücksichtigung der Besonderheiten der Fachrichtung) und Individuellem. Die Studie basiert auf einem systematischen Ansatz, der die Analyse des Themas. Da das Konzept des Bildungssystems viele Varianten hat, haben wir ein System zur Bildung des professionellen Denkens der Schüler analysiert, basierend auf der Position, dass professionelles Denken eine integrale Qualität ist, die eine Person als Integrität charakterisiert. Daher hat es eine systemische Entwicklung von Komponenten.

Schlüsselwörter: Bildung, Technologien, pädagogische Erfahrung, integrierter Ansatz, professionelles und pädagogisches Denken.

FORMATION OF NEW PROFESSIONAL AND PEDAGOGICAL THINKING AMONG STUDENTS BASED ON AN INTEGRATED APPROACH

Turumbetova Zamira Yusupbayevna
Assistant teacher, Pedagogy and Psychology department Karakalpak state university named after Berdakh

Abstract. The article defines important principles of the interaction of the general, particular and individual in the content and methods of student training. Regardless of the subject of his specialty, future teacher should meet a number of general demands, and have a general range of pedagogical knowledge, skills and abilities necessary for successful teaching and educational activities and universal human qualities. The content of pedagogical training of students of higher education is the relationship of the general, special (addition taking into account the specifics of specialization) and individual. The study is based on a systematic approach that the analysis of the subject. Given that the concept of educational system has many variants, we have analyzed a system for the formation of students' professional thinking based on the position that professional thinking is an integral quality that characterizes a person as an integrity. Therefore, it has a systemic development of components.

Keywords: education, technologies, pedagogical experience, integrated approach, professional and pedagogical thinking.

Introduction

Modernization of education is a comprehensive, comprehensive renewal of all parts of the educational system and all areas of educational activity in accordance with the requirements of modern life when maintaining and multiplying the best traditions of national education. Pedagogical activity is leading for a university teacher. Its goal is related to the fulfillment of the social order for the training of modern specialists with the competencies necessary for successful work in the chosen field of production activity. Common goal is divided into two main ones: the formation of professional knowledge, skills, and the education of the personality of a specialist. If we consider that students are mature adults in many ways, the main goal - the training of a specialist - is solved

by the teacher by transforming student learning into self-learning, external regulation of their activities and actions into self-regulation. Trends in the development of education in the world lead to the strengthening of the role of independent cognitive activity of students. Our study is based on the hypothesis that the effectiveness of the formation of students' professional thinking, taking into account the specifics of specialization, is achieved by a number of didactic conditions that provide an integral system of professionally directed intellectual activity of students in the educational process and during the period of pedagogical practice. These didactic conditions are the following: improvement and certain refinement of the content of academic subjects in the main cycles in order to strengthen the focus of this content on the formation of students' professional thinking; systematic inclusion of students in the decision process professional pedagogical tasks reflecting typical problem situations arising in the work of future history teachers; development in theoretical and practical classes in the leading academic subjects of special ways for students to solve problems that are directly related to the future professional activity of a history teacher; development of these methods to the extent of generalized techniques, as well as the ability and skills of students' cognitive activity; maximum approximation of the content, forms and methods of students' activities in the classroom to the conditions and characteristics of their practical professional activities at educational institution.

Furthermore, the analysis of pedagogical thinking focused on identifying its most general, invariant characteristics. At the same time, pedagogical thinking acted as "*a special mindset, its specific orientation, adequate to the essence of educational activity. Pedagogical thinking has a number of features, qualities and properties that make it possible to talk about the pedagogical vision of the world inherent in a real teacher*" [6, p. 55]. We find a general definition of pedagogical thinking in V.P. Chubukov. He writes: "*Pedagogical thinking is a feature of professional mental reflection of reality, manifested in the ability to identify pedagogical facts, situations, phenomena, penetrate into their nature, essence, create models of such facts and situations, design or predict possible outcomes in their manifestation or course and understand your role in this whole process*" [1, p.53]. As can be seen from this definition, the author, in essence, sees the manifestation of pedagogical thinking in the pedagogical orientation of analytical and synthetic activity. Thus, the identification of pedagogical facts, situations, phenomena, penetration into their nature, into essence - is an analytical way of understanding pedagogical reality. The creation of models of pedagogical situations, design, forecasting means reverse activity synthetic. The essence of pedagogical thinking is connected with the ability to take into account one's experience, recorded in reflection, to find in it the beginnings of new ways of pedagogical influence on the student's educational activity and personality, and also to formalize these beginnings categorically in a technological form [1]. Recognizing that the ability to analyze the process of education has a key place in the structure of pedagogical activity, V.A.Slastenin defines pedagogical thinking as "*the ability to independently analyze pedagogical phenomena, to divide them into constituent elements (conditions, causes, motives, incentives, means, forms of manifestation), the ability to comprehend each part in connection with the whole, to find ideas, conclusions, patterns in the theory of training and education that are adequate to the logic of the phenomenon under consideration; the ability to correctly diagnose the phenomenon, to determine which category of psychological and pedagogical concepts the phenomenon as a whole belongs to; the ability to find the main pedagogical task and ways of its optimal solution*" [6, p.19].

Literature review

According to the systematic approach to learning as an essential characteristic of the concept of *pedagogical technology* is reflected in the definition of UNESCO, according to which pedagogical technology is a systematic method of creating, applying and defining the entire process of teaching and mastering knowledge, taking into account technical and human resources and their interaction, which aims to optimize the forms of education. According to Klarin, pedagogical technology means a system set and the order of functioning of all personal, instrumental and methodological means used to achieve pedagogical goals. G.K. Selevko identifies three aspects in

pedagogical technology: 1) scientific, according to which pedagogical technologies are part of pedagogical science, studying and developing the goals, content and megomas of education and designing pedagogical processes; 2) procedural and descriptive, description (algorithm) of the process, a set of goals, content, methods and means to achieve the planned learning outcomes; 3) procedural and effective: the implementation of technological (pedagogical) process, the functioning of all personal, instrumental and methodological pedagogical means [5]. M.V. Klarin rightly noted that the concept of *pedagogical technology* in domestic pedagogy correlates with the processes of education and upbringing, in contrast to foreign ones, where it is limited to the field of education [2]. There is a whole system of general scientific and particular scientific types of thinking. The development of special thinking is always a process of internal formation of a person's thinking as a whole, it will inevitably turn out to be at the level of his thinking in other areas, although not in all areas to an equal extent. Based on this concept, from the standpoint of which Rubinstein further developed questions of thinking, we believe that there is a special thinking of a subject teacher.

Research and methodology

The experience of the country's universities in improving the training of teachers indicates that it is necessary to carry out special work to form the intellectual skills necessary for the teacher in the process of studying at the university. But, unfortunately, the preparation of students for mental labor, the information-reproductive nature of educational activity prevails in the classroom, and students are unable to creatively apply the knowledge gained at the university in solving various problems, pedagogical tasks arising in the process of training and education. All this will allow us to draw the following conclusions. First, it is necessary to develop a system of psychological, historical, logical, methodological and other tasks for students, reflecting difficulties and contradictions specific to the pedagogical process and activities. These tasks should be applied in the classroom and in the independent work of students. The second is to develop special didactic techniques that allow a university lecturer to involve students in the process of posing and solving professional problems, mainly during the lecture. How D.V.Vilkeev believes that these methods should be: a) analysis of problematic situations and identification of contradictions characteristic of the situation under study, b) formulation of pedagogical problems and their reformulation, c) stimulation of students' hypothetical thinking [8, p. 93]. The third is to introduce special classes to teach students the logic of explanation, the logic of pedagogical forecasting and the logic of making a pedagogical decision [8, p.73].

Analyzing modern approaches to the definition of the concept of pedagogical technology, it should be noted that in the pedagogical literature there are concepts: pedagogical technology, educational technology, learning technology. It can be assumed that they are related in the same way as the categories: pedagogy, education and training. The broadest is the concept of pedagogical technology, and it covers the processes of education, training and upbringing. Educational technology is associated with the organization of educational systems and educational institutions. Teaching technology and upbringing technology describe the activities of the teacher and students, respectively, in the educational and educational process. Pedagogical technology and educational technology are often used interchangeably, since the modern interpretation of the term *education* also includes education of personality, giving it a certain image. Therefore, in the description of educational technologies, for example, in the book by G.K. Selevko *Modern educational technologies*, one can meet Waldorf pedagogy, and pedagogy of cooperation, and *dialogue of cultures* and others [5]. Summarizing the above, it should be noted that, in a general sense, incorporate the technology into the pedagogical process is a trend in its development, which is aimed at increasing the efficiency of the educational process, guaranteeing that students achieve the planned learning outcomes.

Results and Discussion

Having originated more than three decades ago in the United States, the term *pedagogical technology* quickly entered the lexicon of all developed countries. In foreign pedagogical literature,

the concept of *pedagogical technology*, or *teaching technology*, was originally correlated with the idea of mechanization of the educational process, the supporters of which saw the widespread use of technical teaching aids as the main way to increase the effectiveness of the educational process. This interpretation continued until the 1970s of the last century. In the 70s, in pedagogy, the idea of complete controllability of the educational process was sufficiently formed, which soon led to the following setting in pedagogical practice: the solution of didactic problems is possible through the management of the educational process with precisely set goals, the achievement of which must be clearly described and defined. Accordingly, a new interpretation of the essence of pedagogical technology appears in many international publications: pedagogical technology is not just research in the field of using technical teaching aids or computers; these are studies with the aim of identifying principles and developing methods for optimizing the educational process by analyzing the factors that increase educational efficiency, by designing and applying techniques and materials, and by evaluating the methods used. It should be noted that at present in foreign literature there is both an initial understanding of the essence of pedagogical technology, and an understanding of pedagogical technology associated with the idea of managing the learning process, that is, the purposeful design of learning goals in accordance with the goals of designing the entire course of the learning process, checking and evaluating the effectiveness of the selected forms, methods, means, evaluating current results, and confection activities.

Pedagogical technology as a system of scientific knowledge should optimize and ensure the educational process. Education is an objective process that takes place in society regardless of the will and desire of the teacher. Personal development does not stop even for a minute. The task of the teacher is to direct the educational process towards the “ascent” of the child to human culture, to promote independent development of the experience and culture developed by mankind over many millennia. If education is a constant ascent to culture and everyday recreation of culture in all life acts, then the purpose of education is the formation of a personality that would acquire in the process of development the ability to independently build its own version of life worthy of a person. It is obvious that familiarization with the various variants of the life arrangement does not exhaust the problem of education. In this following way: 1) The development of the child occurs when he himself, showing activity, interacts with the world; 2) The nature of this activity is determined by the subjectively free attitude of the individual; 3) Pedagogical influence should orient the pupil towards a certain attitude towards social values; 4) The interaction of the teacher and the entire process of interaction with the child should be carried out at the level of modern culture and in accordance with the purpose of education. Therefore, to determine the terms of pedagogical technology, it is necessary answer a series of questions: 1) What elements make up pedagogical technology; 2) What is their necessary and sufficient presence; 3) In what relationship they are; 4) What are the general and specific functions of each element.

The interaction of the teacher and students in the high sense of the word implies something more than mutual influence on each other. For interaction it is necessary for the interlocutors to accept each other as equal subjects of this communication, which in practice in the *teacher-student* system is not so common. Pedagogical influence, acting as a short moment of communication or a long-term influence, and can ensure the implementation of functions in accordance with the educational goal. When analyzing the pedagogical impact, one should proceed from its purpose as the initial moment of interaction between the teacher and the student. In other words, the main purpose of pedagogical influence is to transfer the student to the position of the subject, accountable for his own life. The implementation of these functions of pedagogical influence is provided by pedagogical technology, which scientifically substantiates the professional choice of the teacher’s influence on the child in his interaction with the world, forms his attitude to this world. The essence of pedagogical technology is revealed through a system of necessary and sufficient elements that are interconnected and have an internal logic. Each professional activity requires a special approach to its content and, consequently, the education of a special “mind”, more precisely, a specific mindset that is most adapted to solving that problem or other professional task. In the famous work

of B.M. Teplov's *The Mind of a Commander* it is emphasized that *a person's intellect is one and the main mechanisms of thinking are the same, but the forms of mental activity are different, because the tasks facing the human mind in both cases are different* [7, p. 253]. In other words, thinking as a process that includes the operations of analysis, synthesis, abstraction, generalization, is subject to uniform laws and is carried out by uniform psychological mechanisms; however, thinking, considered in the context of an individual's activity, in the context of solving problems and tasks specific to a given profession, is also characterized by its specific subject content, its conceptual apparatus, its means and techniques. It is on this difference that professional thinking is based, characterized by the richness of its diversity.

Conclusion

To solve these problems, it is necessary, to a certain extent, to revise and improve the content of students' education in the main cycles of academic disciplines. Therefore, this paragraph is devoted to concretizing and substantiating one of the didactic conditions identified by us in the hypothesis: improvement and certain refinement of the content of educational subjects on the main cycles in order to strengthen the focus of this content on the formation of professional thinking of students. We imagine a certain restructuring of the content of professional training of students in the unity of solving four main tasks:

First, the addition of curricula for the leading cycles of academic disciplines studied by students at the university would orient university teachers to purposeful, systematic formation of students' professional thinking.

Secondly, it is necessary to determine for each course of academic disciplines a system of problem situations that would activate the search, scientific thinking of students and lead them to the most important problems of the courses they study.

Thirdly, to isolate the main problems of this course in each lecture course and, on the basis of a system of problem situations and problems, for each lecture course to develop professional tasks that can be called professional and pedagogical, contributing to the development of both pedagogical and scientific-historical thinking among students.

Fourthly, on the basis of the identified main problems of the lecture courses, determine the topics of the problematic lectures for this course and develop these lectures in terms of content and method. And we will justify the first condition of our hypotheses, addition of curricula and questions orienting to the formation of professional thinking of students. In the process of conversations with university professors, joint analysis of programs by study cycles, we developed additions to the programs for courses in pedagogy, psychology, methods of teaching history, national and general history, and pedagogical practice at university. We will move on to concretizing and substantiating the following condition presented in the hypothesis of our study: determine for each course of academic disciplines a system of problem situations. What caused it? When preparing future teachers in universities for professional activities, it is very important to familiarize students with general methods of reasoning when analyzing typical problem situations that most often arise in the activities of a school teacher. Practical significance of problematic situations in the professional training of students is significant. This can explain the interest of researchers in this problem and the appearance in recent years of various works. Among them: tasks in pedagogy Dodona, Rizhilo, Chernova and others. Collections have been published tasks on moral education; several textbooks on the theory and practice of analysis have been published educational situations Spirin, Stepinsky, Frumkina and others. E.K.Osipova gives the following definition of the pedagogical situation as: *this is the psychological state of the subject, which reflects the inadequacy that has arisen in the course of his interaction with pedagogical reality, the elimination of which requires new knowledge about the object of management, methods and conditions of interaction with it in the logic of achieving pedagogical goals* [4, p. 19]. Problematic situations used in the process of teacher training act as an intermediate link between pedagogical theory and direct practice at school. Modeling typical pedagogical situations (analysis of these situations, designing methods of action in these situations, acting out actions in the conditions of the proposed situations)

allows in advance, even before direct practice at school, to transform and synthesize the knowledge gained in the study of individual theoretical disciplines and use them to solve practical problems. A student, who does not yet have practical skills, starting practice at school, might face all the complexity of specific pedagogical situations.

He may be forced to make decisions that are feasible only for an experienced teacher. The value of educational pedagogical situations lies in the fact that when solving them, the attention of students is focused on pre-selected and strictly limited situations, which simplifies decision-making. When working with models of pedagogical situations, in contrast to real practice, the subjective anxiety of students for possible mistakes is also significantly reduced. The process of solving pedagogical situations takes place with the direct participation and control of the leader who carries out prompt correction and evaluation of decisions made. Thus, we tried to analyze the essence, features, structure and functions of pedagogical thinking as the basis of the professional activity of a modern future teacher and educator are revealed. Also, the features of the formation of professional thinking among students are determined.

References:

1. Chubukov V.P. Mastering by students the basics of theoretical analysis in the study of pedagogy as a condition for the development of pedagogical thinking. M., 1970. T. 274, Issue. 19. pp. 53-56.
2. Klarin M.V. Opportunities for the development of learning technology. 2005. N 4. S. 62-75.
3. Puchenkina L.S. Professional quality requirements training of the future teacher in the USA / Problems of measuring and assessing the quality of the psychological and pedagogical training of the teacher. Abstracts of interuniversity reports. Scientific conferences. Tula Tula Pedagogical Institute, 1992. pp. 68-69.
4. Osipova E.K. The structure of pedagogical thinking of the teacher. Questions of psychology. 1987. No. 5. pp. 144-146.
5. Selevko G.K. Technological approach in education. 2004. No. 4. pp. 22-34.
6. Slastenin V.A. Formation of the socially active personality of the teacher. M: Education, 1984. 151 pp.
7. Teplov E.M. The mind of a commander. M., 1990. 203 pp.
8. Vilkeev D.V. Formation of professional thinking among students of a pedagogical university. Intensification of professional training of the future teacher. Kazan: KSPI, 1988. 223 pp.
9. Utebaev T., Sarsenbaeva Z. Sprachliche analyse von sprichworten. Berlin Studies Transnational Journal of Science and Humanities. Vol.1 Issue 1.5 Pedagogical sciences. http://berlinstudies.de/