

Research Article

Pedagogical Thinking – Is A Basis For The Formation Of Methodological Culture In Future Teachers

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ABSTRACT

In this article, the author highlights pedagogical thinking and its role in the formation of methodological culture in future teachers. Based on the analysis of pedagogical-psychological literature analyzed the components of the development of methodological culture in future teachers, including the role of theoretical knowledge, the specifics of the experience of creative activity and emotional-value relations. He also developed proposals and recommendations to improve the mechanism of development of methodological culture in future teachers.

KEYWORDS. thinking, pedagogical thinking, culture, methodological culture, knowledge, methodological knowledge, mechanism.

1. Introduction

One of the important goals of modern pedagogical education is the development of teachers' professional skills. Achieving this goal requires practical mastery of the organization and management of the educational process. The essence of the work of future teachers and its optimal implementation is the basis of professional and pedagogical thinking. The professional thinking of the teacher is reflected in the ability to see pedagogical tasks and find effective means to solve them. A successful solution to this problem can be found on the basis of the development of methodological and conceptual bases of pedagogical thinking.

In the researches of VI Zagvyazinsky, VI Gorovaya, VS Lukashov, NA Muslimov, BS Abdullaeva, NM Egamberdieva, AK Rakhimov, SR Zohidova It was noted that in education, students are determined in the same way, in a recommendation-style way of thinking and thinking. Another shortcoming of higher education preparation is that students have difficulty in applying theoretical knowledge to professional activities, the ability to deviate from theory, or to explain the theoretical nature of the actions taken. Such a situation limits the professional outlook of the future specialist and has a sharp negative impact on the quality of his training.

We have seen that in many scientific and pedagogical literature the term "professional maturity" is not mentioned. The definition of this term is given only as an exception in the dictionary "Continuous education". In particular, it states that "professional maturity (professionalization)" in the most general sense, "the process of personal and professional development of the employee, which leads to a certain independence from the individual employer." From the definition, it is safe to say that such an understanding of professionalism is primarily consistent with the educational process and the activities of

teachers and coaches. At the same time, in scientific and pedagogical research, along with the term professional maturity, the concepts of "professional training", "vocational education", "professional training of students" are also used.

Vocational training is a system of vocational education, which is aimed at the rapid acquisition by students of the skills necessary to perform a job.

The definition of the term vocational education emphasizes its social-oriented, humane, personal-developmental aspects:

Vocational education is a process of socialization of labor of a socially and pedagogically organized person, providing orientation and adaptation to the world of professions, the acquisition of specific skills and qualifications, continuous improvement of skills, abilities and abilities in various fields of human activity. Vocational education creates the conditions for an individual's skills to be decided, developed, and the individual to express himself or herself, and to help society achieve its humane and democratic goals.

Professionalism refers to a high level of training in the performance of professional tasks, a professional is a person who is fully adapted to his profession and has the psychological means of labor. Vocational training of a student is an integral part of the personality, which is an important condition for the effectiveness of his post-graduate activities.

In general, professional maturity (professionalization) is focused on education, according to which students identify and accept the valuable content of professional activity, the student's perception of himself as a subject of this activity, his professional development, as well as career goals and ways to achieve it. will need to own. Professional maturity cannot be achieved without adapting students to practical activities and applying professionally oriented approaches to education and teaching technologies that create situations of professional self-determination.

Professional maturity (professionalization) does not form spontaneously. This requires the development of personal and professional qualities in the future specialist. When we think about the training of future teachers, we also need to focus on the concept of "pedagogical professional education."

AJ Ajibaeva explains the concept of "pedagogical professional education" as follows: it is a gradual dialectical movement aimed at the formation of personality traits, such as the acquisition of skills, abilities, habits, the experience of self-reflection.

Pedagogical specialization is a type of activity within the profession, which characterizes the set of knowledge, skills and abilities acquired as a result of education, as well as ensuring the solution of certain professional and pedagogical tasks in accordance with their set and acquired skills.

Pedagogical specialization is a specific type of activity within the pedagogical specialty. It is related to the specific subject of labor and the specific function of the specialist.

Pedagogical qualification is the level and appearance of professional and pedagogical training, which reflects the ability of the specialist to solve a particular type of task.

The professional development of future teachers requires the successful implementation of tasks related to the approach to cultural studies. The following tasks are of special importance in the implementation of the cultural approach: the task of forecasting: to choose methods that allow to achieve pedagogical goals, to predict its results; design and constructive task: to determine the stages and methods of implementation of goals and objectives; planning student activities; organizational task: to create incentives for students to pursue future careers; integration and adaptation of the material depending on the individual life of students and their level of preparation; organization of student interaction using various forms and

methods; communication task: acceptance of students as partners for communication; to establish a psychological connection with the group, with each student; be able to manage communication in a collaborative process; reflexive task: analysis of successes and failures; determine the direction of correction in their activities and professional development.

Professional maturity combines several components as a holistic system. Based on IP Podlasyy's classification of the structure of professional potential, we can distinguish the following important structural components that correspond to the modern directions of professional maturity (professionalization), socialization, humanization and cultural creativity in pedagogical education: pedagogical culture; pedagogical creativity; pedagogical intelligence; -cognition; deep professional knowledge; individual style of activity; development of creative initiative; individual activity; humanitarian orientation; social activity.

From the above, it is clear that the view of professional maturity (professionalization) as a whole, not diminishing the role and importance of its organizers, serves as a methodological basis for the training of future teachers in pedagogical higher education institutions.

The development of pedagogical thinking is characterized by "core" qualities such as creativity, divergent, reflexive, sanogenic, constructive. Psychological analysis of these and other qualities allows us to note the leading role of either functional (activity-related) or personal components. The integrative quality of pedagogical thinking embodies the teacher's ability to reflect the problem in the situation being addressed. The level of reflection of the problem on the situation characterizes the improvement of the scientific-methodological framework, the focus of the situation is focused on the actualization of the ethical aspect of the process.

These qualities are the basis of pedagogical thinking as a whole. This classification of qualities is to some extent related to the situational specificity of pedagogical activity.

The methodological culture of the teacher includes many components as a result of the organization and development of his daily pedagogical activity. It reflects not only its system of spiritual values, deontological and socio-psychological norms, but also the concepts, attitudes and peculiarities of professional etiquette that are passed on to the new generation. It is directly connected with modern pedagogical methodology as scientific knowledge, relies on many theoretical approaches to ideals, conceptual bases and, as a rule, pedagogical phenomena, methods of their study, ways of applying knowledge in practice.

The formation of the methodological culture of the educator has its general (philosophical approach and methods of scientific knowledge) and specific (implementation of the application of philosophical principles in a particular area of activity) aspects.

It is known that the qualitative level of the categorical apparatus of the subject of research in many respects determines the criteria for solving pedagogical tasks and the essence of pedagogical phenomena. In order to study the specifics of the methodological culture of future teachers, it is necessary, first of all, to clarify the essence of the concepts of "development" and "formation". This conclusion was reached due to the use of the term "formation" in the study.

According to B.M. Bim-Bad's definition, education itself includes upbringing, reading, and teaching. VI Andreev interprets "education" as an event reflected in "culture", carried out through teaching and upbringing. In turn, the category of "teaching" is defined by the concepts of "education", "upbringing" and "development". In some literatures it is stated that "development" takes place through "formation", while in others it is stated that "formation" takes place through "development". Nevertheless, many authors acknowledge that the concept of "development" is relatively broad and comprehensive, and is

more widely used to express the dynamics of change in the field of basic - motivational needs, cognitive, volitional development of the individual.

From our analysis, it became clear that the category of "formation" is more common in pedagogical research on educational issues. But usually it is interpreted in different ways. In most cases, the development of the person is characterized by the following concepts: a) a system of leading motives that determine the inner views of the person, manifested in different situations and circumstances; b) the core of the person, the basis of which determines the specificity of existence in society; c) an expression of the unity of external and internal conditions, which, combined with internal conditions of external influences, acquires a general orientation; g) motives, interests, needs, aspirations, ideas, beliefs.

The formation of the person means the formation and development of the learner from external influences (social environment, social education and upbringing); the process of formation of a person as an object and subject of social relations and various types of activities.

Formation refers to the determination, possession, of stable properties and qualities. Forming can be understood as some kind of stable, complete, definite type of form. The formation and development of the individual is inextricably linked, and the individual develops, is formed, and continues to evolve.

The existing human activity (as a subject) has been accepted by many educators as a basic philosophical principle. Methodologists OS Anisimov, VV Zagvyazinskiy, VV Kraevsky, AM Novikov, A. Choriev, VP Polonsky, NM Muslimov, NM Egamberdieva are pedagogical and methodological. emphasized that the development of culture should be carried out in connection with its activity-constructive approaches to teaching and upbringing.

There is a lot of talk now about the need to develop the methodological culture of the teacher. This culture embodies many pedagogical skills: narrating situations in the language of pedagogical sciences; a scientific reflection of being as opposed to artistic expression; study of pedagogical sciences and differentiation of vital objects, etc. However, we considered it expedient to highlight the following necessary components: designing the educational process, understanding, shaping and finding creative solutions to pedagogical tasks; methodical reflection. The development of these components of methodological culture in future teachers allows them to think about their readiness to carry out creative, independent pedagogical activity.

One of the important features of methodological culture is that teachers have mastered theoretical knowledge. Theoretical knowledge is therefore a unique model of this culture.

However, it should be noted that in the process of professional and pedagogical training students should acquire not only theoretical and methodological, but also special scientific and normative knowledge. We focus on the analysis of the extent to which this knowledge is reflected in the content of pedagogical education.

Special knowledge of pedagogy is reflected to some extent in textbooks and manuals: Подласый I.P. Pedagogy; Lixachev B.T. Pedagogy. Lecture course; Slastenin V.A., Slastyonin V.A., Isaev I.F., Shiyanov E.N. General pedagogy; Pedagogy. Edited by P.I.Pidkasistyy; Pedagogy. Under the general editorship of M.Kh. Tokhtakhodjaeva; B.X.Xodjaev. General pedagogical theory and practice, etc.

In this textbook: didactic (teaching process, laws, principles, content of education, form of education, methods and tools, diagnosis of education), theory of education (specifics, laws, principles of education, general methods of education, types of education), education institution management (internal management of educational institutions, management methods, regulatory documents on the management of the educational institution), etc.

It is very necessary, but not enough, to be covered in the above educational literature. The future teacher must have a holistic view of professional activity, as well as methodological knowledge. However, this type of knowledge is not clearly reflected in all textbooks and manuals (for example, in the textbook of B.T. Likhachev), although in some, but not fully reflected (for example, in the textbook of P.I. Pidkasistyy). Sometimes the realization of the need to add the methodological knowledge offered to students in the course of pedagogy requires their replacement by the philosophy of education (B. Khodjaev. Pedagogical axiology). Such a situation may also be appropriate.

The teacher's work is multifaceted and of course, students will have some knowledge about it. However, the information acquired and the skills developed separately constitute only a certain part of the knowledge that future teachers need to acquire. Combining this knowledge into a system helps students to see many aspects of the learning process as a whole: the unity of teaching and learning, the unity of teaching and learning, the unity of meaningful and process aspects of teaching, science and practice, the knowledge acquired and their use in their work.

This interconnected (this is methodological knowledge) knowledge helps the teacher to organize and comprehensively cover the educational process. Based on the specific purpose of the lesson, he selects the learning material that reflects all the components of the educational content, taking into account that each component is mastered in a certain way. Their implementation is ensured through organizational forms planned by the teacher in his project.

Thus, ideas about the teaching process are enriched with a certain amount of content, so that the creativity and individuality of the teacher is reflected. The definition of the goal, the choice of content, form, methods and tools should not be a separate type of activity for the teacher, but to ensure their interconnectedness.

M. Buckman has repeatedly stressed the importance of using theory in practice. B. Sheckley noted that the ability to reflect by developing a program of reflexive thinking in future teachers helps students to solve complex problems related to the integration of theory and practice.

One of the important features of the methodological culture of teachers is that they apply to scientific and pedagogical knowledge.

An important indicator of methodological culture is the ability to implement methodological reflection. It is about identifying the reasons for the educator's own successes and failures; generalize the results of the development of rules and principles of personal activity; manifested in skills such as analyzing the activities of other teachers. Most important is the ability to use theoretical knowledge to analyze one's work.

Another important aspect in the implementation of a teacher's methodological reflection is dissatisfaction with one's performance. When a teacher encounters difficulties, he begins to understand them. First and foremost, he looks for a situation that is causing him trouble. It is for this purpose that he performs self-assessment, self-observation, self-analysis, which is manifested in self-control. In modern pedagogy there are several national and foreign concepts of teaching and educating children. The task of the professor-teacher is to acquaint future teachers with these concepts, to show their opportunities and shortcomings. Given his achievements and capabilities, the future teacher chooses a convenient path in practice for himself. Thus, the teacher abandons the theory that reflects the pedagogical value for himself and analyzes himself on its basis. In practice, it is not possible to perform an analysis based on a single experience that has not been extensively tested and only guarantees a positive result.

The results of the self-analysis allow the teacher to understand the shortcomings in their knowledge and professional skills as the causes of the difficulties. A teacher who is interested in success models different

situations for himself, that is, imagines himself and plans where and how to act. By overcoming the difficulties in problem description, the teacher achieves professional growth in terms of pedagogical skills.

The formation of the methodological culture of the future teacher on the basis of continuity and interdisciplinary connection between the social-humanitarian and psychological-pedagogical disciplines should be based on an understanding of the essence of the methodology of knowledge and reorganization of pedagogical processes.

The methodological culture of the teacher creates a new, modern way of scientific and pedagogical thinking. In our study, special emphasis was placed on analyzing the supportive ability of the teacher to see the child's response to the planned pedagogical reality. The focus was on the interdependence of empathic, reflexive and prognostic components of pedagogical thinking, opportunities for their development.