LOGICAL STRUCTURE OF FORMATION OF PROFESSIONAL THINKING IN STUDENTS

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Abstract. *The article describes the mechanisms, criteria and logical structure of the formation of professional thinking of students in the process of vocational education. The importance of students' creative activity in developing skills and abilities in the process of forming professional thinking is also shown.*

Keywords: *thinking, profession, culture, creative activity, formation, mechanism, criterion, exercise, situation, decision.*

Introduction. In connection with theoretical, practical training and pedagogical practice, the use of interactive teaching methods in order to form a professional mindset of students in the overall educational process has an important effect.

During our many years of experience and research, we have developed a pedagogical system for the development of creative (creativity) abilities aimed at the formation of professional thinking in students and have given relevant scientific and methodological recommendations.
Analyzing the content of the formation of professional thinking in students based on the requirements of DTS, the main topics such as "thinking", "professional thinking", "pedagogical creativity", "interactive teaching", "interactive teaching conditions", "forming professional thinking in students" within the scope of the research we managed to express their independent views and theoretical observations in a clear and orderly manner.

Literature review. Among the scientists of our republic, N.Azizkhodjaeva, H. Abdukarimov, R. Djuraev, the theoretical and practical bases, conditions, and stages of formation of pedagogical skills are reflected. A.Begmatov, Z.Ibodullaev, I.Iminakhunova, M.Israilova, etc. studied the issues of medical psychology, development of professional competence of students of medical higher educational institutions.

Russian scientists K.A.Abulkhanova-Slavskaya, A.Brushlinsky, M.Kashapov, V.A.Kan-Kalik, S.T.Kargin, S.Yu.Temina, B.M.Teplov, M.Klarin, A.K.Markova, V.M.Monakhov, V.Polikarpov, A.M.Stolyarenko studied the content-process and technological aspects of modernization of the process of training future pedagogues-specialists. G.I.Aksenova, A.I.Artyukhina, V.V.Boluchevskaya, I.V.Novgorodseva, V.P.Andronov, A.F.Bilibin's scientific researches studied the issues of training students of higher medical institutions for professional activities, formation of clinical thinking based on research activities.

Main part. We covered the actual performance of the specified research tasks in the general content of the scientific research work based on the analysis of the philosophical, scientific-pedagogical, psychological sources and the current situation on the example of modern pedagogical-psychological research. In this process, we would like to emphasize that, agreeing with the opinion of pedagogic-psychological scientists, the level of intelligence, thinking and cognitive activity of students and, on this basis, the means of supporting their creative aspirations should be directed to the following goals:

a) general pedagogical support for all students (treating students carefully, involving them in planning the learning process, creating a mutual learning environment, active content of education, educational games, colorful creative works, evaluating their achievements on a positive "ladder of success", using dialogic communication);

b) individual-personal support (identification of the student's personal problems; tactful diagnosis of development, upbringing, study; monitoring the development process of each student; the need for pedagogical help and support based on the individual characteristics of the student provision etc.).

The analysis of different approaches showed that in order to fully study the orientation of the future teacher's professional activity to creativity, it is necessary to approach it from the point of view of the theory of attitude. Because the attitude embodies the inclinations of the person. In this way, there is an opportunity to determine the professional orientation of a person. Analyzing the factors of future teachers' career choice, we paid attention to the extent to which students understand the importance of professional activity.

Based on this, we were able to determine the following:

- the presence of interest in the educational subject;
- the desire to learn a certain subject;
- the superiority of striving to devote oneself to students and education;
- awareness of his pedagogical ability;
- strong desire to get higher education;
- the existence of a perception of the importance of the teaching profession for society;
- the presence of a tendency to pedagogical creativity;
- such as the strength of the need for financial support.

If we compare the students who have chosen the teaching profession in terms of their inclination to take up this activity, their interest in students, more than 70% of future teachers choose this profession because of their professional inclinations and their desire to work with students. It was clear that they chose based on their needs. Our scientific research shows that teachers should perform the following pedagogical and psychological tasks of a specific nature:

- to help learners to understand the value, purpose, prospects, and uniqueness of realizing the results of their creative activity and to cooperate with them in this way;
- directing the students' analytical, critical, constructive attitude towards material existence to creative, creative goals; - formation and regular development of students' theoretical analysis skills;
- regulation of students' emotional and constructive attitudes towards their creative activities;
- to create favorable pedagogical conditions for engaging students in collaborative creative activities;
- providing support for students to creatively perform their activities and express themselves;
- cooperation and assistance with students in order to eliminate obstacles that have a negative impact on their independent development;
- such as preparing the ground for students to transfer their personal problems to the content of creative thinking.

The results of pedagogical support of students' creative activities are manifested in the deepening of their individuality and creative qualities.

Through reflection, creative thinking, in turn, enables students to:

● independent and conscious learning;

● always strive forward;

● reasonable resolution of various conflicting and problematic situations;

● teaches unconventional and new ways of thinking.

Discussion and results. Creative activity is a form of thinking, which is developed by training ability, talent, desire, innovation, creativity are signs of creative activity. The result of our research showed that it is appropriate to analyze the creative tasks by dividing them into three groups according to the students' activities.

They are:

● creative independent work;

● creative exercise;

● educational problems.

Creative independent work differs from other types of creative assignments in two aspects: operational organization and the possibility of continuing educational activities. Creative independent work is such a tool of education that, by applying it to education:

- the passion for reading and learning is continued, the motivations created within the lesson are ensured;

- leads students to know, to expand the range of knowledge and skills;

- prepares the ground for students to continue their activities independently on the studied educational material;

- makes it easier to guide students' activities to a certain extent.

Creative exercise. Always memorizing and rehearsing knowledge causes boredom in education. In the process of training, creative exercises are used to eliminate the boredom of students.

A creative exercise differs in two ways:

1) expands the range of learned knowledge. In this case, when the learner repeatedly returns to the previously learned educational material, he enriches the scope of his understanding with a wide range of knowledge, imagination, facts, and connections;

2) creative exercises are tailored to both memory and thinking, unlike exercises intended for constant engagement. Along with the topic, the learner creatively learns additional information and activity methods. Problematic exercise is the use of educational materials that require knowledge unknown to the learner. This requires him to think actively.

3. Educational problems are a "set of educational tasks" and can be imagined as a system of creative tasks. When preparing students for creative activity, first of all, it is necessary to understand that they themselves are responsible for this activity.

In the development of students' creative thinking, problem-based education, unlike other types of education, creates a system of knowledge, skills and abilities in students, and forms high mental activity and self-development in them. The problem task is to guide the learner to an independent creative search. For example, writing an essay, abstract, inventing something, conducting an experiment, etc., is done on the basis of a problem assignment, which, in turn, creates an interactive learning environment.

In interactive education, the teacher is an active organizer of educational activities, and the student appears as the subject of this activity. In this case, the goals and tasks of teaching, its content and expected results are determined directly within the individual capabilities of the learner and adjusted accordingly. Interactive teaching methods are an important means of implementing interactive education.

Interactive teaching methods not only form students' activity, creativity, and independence in the process of acquiring information, but also help in the full realization of educational goals. These require active thinking from the learner, he analyzes evidence, studies the origin of objects. The basic concept of this technology is expressed in problem tasks of different complexity levels, by solving them, the student acquires new knowledge and methods of activity, as a result of which creative ability is formed: productive thinking, imagination, cognitive motivation, intellectual feeling.

A problem question differs from a simple question in that it does not simply refer to the learned knowledge of the learner, but requires him to express his independent opinion. Problem-based learning technology attracts attention with its convenience: it can be used at all levels of education, as an example of all educational subjects. It is better for a science teacher to master problem-based learning technology that can be used in the course of the lesson.

“Cinquain”, "Fifth plus", "Chain", "Bomerang", "Communication training", "Bliss-game", "Discussion", "Working in groups" are presented as part of developing educational technologies. Presentation", such as "Small lecture", "Role-playing game", "Everybody teaches everyone", "Impulse", "The way of life", "Situations", "Wheel of the mind" when describing a new topic designing and using interactive methods and small technologies based on the purpose of the lesson is of great importance in improving the quality of the lesson. They are the student's thorough acquisition of theoretical knowledge; efficient use of time; creative thinking; activation of the lesson; being able to listen to the opinions of others; leads to conclusions from the expressed opinions.

Person-oriented education is of particular importance in the development of students' creative thinking. In it, the tasks given to the learner are focused on the development, manifestation, understanding and evaluation of his identity. Accordingly, in the types of tasks, special attention is paid to self-evaluation, analysis of one's mistakes, evaluation of one's place in educational activities, and revealing of one's abilities and talents.

Summary. The learner is given the opportunity to choose the types of educational tasks or educational activities (mastery of the topic as a whole or in parts). He should develop his skills and abilities within the group. Accordingly, brainstorming, "role-playing games", working in groups, and the project method are effectively used to create conditions for students to work cooperatively. In the educational process, designing and using interactive methods and games related to personal, problem-oriented and developmental educational technologies, based on the purpose of the lesson, leads to the following results:

- students' interest in studying increases;
- educational motivation increases;
- students are prevented from getting bored and tired in class;
- cooperation between the teacher and the student is ensured;
- students' speech and logical thinking will grow;
- the learner develops creative work skills and active thinking.

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