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## The Need To Study Pedagogical Professional Thinking

**Prof. G.O.Ernazarova,  
Kabirova Zarifa  
Mukaddamovna**

Professor of Chirchik State Pedagogical Institute,  
Masters of the Chirchiq State Pedagogical Institute,

**Qaynarova Iqbol Valievna,  
Kaldibekov Alibek  
Bolatbekovich**

Masters of the Chirchiq State Pedagogical Institute,  
Masters of the Chirchiq State Pedagogical Institute,

### ABSTRACT

Professional thinking is the sum of individual abilities and personal characteristics, and thinking qualities, which are determined professionally on the basis of a profессиogram, the main characteristics of the teacher's professional activity, the abilities of teachers in pedagogical activity that ensure the success of professional pedagogical activity, personal qualities, interests and inclinations are considered important factors in studying the development of professional thinking as

### Keywords:

Professional thinking, mental abilities, personal characteristics, profессиogram, thinking qualities, professional activity of the teacher, abilities in pedagogical activity, personal qualities, interest, inclination, teacher formation, akmeological paradigm.

In order to further develop professional conditional thinking in the modern conditions of society, it is necessary to revise and improve the professional formation of teachers in specialized educational institutions. It is necessary to summarize and modernize some concepts of professional development.

The priority direction of the professional formation of the future teacher is to improve the quality of education and develop professional thinking in order to prepare competitive specialists in the labor market. One of the main factors of successful professional activity of the subject of pedagogical work is pedagogical-psychological, professional thinking as a component of the professional essential qualities of future specialists.

Timely research allows to further develop the necessary professional qualities and solve professional problems. Thus, it is necessary to emphasize the need to develop a

methodology that will allow to study the professional formation of the teacher in a holistic way such important components as rigidity, effective and reproductive thinking, emotional intelligence, prognostic ability and thinking style.

Scientific analysis of professional thinking ta'kid research emphasizes the need for comprehensive study of professionally defined thinking qualities on the basis of a profессиogram on the basis of a profессиographic analysis of teachers' activities. A comprehensive review of pedagogical activity, psychological characteristics of teacher activity gives us the opportunity to see the most important trends in this field, identify ways to increase efficiency, obtain pedagogical knowledge and accurately assess and choose people who would like to become teachers in the future.

Proceeding from this problem, we will proceed to a detailed review of this problem.

Thus, the main characteristics of the professional activity of the teacher are as follows:

- conduct professionally engaged in pedagogical activity;
- Obligations of professional officials in the educational institution;
- non-standard, creative nature of teacher work;
- scientific analysis of the study of the professional thinking of teachers emphasizes the need for a comprehensive study of the professionally defined thinking qualities on the basis of a profессиogram on the basis of a profессиographic analysis of the activities of teachers.

A comprehensive review of the psychological characteristics of pedagogical activity gives us the opportunity to see the most important trends in this field, identify ways to increase efficiency, obtain pedagogical knowledge and accurately assess and choose the people who want to become teachers in the future.

Skills of teachers in pedagogical activity, ensuring the success of professional pedagogical activity:

- logical, analytical thinking;
- verbal skills (correct and accurate expression of skills);
- high level of understandable thinking (knowledge of scientific concepts and the ability to perceive and understand different terms);
- good development of concentration and stability of attention (ability to focus on a certain type of activity for a long time);

Communication skills (ability to communicate with students);

- predisposition to research activities;
- good knowledge in various fields, a high level of deductive thinking (ability to think from the general to the specific)

- Ability to negotiate  
Personal qualities, interests and inclinations:

- organization;
- uncertainty;
- self-confidence;
- training;

- honesty and fairness;
- business;
- responsibility;
- witty;
- openness;
- the desire for self-improvement;
- strong intuition;
- emotional-mental performance.
- quick restoration of stability;
- energy;
- stability, integrity.

Qualities that prevent the successful implementation of professional activity:

- low interest in the work done;
- persistence;
- inability to make quick decisions;
- inability to resist external factors (people, circumstances) ;
- lack of conscience;
- naprintsiapalness;
- inability to deeply understand what is happening;
- security vs.

Having studied the profессиographic analysis of the teacher, we proceed to the review of professional thinking. A.K.Markova noted that developed professional thinking is an important direction of the process of professionalism and a prerequisite for the success of professional activity.

Professional thinking is the sum of abilities and personal characteristics, the realization of which ensures the successful implementation of professional activity, the ability of an individual to act in a critical situation and make certain decisions quickly, with a certain temporary and spatial lead, with a certain temporary and spatial lead, which is an important process for education.

Different types of thinking participate in professional activity:

- theoretical thinking;
- practical thinking; ,
- reproductive thinking, repetition of certain methods, methods of professional activity in the model;
- production, creative thinking, in which problems arise, new strategies are identified that ensure labor efficiency, resistance to extreme situations;

- visual-figurative thinking, which expresses the situation in which a person wants to receive as a result of his professional activity and changes in it;

- verbal-logical thinking, where the solution of professional problems is associated with the use of concepts, logical structures, signs;

- visual-effective thinking, the solution of professional problems in this is carried out by Real change of situation on the basis of the observed motor act;

- analytical, logical thinking, including by time, has clear stages of mental operations, reflected in the human mind;

- intuitive thinking, characterized by flow rate, absence of clearly defined stages, minimal awareness.

The listed types of thinking can be used in the activities of teachers, work as specific features of professional thinking. At the same time, do not forget that the professional activity of the teacher can vary depending on the department in which he works and, in general, on the characteristics of the activity itself. Professional thinking of the teacher of the 21st century is a complex systematic education, which includes the synthesis of figurative and logical thinking and the synthesis of scientific and practical thinking. The activity of the teacher combines these polar thinking styles, requires equal rights for logical and figurative-intuitive thinking, equal rights for the right and left hemispheres of the brain. Art is needed to develop the imaginary thinking of the teacher. The main role in the development of scientific thinking plays a fundamental role in education, skillfully performing the main specialized disciplines.

Practical pedagogical thinking develops by introducing into the educational process the tasks that require the ability to apply knowledge in practice. Thus, having identified the main aspects of the activities of teachers and their professional thinking characteristics, we propose to consider the concept of the akmeological approach and the author's description of such concepts as akmeological formation and akmeological paradigm of professional formation.

An akmeological approach is a system of printsips, techniques and methods that allows solving akmeological problems and tasks. Its introduction into the system of Professional Education provides for an increase in the quality of training of teachers and consists in directing the pedagogical impact on the realization of the creative potential of students, increasing professional enthusiasm and motivation for achieving success in their activities, forming a desire for self-improvement and successful self-expression in the profession. constant updating of professional knowledge and skills, creative self-development, focusing on achievements, achieving a high level in professional activity.

This approach is not separate from the process of professionalizing the development of professional thinking, but allows to comprehensively illuminate the path of professional formation of the teacher.

Akmeological formation is a dynamic process associated with the gradual emergence, development and unification of professionally defined personality traits at the stages of professional competence.

Akmeological formation is also characterized by the development of a certain method of solving professional problems, depending on the profile, for example, the method of solving the same legal situation by the prosecutor and the advokat is different, although both the prosecutor and the advokat have legal knowledge.

The akmeological paradigm of professional development is the process of realizing the individual potential of a person, the potential opportunities of a specialist to achieve his professional peak.

The akmeological paradigm of professional formation can be a specific model of the professional path of a person. The professional path of the teacher begins with the fact that from the moment a person chooses a profession, he wants to become a teacher, and the effectiveness of the development of professionalism depends on the motivations.

The akmeological paradigm of professional development also has its drawbacks or, more precisely, the difficulties in

their implementation, since the teachers of the university do not always have the time and opportunity to develop the individuality of the students. But, nevertheless, it is necessary to take into account that there are enough teachers in the University, and if each person pays attention to the individual characteristics of the students, in determining their capabilities and interest in the educational process, the student will have the opportunity of professional development to achieve success in his / her educational activities.

Thus, the recommended akmeological paradigm of the professional formation of the teacher implies this development. Professional thinking depends on the motivations that drive the choice of this profession: 1) social (socio-spiritual), 2) cognitive, 3) professional-value, 4) aesthetic, 5) communication, 6) Status-positive, 7) traditional-historical, 8 ) Utilitarian-practical (Mercantile). The result of studying successful students depends on their motivations and the aspiration for specific motivations can hinder the formation of professional qualities and professional thinking.

Hence, the study of the development of professional thinking as an akmeological paradigm of teacher formation, based on the methodological basis of the study, provides an opportunity to summarize and systematize the main points of this problem. We can analyze and determine the types of thinking that are necessary for further empirical research, as well as establish an akmeological paradigm for the formation of the teacher.

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