

FORMATION OF PROFESSIONAL COMPETENCE IN FUTURE TEACHERS

Mansurova Maftuna Ahatovna

Bukhara city IIO inspector psychologist lieutenant. Bukhara. Uzbekistan

Abstract: The article analyzes the ways of formation of professional thinking in future teachers of medical educational institutions. At the same time, many issues related to the problem of the task form of the educational process as a factor in the development of professional and pedagogical thinking, still remain insufficiently investigated. Thus, the essential features, structure and modern approaches to the study of professional and pedagogical thinking have not yet been fully developed.

Key words: professionalism, competence, thinking, development, knowledge, result, methods.

Introduction

The need for the formation of professional thinking of medical students is important due to a number of circumstances. The development of professional thinking of students goes through three stages, each of which represents the development of personality traits of the future teacher.

At the first stage, the fundamental knowledge and skills from the Humanities, natural Sciences and special disciplines are accumulated.

At the second stage, the level of manageability of accumulated funds rises. In other words, the more the student has accumulated all kinds of knowledge and skills, the easier it is to implement the solution of psychological and pedagogical problems (school's lessons' situations), what and how unexpected they may be.

At the third stage of development of professional thinking, the students intentionally "face" with various and unforeseen psychological and pedagogical tasks put it in the conditions requiring fully adequate, fast and rational decisions.

Professional thinking is the primary use of accepted thinking in this professional area of techniques for solving significant problems, methods of analysis of pedagogical and psychological situations, professional decision-making. The development of professional thinking is an important aspect of the process of professionalization of the future teacher and a prerequisite for the success of professional activity.

The professional activity of the future teacher in the system of medical education includes different types of thinking:

- Theoretical thinking aimed at identifying abstract patterns, rules, systematic analysis of the development of this field of work;

- practical thinking, directly included in the practice of man, associated with a holistic vision of the situation in professional activity, forecasting its changes, setting goals, developing plans, projects, often unfolding in conditions of severe shortage of time, information accompanied by "flair" of the situation, etc.;

- Reproductive thinking, reproducing certain methods, techniques of professional activity on the model;

- Productive, creative thinking, during which problems are raised, new strategies are identified to ensure the effectiveness of labor, opposition to extreme situations;

- visual and imaginative thinking, which means the representation of the situation and changes in it that a person wants to get as a result of their professional activities;

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

- Clearly-effective thinking, in which the solution of professional problems occurs with the help of a real change in the situation on the basis of the observed motor act;

- Analytical, logical thinking, including deployed in time, having expressed the stages of mental operations, presented in the mind of man;

- Intuitive thinking, which is characterized by the speed of flow, the lack of clearly defined stages, minimal awareness.[1,96]

All these types of thinking can act as characteristics of professional thinking. However, their peculiar combination, depending on the subject, means, conditions, result of work can cause specific types of professional thinking - operational, managerial, pedagogical, clinical, etc. Improvement of professional thinking can be on the one hand, in the specification, and output in the broader life context of the profession, as well as in increasing integrity, flexibility.

Thus, the professional thinking of future teachers is a specific mental activity, in which there is a generalized reflection and creative transformation in his psycho objective characteristics of the teaching process, modeling of processes of training and education in relation to the specificity of the pedagogical phenomena, the goals and objectives of training and education, and professional experience of the teacher.

At the same time, many issues related to the problem of the task form of the educational process as a factor in the development of professional and pedagogical thinking, still remain insufficiently investigated. Thus, the essential features, structure and modern approaches to the study of professional and pedagogical thinking have not yet been fully developed. The system of relations between professional pedagogical thinking and professionalism of the teacher's personality requires further study. Special attention should be paid to such aspect of the problem as reflection in professional pedagogical thinking. Finally, it is necessary to theoretically substantiate and experimentally test the models of the task form of the educational process in a modern

University as a tool for the formation and development of professional-pedagogical thinking of the future specialist-teacher.

In addition, the analysis of the practice associated with the training of specialists-teachers in the system of University education of the classical type, indicates the presence of contradictions between:

New requirements to the organization of didactic work in this direction and insufficient (and sometimes very weak) theoretical and methodological training of University teachers for its implementation;

The requirements of society and professional practice to the training of teachers with a creative style of thinking and the real level of development of this type of thinking;

Possibilities of higher school to involve the student in the active educational and cognitive activity connected with development of mental abilities on the basis of the decision of pedagogical tasks, and motivational unpreparedness of the student to it, etc.

These contradictions served as the basis for the choice of the research topic, determined its relevance and problem: justification, a given form of organization of the educational process as one of the leading conditions for the effective development of professional thinking of the future teacher.

Professional thinking of a teacher of medical subjects has its own characteristics, specific structure and ways of its development, due to the peculiarities of the competent activity of the teacher in the process of teaching a particular subject, the formation of scientific worldview and logical culture of students. Feature competent professional activities of teachers associated with the specifics of the subjects, most pronounced in its didactic activities, the natural Sciences explain phenomena, theories, laws with the assistance of environmentally friendly experiences.[2,82]

Based on the above we came to the conclusion that the consideration of the future teacher's thinking as a system-forming competence of the teacher allowed us to establish the following.

There are seven main functions: explanatory, diagnostic, prognostic, projective, reflexive, pedagogical process management and communicative (the first five can be attributed to the forms and methods of scientific thinking). The essence of the professional thinking of the teacher-naturalist is manifested in the synergetic effect of the unity of special scientific, pedagogical (scientific and applied) thinking and methodological thinking. Its peculiarity is connected with the peculiarity of thinking in the field of subject specialization of the teacher.[3,]

The structure of the teacher's thinking includes knowledge and methods of knowledge, which he operates systematically. For a medical teacher it is necessary to master the methodology of natural science knowledge.

What is the reason that in five years of University education a student does not become a specialist? The empirical material accumulated in psychological science shows that the traditional education system does not contribute to the development of specific professional thinking, but only equips students with a certain set of knowledge, facts, methods and technologies of work. Traditionally, the criterion for the effectiveness of University education is the level of assimilation of students' knowledge and skills (ZUN), around which the system of monitoring students' progress is built. We will specify that ZUN in itself are a necessary condition of the beginning of professional activity, but at all not sufficient. Everyone knows how quickly knowledge in various fields of science and technology is accumulating and changing in the modern information field. Sooner or later every specialist (of course, if the specialist really strives for perfection in his profession) comes a time when it is impossible to keep track of all or at least the most important, useful information in his field, which leads to the development of information neurosis (a phenomenon that is increasingly spreading in our time). [4,]

Today, we argue that for a professional it is important not just to have certain professional knowledge, but above all to be able to navigate in their profession, regardless of whether the standard task must be solved using the-known ways and methods, or you need to create, invent, apply a new way to solve a problem that faced the specialist for the first time. One of the ways to solve this problem is the formation of professional thinking among students. It is professional thinking that not only allows applying the acquired knowledge in real practice, but also determines the creative activity of a specialist, his ability to innovate, new discoveries and achievements. That is why the problem of professional thinking is becoming an increasingly urgent problem in psychological science.

Professional thinking is understood as some features of thinking of a specialist, allowing him to successfully perform professional tasks at a high level of skill: quickly, accurately and originally solve both ordinary and extraordinary tasks in a particular subject area.[5С,27] Constant operation of special, professional material leaves an imprint on the features of the mental process, a certain orientation is developed, there is a specific structuring of the mental activity of the specialist. This expresses the individuality of the professional: "the ability to see what others do not see" (Andronov V. P. Psychology of professional thinking. Saransk, 2000. P.27). It is a professional way of thinking allows the technician to achieve a high, active, forms of professional development, when, according to J. P. Povarenkov, "the individual goes beyond the requirements raised over the situation of professional development and transforms their work into an object of practical transformation"[6S.295] (Povarenkov YP Professional development of the person: Dis. ... d-RA psikhol. sciences'. Yaroslavl, 1999.C. 295).

References:

1. Culture of thinking of the doctors / Yu. K. Abaev // health Care. -2010. - No.7. - S. 46-53.
2. Psychology and pedagogy [Text] / ed. - M.: RIO RGTK "Tantalum," 2009. - 104 p.
3. Maksimenko S. D. Pedagogy of higher medical education [text]: textbook / Sec.D. Maksymenko. M. M. Filonenko. - K.: "center of educational literature". 2014. -288 p.
4. Maksimenko S. D. Thinking: the textbook for stud. visch. studies'. establishments / S. D. Maksymenko. A. V. Zaychuk. V. V. Klimenko et al.[zag. the editorship of Akad. S. D. Maksimenko // General psychology. - K.: Forum. 2000.
5. (Andronov V. P. Psychology of professional thinking. Saransk, 2000.P.27).
6. (Povarenkov YP Professional development of the person: Dis. ... d-RA psikhol. sciences'. Yaroslavl, 1999.S. 295).