



THE IMPORTANCE OF THE INTEGRATION OF PEDAGOGICAL SCIENCES IN THE FORMATION OF PEDAGOGICAL THINKING

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Annotation: *This article talks about the principles and methods of using the integration of pedagogical sciences in the formation of high pedagogical thinking in future teachers. Information about the types of pedagogical thinking is given.*

Key words: *Humanization, general education, subjective aspects, professional research, pedagogical process, cognitive activity.*

Pedagogical thinking is a generalized reflection and creative change of the objective features of the pedagogical process, the unique characteristics of pedagogical phenomena, the goals and tasks of education and training, as well as the process of modeling educational and training processes due to the professional experience of the pedagogical process. is a product. This is, firstly, the ability and psychological preparation of the teacher to follow the ideas and principles of democratization and humanization in his work, and secondly, the ability to practically solve the most important problems of the reconstruction of the general education school, the concretization of this process, in accordance with the working conditions. 'provides, thirdly, it means striving to constantly creatively update the methods of their activity based on the integration of modern pedagogical ideas, advanced pedagogical and personal experience.

Pedagogical thinking in a broader sense is intuitive knowledge aimed at developing skills and competencies of professional research, forming skills of transferring psychological-pedagogical theories, categories, principles and laws to specific pedagogical situations for solving specific professional problems, developing pedagogical intuitiveness, pedagogical formation of the ability to see and understand the dialectics of the process, in particular its objective contradictions, self-development, objective and subjective aspects of the pedagogical process, and others, mastering the methods and procedures of highlighting, conducting scientific research , pedagogic experience, in particular, to analyze and generalize one's own experience, to form professional thinking skills, to describe, explain, model, create hypotheses, arguments, communicate with students, intellectual communication refers to the ability to think, which is a prerequisite for organization.

Studying the level of the teacher's pedagogical thinking requires identifying its components, as well as describing its content. The specific characteristics of teachers' pedagogical thinking are determined by the characteristics of pedagogical work and their differences from other types of activity. Several differences can be identified:

1. Operative and systematic pedagogical work is required;
2. The ability to confidently choose the best solution to a problem situation is limited.
3. Pedagogical work is carried out continuously, day by day, but its results do not appear immediately, the characteristic of "remote" efficiency appears.



4. An important professional feature of the teacher's activity is the ability to predict further opportunities for the development of the qualities of learners based on the main results of the impact.

5. Each teacher works individually, but at the same time, the results of education and training consist of collective efforts of different teachers. Often, the lack of unity of requirements among teachers can significantly reduce the work efficiency of individual teachers.

6. An effective pedagogical process is determined by the integrity of the efforts of each of its participants (teachers, students and their parents, administration).

7. The teacher's work is an internal contradiction, it combines special knowledge, abilities, skills (in certain subjects, scientific and industrial fields) and general professional knowledge, abilities and skills. In addition, this internal contradiction of the teaching profession makes it significantly difficult to compare the level of pedagogical thinking for different groups of teachers, especially requiring a differentiated approach.

Based on the above, it is appropriate to set the following special criteria for pedagogical thinking:

1. Selectivity. It is characterized by the level of acceptance of pedagogical goals that are of professional and personal importance for a person. Subjectively, it is manifested in a differentiated reflection of goals in pedagogical activity, which determines the desire of a person to realize himself as a teacher during his studies at the institute.

2. Caution. This means the ability of teachers to master the methods of purposeful management of mental activity and competent analysis of professional situations. The knowledge gained must be understood in a wider social context.

3. Productivity. This manifests itself in the specific results of activities related to pedagogical change of problematic situations, in the degree of inconsistency between "need" and "want".

4. Creative character. It is determined by the ability to change non-standard pedagogical situations for purposes of social and personal importance and to find optimal options for solving them.

5. Interest. It is necessary to harmonize personal and professional interests. Pedagogical thinking occurs when these aspects are formed.

In accordance with the goals of the future teaching system, the following will have a decisive influence on the content of pedagogical thinking:

- structure of cognitive activity;
- the structure of the general object of study - the reality surrounding the person reflected in the subject structure of scientific knowledge;
- the need and uniqueness of specific types of cognitive activity;
- the need to develop a person's positive characteristics (abilities, interests, inclinations);
- the logic of developing the main parallels of the educational process.

It should be noted that none of these determinants can be prioritized over others, all of these factors together and comprehensively affect the structure of pedagogical thinking.



So, according to the author, the main components of the structure of pedagogical thinking are: content - operative, motivational, goal-setting, personal.

The development of pedagogical sciences, the emergence of theoretical concepts, the creation of new methodological systems and technological processes require regular updating of pedagogical thinking and serve as a prerequisite for improving school practice.

In our opinion, scientific-pedagogical thinking is based on the laws of dialectics. It takes into account pedagogical arguments, situations, events, and realities from the point of view of self-development, self-directed action, which are required by the external conditions and random stimuli of children's vital activities. Regardless of how the child acts, in the analysis of his behavior and personality, it is necessary to take into account not only the evidence of good or bad behavior, but also his ideals, motives, needs, and interests related to his inner world. Such an approach to the issue makes it possible to reliably determine whether the behavior of the person being formed is accidental or the result of a regularity in his character. This helps to analyze the behavior with pedagogical literacy, to give it a reasonable assessment and to have the right influence. A teacher who pays attention to these aspects is considered to have high pedagogical thinking.

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