

THE MAIN QUALITIES AND CHARACTERISTICS OF PEDAGOGICAL THINKING

Shaydullayeva Kamola Shapulatovna

Termez state pedagogical institute

Annotation. *This article talks about the main qualities and characteristics of pedagogical thinking. The role of pedagogical thinking in the high professional training of future pedagogic personnel is deeply discussed.*

Key words: *the art of public speaking, pedagogical tact, pedagogical delicacy, critical attention to shortcomings, persistence, constructive thinking.*

One of the important aspects of a person's professional development is conscious career planning. The criteria for a successful career are satisfaction with the life situation (subjective criterion) and social success (objective criterion). That is, the goal: the external side of a career is a sequence of professional positions occupied by a person, the subjective, internal side is how a person perceives his career, the image of his professional life and his role in his work. The subjective side is important in the development of professional competence. The professional thinking of a teacher is the unity of scientific and practical pedagogical thinking, in particular, scientific thinking in the subject being taught (for a chemistry teacher, for example, scientific thinking, specializing in chemistry, chemical thinking or what is called chemical, scientific thinking style) and special methodological thinking. Only the unity of these aspects of the teacher's professional thinking is a condition for the teacher's development as a subject of pedagogical work.

A science teacher develops methodical thinking that synthesizes the following: a) scientific thinking of a specific subject, the basics of which are taught by the teacher; b) scientific research pedagogical thinking; c) practical pedagogical thinking. When solving the problems of pure teaching, the science teacher thinks based on the categories and methods of his subject, therefore, the chemistry teacher develops chemical thinking, the physics teacher develops physical thinking, the history teacher develops historical thinking, etc. At the same time, the science teacher, while thinking about ways to explain the phenomena, concepts, laws and theories of the science he teaches, turns to the knowledge of the psychology of education and didactics. There is a synthesis of the knowledge and scientific thinking of the teacher on the subject being taught and certain psychological-pedagogical knowledge, which helps to form a system of knowledge and ways of thinking on the methodology of teaching a certain subject. implies.

The methodical thinking of a science teacher and the thinking of a teacher are two sides of the single process of the intellectual activity of a teacher-pedagogue, united by the concept of "professional thinking of a teacher". In this article, we will not consider the professional thinking of the science teacher as a whole, but only its

scientific and pedagogical aspect. In other words, we will study the knowledge of the future teacher in his subjects in the process of mastering, we examine the thinking conditioned by certain logical and psychological laws of the reflection of chemical phenomena and concepts in the thinking of students, which will be discussed below.

As a result of many years of research and observations of scientists, the following main qualities of pedagogical thinking have been distinguished:

1. Love for one's profession, the ability to love students.
2. Perfect knowledge of the specialty, interest in it.
3. To have pedagogical tact (decency and beauty).
4. Being able to assimilate into the children's community.
5. Creative approach to one's work.
6. Feeling responsible.
7. Acquiring educational knowledge.

There are specific systems of pedagogical thinking in the teacher's activity. The system of thoughts is distinguished by the following features:

- main characteristics;
- basic characteristics;
- leading features;
- auxiliary features.

Pedagogical thoughts not only express the effectiveness and conditions of pedagogical activity, but are also the result of successful work in many ways. In pedagogical thinking, the teacher's characteristics related to mutual exchange of ideas play a key role. The main features of the following pedagogical thinking are continuously formed as a result of the high pedagogical and psychological knowledge of the teacher:

Communicative thinking: pure voluntariness in the interaction of the teacher with the pedagogical team and parents, residents of the neighborhood, understanding and sympathizing with their mental states. The teacher should have psychological knowledge and regularly form the culture of behavior.

Perceptive thinking: perception, perception of the external world and environment, that is, observation plays an important role. The enthusiasm of the teacher develops and improves as a result. The teacher perceives the student's psychology and mental state, makes a fair assessment of the situation of the class team and the pedagogical situation.

Empathic thinking: feeling, understanding, perceiving and pitying the feelings and psychological states of students, arising from love for children.

Alternative thinking of the educational process: the teacher can convey his knowledge to the student's mind and thinking with little effort, it is the thinking of achieving the goal in education and training within the specified time.

Didactic thinking: is the thinking of effective teaching while communicating with students, thoroughly mastering the educational and educational laws and methods

of pedagogy. Also, the lesson should meet world standards and modern requirements based on pedagogical technologies.

Organizational thinking: a component of pedagogical thinking. It is manifested in the teacher's ability to involve students in various public works and clubs, and in the fact that the class team provides an active situation for each student.

Constructive thinking: the teacher's ability to anticipate the stages of the professional pedagogical situation that will arise based on the careful planning of educational activities.

Thinking of knowing: the teacher's deep knowledge of his subject and other subjects, assimilation and practice.

Understanding (understanding) thinking: the teacher's ingenuity and skill, deep understanding of events and events, and fair treatment of them.

The leading feature of thinking is creative imagination. This feature is not unique to an artist, a math teacher, or a literary critic, but to all science teachers.

To perfectly master the secrets of any profession, it is necessary to think. Pedagogical thinking is formed only in a healthy teacher. However, it can be high, medium and low. Among the feelings and characteristics embodied in these different levels of thinking, some play an auxiliary role.

Auxiliary features and feelings that are included in the system of pedagogical thinking are:

- certain types of intelligence, responsiveness, critical attention to shortcomings, steadfastness;
- the teacher's speech: the art of oratory, depth of vocabulary;
- the ability to act: mimicry and pantomime, the ability to use imaginary fantasy, the ability to control mental emotions.
- to have pedagogical tact and pedagogical delicacy.

REFERENCES:

1. Azizxo'jayeva N.N. Pedagogik texnologiya va pedagogik mahorat - Toshkent, TDPU, 2003.- 170 b.
2. Zaripov K. O'qituvchilar malakasini oshirishda maktab rahbarining roli. – T.: "O'qituvchi", 1993. – 122 b.
3. Omonov N.T. Pedagogik texnologiyalar va pedagogik mahorat. – T.: "Iqtisod–moliya". 2009. – 240 b.
4. Раченко И.П. Диагностика развития педагогического творчества учителя. – Пятигорск, 1992.- 196 с.
5. Nazirovich, A. U. (2022). TURIZMGA OID ATAMALARNING LINGVOKULTUROLOGIK XUSUSIYATLARI. Conferencea, 256-258.
6. qizi Tojiboyeva, M. S., & Pakirdinova, S. A. (2022). KONSEPT-TIL VA MADANIYAT OLAM MANZARASINI IFODALOVCHI VOSITA. Educational Research in Universal Sciences, 1(6), 290-293.

7. Tojiboyeva, M. S. Q. (2022). SEMANTIC DIVISION OF TOURISM TERMINOLOGY. Scientific progress, 3(6), 116-119.
8. qizi Tojiboyeva, M. S., & Kuchqorova, M. Y. (2023). PHRASEOLOGICAL UNITS DENOTING THE CONCEPT OF WISDOM. GOLDEN BRAIN, 1(6), 52-55.
9. Tojiboyeva, M. S. Q. (2022). SEMANTIC DIVISION OF TOURISM TERMINOLOGY. Scientific progress, 3(6), 116-119.
10. Ягяева, Э. (2022). ЗАМОНАВИЙ ИҚТИСОДИЁТ ШАРОИТИДА КЛАСТЕР ЁНДАШУВИНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ ВА МОХИЯТИ. Yosh Tadqiqotchi Jurnal, 1(4), 928-936.
11. Темиров, Н. С., & Ягяева, Э. Б. (2023). МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ СОВЕРШЕНСТВОВАНИЯ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ ПОСРЕДСТВОМ ЭФФЕКТИВНОЙ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ ВУЗА (НА ПРИМЕРЕ ИНДИВИДУАЛИЗАЦИИ И ДИФФЕРЕНЦИАЦИИ). Science and innovation, 2(Special Issue 5), 129-134.
12. Ягяева, Э. Б. (2021). ТРУДНОСТИ ОТДАЛЕННОГО ОБУЧЕНИЯ СТУДЕНТОВ НЕ ФИЛОЛОГИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ (ТУРИЗМ). In Актуальные вопросы современной науки и практики (pp. 109-113).
13. Yagyaeva, E. B., & Zokirov, A. (2022). PECULIARITIES OF THE ORGANIZATION OF MULTI-ETHNIC, CONVENEED MAHALLAS DURING THE YEARS OF INDEPENDENCE. Science Time, (2 (98)), 19-22.
14. Ягяева, Э. Б. (2023). НЕКОТОРЫЕ ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ ДЛЯ ЭФФЕКТИВНОГО УСВОЕНИЯ ЯЗЫКА. Herald pedagogiki. Nauka i Praktyka, 3(3).
15. Yagyaeva, E. (2023). NOFILOLOGIK TA'LIM YO'NALISHLARIDA HORIJIY TILNI O'ZLASHTIRISH XUSUSIYATLAR. Yosh Tadqiqotchi Jurnal, 2(3), 3-7.
16. Ягяева, Э. Б. (2017). Язык как отражение культуры народа. Вопросы науки и образования, (3 (4)), 85-86.
17. Ягяева, Э. Б. (2017). Важность перевода в межкультурной коммуникации. Вопросы науки и образования, (3 (4)), 86-88.
18. Bahtiyarovna, Y. E. (2018). Some methodology for keenness of teachers of English. Вопросы науки и образования, (5 (17)), 64-66.
19. Yagyaeva, E. B. (2021). Tourism resources as a condition for the tourism development. Middle European Scientific Bulletin, 12, 323-327.
20. Bakhtiyarovna, Y. E. (2019). The main problems encountered in a second/foreign language acquisition in technical higher educational institutions. Проблемы современной науки и образования, (11-2 (144)), 61-62.
21. Yagyaeva, E., & Zokirov, A. (2019). The Role of a Teacher in Teaching-Learning Process. Scientific and Technical Journal of Namangan Institute of Engineering and Technology, 1(3), 276-278.