

DESCRIPTION OF SCIENTIFIC-PEDAGOGICAL THEORIES ON THE FORMATION OF PEDAGOGICAL THINKING

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Annotation. *This article talks about scientific theories on the formation of pedagogical thinking and their development stages. The foundations of these theories are extensively analyzed and supplemented by the author.*

Key words. *Correlations, individual characteristics, professional activity, pedagogical thinking, block-module teaching, state pedagogy.*

According to various researchers, there is a very wide list of personal qualities that a teacher should have. Based on their combination, it is difficult to determine the qualitative uniqueness of the teacher's personality. S.L.Rubinstein, criticizing the point of view of some psychologists who see only individual characteristics in a person and are looking for some "correlations" - connections between the manifestations of these characteristics, also warned against the other extreme - looking at the unity of the person and amorphous wholeness, he explains that it turns his vision into a shapeless nebula.

The integrity of a person implies its structural unity, the existence of structural features that unite all others and are the basis of its integrity. In the structure of the teacher's personality, this role belongs to the professional pedagogical direction and, according to V.A.Slastenin, forms the basis that unites all the main professionally important features of the teacher's personality. Pedagogical direction is usually considered as a system of dominant motives: interests, needs, inclinations that stimulate professional activity.

Noting the leading role of the pedagogical direction in the development and professional activity of the teacher, K.A.Markova rightly notes that it "determines the basic system of human relations to the world and to himself, the semantic unity of his behavior and activity, creates the stability of a person, allows him to withstand external or internal influences, is the basis of self-development and professional skills, is the starting point of moral evaluation of goals and means of behavior. Professional and pedagogical path of a person The leading conditions for the formation of a teacher's knowledge are the following: the opening of his pedagogical profession and the formation of a professional and value direction.






The pedagogic profession is traditionally seen as an inclination arising from an individual's awareness of his or her ability to teach. The subjective nature of the experience of calling has been noted, but its relationship with the future teacher's solution to existential, meaningful problems in life has hardly been revealed. A different understanding of the pedagogical profession is based on the tradition of philosophical anthropology, according to which a person must listen to his inner voice if he seeks to fully understand himself in the profession and find the meaning of his life. "In other words, each person finds one among the various images of his being - this is what constitutes his true being," says J. Ortega y Gasset. And the voice that calls it to real existence is what we call "calling." Most people try to stifle this voice in themselves by replacing their true being with a false life direction. And on the contrary, only that person realizes himself, only that person lives in the true sense, fulfills his calling, corresponds to his real "I".

Thus, the profession works as a task in a certain type of activity, to solve which a person devotes his life. This is not a local, but a universal task, and realizing it means that a person understands the main aspect of the meaning of his life, solving a problem of vital importance. According to V.I.Vinokurov, a person acquires a vocation through the inseparable interaction of two factors: 1) a person's basic inclination, his primary inclination and 2) constant search activity. In addition, when a person discovers his meaningful life task, he feels that it already existed before the search process, that it included the entire program of his life. Due to the profession - and this is its personal meaning - a person perceives himself as unique, unique, significant, has an experience that consists in realizing his personal value, uniqueness and at the same time unity with the universe. .

Let's imagine that we are sufficiently literate in the field of the theory of the pedagogical process and have mastered some subtleties of its design. Is it enough for education, training and teaching to be highly effective? It's not. There is no connecting link in their relationship - the original theory as the original knowledge on which we believe, rely and act. Scientific support for the development of the public education system in the country for many years followed the path of collecting individual elements from various pedagogical theories that did not fundamentally change the system. A unique collective theory of Soviet education was created, which sometimes represents neither integrity nor originality. At the same time, certain independent theories have been created in science, which are very interesting, in particular, the theory of learning optimization, the author of which was the once famous Soviet scientist and teacher Y.K.Babansky. The theory of problem-based education proposed by M.I.Makhmutov in the mid-70s has been





fully completed. The theory of step-by-step training of workers, the theory of block-module training and many other things developed by S.Y.Batishev were directly intended for the professional technical system. These theories of the author found their way in practice with great difficulty. This is due to excessive nationalization of education. Such education was satisfied by the conglomerate theory of education and personnel training developed outside of science, in educational institutions, in higher party institutions. This theory, as a rule, is presented in decrees, decisions and instructions.

This "state pedagogy" used the theory of one or another author, but made it wrong, took away individual ideas. Twin schools, twin colleges and twin universities emerged. There has been a general equalization of opportunities. This, in turn, led to insufficient assessment of theory by practical staff in the educational system. In the new conditions, much will change in relation to the theory. His role is growing. Without it, it is impossible to organize the practice effectively. In addition, there is a judgment that pedagogical theory is considered as a tool in the hands of the designer of pedagogical systems. These scholars see the connection between theory and practice through project implementation. Pluralism in pedagogical views means the coexistence of many theories. Based on them, the existence of "author schools" is possible. Authorship theories in pedagogy will have not imaginary but real rights, including the right to use by any educational institution. Pedagogical theory can play a dual role in the design process.

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