

**FORMATION OF PROFESSIONAL THINKING IN MEDICAL STUDENTS OF HIGHER EDUCATION WITH THE HELP OF PEDAGOGICAL COMMUNICATION TOOLS - AS A PROFESSIONAL PEDAGOGICAL NEED**

**Tokhirova Farida Olimjonovna.**

Assistant of Samarkand State Medical University.

**Karabaev Sanjar Abdusamatovich**

Docent of Samarkand State Medical University.

**Urakov Shokir Ulashevich**

Docent of Samarkand State Medical University.

**Abdullaeva Sanobar Berdievna.**

Assistant of Samarkand State Medical University.

**Mattiyev Ilhom Begmatdulobovich**

associate professor, Samarkand Institute of Economics and Service

**Abstract:** This article is devoted to the implementation of new reforms in the system of continuing education, the training of skilled professionals in higher education who have not only theoretical knowledge, but also great human qualities, can interact with the people, know their job well, it is necessary to have a deep knowledge of the subjects he teaches, to master his methodology.

Keywords: skilled professionals, professional, education, science, production, knowledge, skills, qualifications, training, values, pedagogical technology, objective, quality, system, specialist, intellect, ability and human nature, spiritual enlightenment, education.

President of the Republic of Uzbekistan Shavkat Mirziyoyev in his report at the enlarged meeting of the Cabinet of Ministers on the main results of socio-economic development of the country in 2016 and the most important priorities of the economic program for 2017 said: "Solve another problem It is also very important: it is the professional level of teachers and professors, their special knowledge. In this regard, it is necessary to create an environment that actively supports the process of education, spiritual and enlightenment maturity and the formation of real values. Today's teacher, as a master of his profession, must be a competent person who is faithful to his duty, who puts the interests of the people before his personal interests and fulfills his duties. In this regard, teachers are required to work tirelessly and achieve a high level of physical, mental and professional preparation. The main qualities of a modern teacher - loyalty to his profession, faith, love for his profession - distinguish him from other professionals. depends on his professional training. One of the important requirements for a teacher is that he has a deep knowledge of the subjects he teaches, has mastered his methodology. In-depth knowledge of the subject and its theory, the ability to convey it to

students in an interesting way, strengthens children's interest in the subject, enhances the reputation of the teacher. Students not only appreciate the teacher's ability to communicate their knowledge to the children, but also appreciate his or her dedication. High culture of the teacher, his deep knowledge (especially after the independence of Uzbekistan, the growing interest of our people in learning their history, culture, traditions) education contributes to the success of their work.

The main goal of modernizing the content of higher education is to develop the professional thinking of the subjects of the process. It is important for learners to move from one peak of professional activity to another, to reach the peak of skill at different levels of maturity, to have healthy thinking and to gain experience in creative professional activity.

In the development of professional thinking of the subjects of the educational process through pedagogical communication, the following are important: to study the specifics of the subjects of the higher education process as a comprehensively developed person and the subject of social activity, to create in them the tendency to succeed; development, creation of favorable pedagogical conditions for the realization of intellectual and creative potential, development of a system to stimulate their aspirations to achieve high results and the organization of creative activities, mechanisms for assessing the quality of education based on integrated criteria, higher education. developing a strategy to achieve the main goal of the lim, with a special focus on shaping the professional culture and spirituality of the learners. Successful solution of these problems requires the formation and continuous development of professional thinking in future teachers through pedagogical communication. This is very important in the context of socio-economic, spiritual and moral development of society. This requires the subjects of the higher education process to independently acquire knowledge and develop the ability to use them skillfully in different pedagogical situations. Through the development of professional thinking in the subjects of the educational process, the stability of the acquired knowledge is ensured, the culture of intellectual labor, the tendency to carry out pedagogical activity is formed. The formation of professional thinking of the subjects of the educational process in medical higher education institutions is carried out directly with the help of educational content. Also, the method of communication between students and professors, the methods of organizing the provision of educational materials to them directly depend on the nature of educational activities of students. The system of quality assessment of higher education results also plays an important role in the development of professional thinking.

In the history of Western psychology, associative, behavioral, gestational psychology, and cognitive approaches to the study of thinking have been recognized as major conceptual approaches. Representatives of the direction of associative psychology (D. Hartley, J. Priestley, I. Ten, G. Ebbinghaus, V. Vundt) consider thinking as a process that creates the associative dependence of past connections and existing sensory experience, one of its main functions they deny the state of creative synthesis of existing knowledge and cannot go beyond the boundaries of the subjective world and the world of ideas as the main and only object of knowledge.

Representatives of the Würzburg school (A. Kyulipe, A. Mayer, N. Ax, K. Buhler, K. Taylor) tried to experimentally study thinking in the history of psychology. Contrary to associative theory, they demonstrated the crucial role of thinking in expressing human identity through the thought process, demonstrating the orderly orientation characteristics of thinking. Representatives of behaviorism, gestalt psychology and psychoanalysis (B. Skinner, A. Bandura, Z. Freud, A. K. Jung) also based their views on the study of various phenomena of thinking as a phenomenon on the basis of their teachings.

In short, in psychology, thinking is divided into several types (visual action, visual-figurative, practical, theoretical, voluntary, involuntary, abstract, creative, etc.).

Afakkur is the highest form of human mental activity, the process of reflection of objective reality in the mind. Thinking is a tool for knowing the environment, social events, reality, as well as the main condition for the implementation of human activities. It is a higher cognitive process that reflects reality more fully and clearly than intuition, perception, and imagination. Thinking is a special function of the human brain. Its neural physiological basis consists of the interaction of the first and second signaling systems. In the process of thinking, a person develops thoughts, opinions, ideas, hypotheses, etc., and they are expressed in the mind of the person in the form of concepts, judgments, conclusions. Thinking is manifested in close connection with language and speech. Thinking activity is manifested in the form of speech. In the process of speech communication, a person's range of emotional observation is not only expanded, but the experience gained is passed on to other people. Man is distinguished from other beings by his thinking, speech, and conscious behavior. It determines the validity of things and events that are reflected, perceived, imagined in the activity of thinking, determine whether the judgments, concepts, conclusions drawn are true or not. Generalizes reality through human thinking, reflects it indirectly, understands the most important connections, relationships, features between things and events. Consequently, man has the ability to anticipate the occurrence, development, and consequences of social events and phenomena based on certain laws, laws, and regulations.

Thinking is the object of research in many fields of science (philosophy, logic, sociology, pedagogy, physiology, cybernetics, biology). In psychology, thinking is divided into several types (visual action, visual-figurative, practical, theoretical, voluntary, involuntary, abstract, depending on the level of generalization of reality, the nature of the problem-solving tool, the novelty of the situation for the person, the level of individual activity) creative, etc.) will be studied separately. In social life, in the educational process and in production, the connections and relationships between people are also manifested through thinking. The team develops the qualities of thinking, which consists of critical thinking, self-criticism, evaluation, examination, self-examination, control, self-control, group thinking. Human perception is also inextricably linked with thinking. Creative works, discoveries, inventions, proposals are the product of thinking. Psychology also studies the historical aspects of phylogenetic (the emergence of humanity), ontogenetic (throughout human life) cognition. Many complex issues of modern science require a deeper study of the logical processes of thinking. and can imagine and express abstract objects and events. It is clear from the general classification of thinking

that words and images in this main function of the human brain, that is, through the interaction of direct and verbal interaction with various activities of the organism formed temporal relationships play an important role

At the same time, temporal relations are the physiological apparatus of thinking, its analytical-synthetic mechanism. As a result of the analysis and synthesis of pathogens and the body's response to them, temporal connections are not only accumulated in memory, but also retrieved from them, and serve as material for the formation of new connections from themselves and from constantly formed connections. does. These mechanisms have the properties of self-management and constant activity, resulting in the retrieval of temporal connections stored in memory, the formation of new and systemic connections from them, a complex of them with constantly forming associations. In modern physiology, these mechanisms are considered reflexive, but this does not deny the existence of circulatory processes underlying self-regulation within reflexology.

An independent person is determined by the influence of objective conditions and subjective factors that exist in a humane, democratic society. Although objective conditions are crucial in the formation of an independent individual, subjective factors: family, preschools, general education schools, secondary special and higher education institutions, labor unions, The impact of joint educational and ideological work of mahallas, political parties, cultural and educational associations and other public organizations on the basis of a single program is incomparable.

An independent person combines three main components: independent thinking, independent work, and independent living. These components work in strong collaboration and undoubtedly interact with each other. But an individual's independence depends primarily on his or her ability to think. Because of the same ability, a person determines the essence of the events, happenings, processes that he sees, knows, hears, and happens around him, whether they are right or wrong, true or false. To be more precise, a person finds solutions to problems that arise in his daily life because of the same ability.

A person's ability to think depends on his intellect, intellect, mind. For the same reason, thinking is a changing process that goes through two major stages in its development. The lower, lower stage of the thinking process is perception. Comprehension is the basis of thinking ability. The highest stage of the thinking process is the mind. When intellect is based on emotions, the mind relies more on knowledge, on science. That is why our people call people who think clearly and fluently. Man's ability to think is dialectically related to his knowledge, his intellectual potential. If thinking is a constantly moving process, the mind is its product. With the help of the mind, a person always finds the right way out of the most difficult situation. Solves the most difficult problems. The effectiveness of the human mind depends not only on its knowledge, but also on the fact that that knowledge is goal-oriented. A wise person is distinguished not only by having a lot of knowledge, but also by mobilizing that knowledge for goodness and goodness. A wise man who devotes his knowledge to the well-being of others rises to the level of a true sage. A true sage lives not with his own worries, but with the sorrows

of others. It is with this age of interest that he looks around and at others. The meaning and content of wisdom is that its purpose is to determine the truth, to focus on goodness.

It is impossible for success to happen without knowledge. But knowledge is not wisdom. No knowledgeable person can be wise. Wisdom regulates not only the process of human thought, but also all the deeds directed to goodness, kindness, goodness, gives it consistency and gives it an inner basis. Because wisdom is not only a rare talent, deep knowledge, sharp intellect, but also high morality. To be more precise, wisdom is the highest point of the union of reason and morality.

Modern anthropologists divide human thinking ability into two levels, one related to the other: the practical and the theoretical. The strength of the interdependence of the practical and theoretical levels is evident in the way of thinking. A person's way of thinking: open (express one's opinions openly and truthfully), mastery (not expressing one's point of view at once, waiting for other people's opinions), vigilant (in any situation z to be able to analyze the pros and cons of thinking intelligently, to think a thousand times and then speak), to be creative (to base one's views on unconventional, non-standard considerations), to be dogmatic (to think in the same pattern) thinking, exaggerating one side of the problem you are observing), authoritarian (thinking in terms of prestige, the eyebrows of an official). The truth of the way of thinking, the transparency, is constantly changing. An open-minded person does not look for a ready-made formula or the same pattern for solving problems. He tells others about his solution, tries to convince them. Those who are vigilant in thinking and mastery will have a strong ability to comprehensively analyze the changes taking place around them. Such people slowly change their judgments or conclusions based on their own experiences. In other words, the way of thinking of such people differs from the way of thinking of others by their devotion to the stereotypes that were once formed. The creative way of thinking requires finding solutions to problems that arise in everyday life. To do this, it is necessary to distinguish between the information model of problem solving and the practical activity of man, that is, the behavior of the creator. During the years of Soviet rule, the same situation, that is, the imbalance between the creative way of thinking of the artist and his daily behavior, was not properly assessed.

At the same time, the students formed a stereotype about the universe and man. Such one-sidedness did not create the conditions for thinking differently. As a result, a person who studied in the previous education system was deprived of information other than the information described in textbooks and manuals. A dissident student or student, teacher or tutor was stigmatized using various political paints. Political labels were hung on them.

Thousands of young people who think on the basis of the above-mentioned textbooks, manuals, exhibitions, recommendations, have become accustomed to thinking "bad" or "good", positive or negative. A person who acted on the basis of such a way of thinking, no doubt, did not listen, did not listen to the opinions of others, and did not want to be heard.

A person's way of thinking depends on a number of factors, including innate intellectual abilities, education and upbringing received in childhood, the nature of labor and social activities, the level of mastery of national and universal cultural norms. Although there are a

number of problems in the mechanism of interdependence, an independent thinker always feels the need for freedom and self-government. The more a person is free from small controls and restrictions, the more real opportunity there is to form a culture of independent thinking. In the same way, the culture of independent thinking, in turn, develops and strengthens in the process of independent work and independent living.

At the heart of our understanding of the world, its mysteries, lies the level of personal connection and significance of things and events for us. In psychology, the process of knowing how to understand, comprehend, and express our conscious attitude to such a world is called contemplation.

Contemplation is a generalized and abstracted form of reflection that ensures the existence of complex, all-round connections between things and events that are the objects of cognition of the human mind.

Here, as the process of developing professional thinking is chosen as the object of our research, we need to get acquainted with modern interpretations of professional thinking.

Yu. Kornilov considers professional thinking as a manifestation of human thinking in solving professional tasks in the process of professional activity, while D. Kavtaradze defines it as competent thinking, which creates talent in solving practical professional tasks.

O. Tikhomirov combines professional thinking with a variety of heuristic methods aimed at solving professional creative tasks, and Yu. Kulyutkin describes it as a process of high-level professional development of creative thinking. According to M. Kashapov, professional thinking is a high-level cognitive process of finding, studying and overcoming difficulties that arise in professional activity. It can be seen that the results of the analysis of the literature show that different interpretations of the concept of “professional thinking” do not have the same clear idea of its structure and components.

In our opinion, professional thinking is a pedagogical process in the process of logical thinking in the chosen profession, through the active participation of the future teacher in understanding the content of socio-economic, spiritual and educational processes in society and the application of professional experience. is the composition of personal and professional qualities related to the implementation of activities aimed at solving tasks.

The development of professional thinking allows a person to pursue a successful professional career as an important component of the process of professional maturity. The main role in the development of professional thinking is played by the process of education in higher education institutions, which in this process lays an important foundation for the future specialist to achieve professional maturity. These researchers will develop the professional thinking of future teachers, develop a logical culture of thinking, acquire skills to apply pedagogical and psychological theories, categories, principles and laws in specific pedagogical situations, develop pedagogical intuition, master the basics of dialectical thinking and methods of scientific thinking. it is noteworthy that they have acquired professional reflection skills, acquired effective communication skills with students, and developed scientific thinking skills within a narrow specialization.

Thinking is the process by which a person mediates and generalizes important connections and relationships, and serves to expand the boundaries of cognition beyond the boundaries of emotional perception. Unlike feeling and feeling, it is not considered an emotional process. It is prognostic, social in nature, and subjective. Each of its types plays a unique and important role in the formation and development of professional thinking. Synthetic, idealistic, pragmatic, analytical, realistic thinking styles are distinguished. Thus, the concept of "professional thinking" does not have a clear definition generally accepted in science, but manifests itself as a form of thinking that determines the level of maturity of the specialist in the implementation of this or that professional activity

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