

Students' Thinking Skills and Outlook through Pedagogical Principles in the Higher Education System Formation

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Abstract

This article summarizes theoretical and practical research in the higher education system of the Republic of Uzbekistan and offers a new solution to the problem of improving the quality of humanities teacher training identified in the creation of psychological and pedagogical sciences. Information about creating conditions for the development of effective pedagogical thinking of pedagogues is provided. Principles of implementation of psychological tools and pedagogical conditions, methods, stages and goals of developing effective pedagogical thinking are analyzed. We conducted an experiment and determined the levels of formation of effective pedagogical thinking of students. Based on the indicators, we determined the main levels maturity of effective pedagogical thinking of future teachers in the process of learning humanities. The results of the experiment showed positive dynamics in the change of maturity level of effective pedagogy. We have provided information about the essence of pedagogical principles at the stages of development of students' thinking level.

Keywords: Higher education system, pedagogical skills, modern pedagogical and psychological methods, formation of students' worldview, content and essence of the teaching system, students' imagination.

Introduction

Improving the quality of education in the higher education system of the Republic of Uzbekistan and forming effective pedagogical thinking in providing quality education to students prospective humanities teachers are more effective several studies have been carried out on the use of a whole set of pedagogical tools. The content of the training material should include components such as appropriately selected topics with each individual program requirements Degree; artistic, critical, political, social prose, poetry, ensures the formation of methodological, pedagogical, psychological, agricultural socio-cultural competence, and also performs tasks related to the intellectual and creative development of students, changing the acquired knowledge and using it in problem work. In our research, we conclude from this the perception of new material is an important life process, consists of reflecting things, events, forms of existence of matter in the mind of a person. They are text, audio, video material or models etc. Dynamics, its effectiveness depends on experience, student's stock of knowledge, establishment of communication. between new and acquired knowledge in the learning process process. taking into account interests, needs, intentions, habits, inclinations, beliefs of students has a great influence on the process of perception. That is why, preparing students to perceive new material; The teacher should pay attention to the constant connections between the mastered and the new, and implement the relevant basic knowledge, skills and habits using a variety of knowledge. In the higher education system, a wide range of activities are carried out under the criterion of

"Modern curriculum". Some of this diversity is due to the different ways people think "thinking", but significant changes are also related to the ways of higher education curriculum is conceptualized and how these conceptualizations situate the learner in relation to and comes based on a system that has a curriculum. In addition, little attention is paid to the differences between the creation of pedagogical methods it is necessary to use a system of co-creation in the curriculum and curriculum. This article addresses this gap by examining it we examine four theoretical frameworks used in higher education curriculum development. How each paragraph takes into account the position of the reader and how it can affect him types of curriculum co-creation that can be implemented. We'll end with more calls discussing curriculum and curricular theories in higher education – and applying these discussions to include students. We argue that more clarity is needed from scholars and practitioners how they define the curriculum and whether they focus on co-creating the curriculum co-creation in a curriculum or curriculum. Finally, we suggest paying more attention curriculum theories and their assumptions about the learner, allowing for a deeper understanding. In the higher education system learning objectives and the extent to which collaboration is possible in any particular area defined in context. Today, education experts agree that critical thinking should not only be one of the goals of education, but an integral part of it, because critical thinking is the process of analyzing, evaluating, and leading to the best solution. type of thinking. choice and application and that is what the world needs today. Based on the results of the current study, after comparing the results of the critical thinking test, which is a well-known criterion-referenced test, and the scores obtained by the undergraduate students of the educational fields, it can be concluded that the critical thinking skills of these students are low. . There are several potential causes for this problem. The different family backgrounds of individuals, the unwillingness of society to present and criticize positive and negative points of view, in a word, the total absence of the spirit of questioning events in society, the educational system (especially higher in 'lim) governing conditions.) does not help to develop students' intellectual abilities. This is because curricula and/educational systems focus more on the retention and reproduction of existing knowledge and less on nurturing "superior" mental skills such as problem solving, creative thinking, and critical thinking. In other words, the educational system is mainly based on content and textbooks, knowledge is presented and offered in the form of concrete facts. Teachers focus on and encourage verbatim repetition and repetition of information from textbooks and classroom activities, the minimum level of mastery students need to achieve an acceptable score. it leads to superficial satisfaction and reluctance to analyze, differentiate and criticize events. Furthermore, because evaluation in the humanities is inherently judgmental and judgmental, the shared intellectual space and distrust in society also imposes costs and consequences on making one's point of view public. can come students from entering this field, ie. humanities. It should not be overlooked that, in addition to the influence of the students' family background, talents and abilities, previous educational measures and practices on the student, the personality sometimes depends on the type and circumstances of the students. ladi can "think". the situation in which he finds himself. The level of importance of the situation for the person and his feelings and emotions, their personality and characteristics, self-esteem and the ability to see events critically, perceptions of acceptance of their views. important factors that contribute to critical thinking, or lack thereof. Therefore, providing appropriate and supportive classroom environments to encourage students to think critically is a clear and serious requirement. Otherwise, he may have sufficient knowledge of science, positive attitude towards critical thinking, sound reasoning, analytical skills and awareness, but due to lack of opportunity to put it into practice, he may may not show. cannot and cannot use. ability Knowledge, attitude and practice are three important elements of thinking. Thus, in addition to doing their best to impart knowledge to students, lecturers must also become proficient in critical thinking skills themselves and in turn introduce these skills to students. Knowledge and skill go hand-in-hand to enable the movement of thought in an interactive and open context. If the classroom environment is strict and authoritarian and does not allow the presentation and discussion of different opposing views, if there is no favorable environment for discussion and exchange of ideas, critical thinking will not begin and develop. Interactive classroom conditions and participatory learning processes are one of the

most effective factors in developing critical thinking. Behavior and personality of students are also effective in developing critical thinking. Students brought up in a system that encourages and rewards obedience, silence, and acceptance are incapable of questioning, criticizing, and scrutinizing events, and are unwilling to think critically, or may even find their own expediency in silence and acceptance. In this case, we regret to admit that the lecturers' efforts to develop and develop critical thinking will not succeed. Another important point to keep in mind is that there needs to be a balance between lesson content and teaching process to teach critical thinking skills, which is not easy to develop with the current course size and limited class time. . these skills. Much of the course content is redundant and repetitive, but students in each subject and discipline can develop their intellectual skills by identifying and applying the learning priorities they need. Providing opportunities to practice critical thinking skills not only provides students with a variety of learning experiences, but also helps them enjoy practicing these skills. The subject area is also effective in encouraging students to engage in and improve critical thinking. Students may be less inclined to think critically in disciplines where there is more consensus and a higher degree of certainty than other disciplines and fields of study, which tend toward different opinions, views, and schools of thought and practice. The innovative process means changes in the pedagogical and management system, which: first, it will have novelty; secondly, it has the potential to improve school efficiency; thirdly, long-term, which covers the costs and resources spent on introducing the innovation has a beneficial effect; fourth, other innovations are underway coordinated. The innovation process is implemented in the innovation system. Innovative system - one-to-one human, material and technical, informational, regulatory and other ideas for changing goal-oriented components in the pedagogical system of the school is the sum of the processes of change and the results of these changes. The unique aspect of the innovative process in the educational system is its implementation Undoubtedly, structural to the implemented innovative socio-pedagogical environment makes changes. In our opinion, pedagogical activity in educational institutions has an innovative character approach is unimaginable. Not only for education, but also for innovative activities in all areas there is a need. This activity is always controversial and creates conflicts in itself and it thrives through conflict resolution. Therefore, every teacher and employee - the innovator must be an expert in the psychology of "safe testing".

Conclusion

Another component of the structure of pedagogical skill methods the future humanities teacher is an operational component involves the use of optimal approaches and methods of generating and evaluating ideas and have such components of learning and cognitive activity as operationally efficient, control and regulation evaluator-product. The operational effectiveness component includes all the methods, styles and forms of teaching that teachers choose and use activity In the organization of educational and cognitive work activities, it should be taken into account that even if the students have mastered the learning material teacher control, this process is individual for each person student and it includes the following sequence of intellectual operations: perception; reflection; generalization; systematization; strengthening; practical application. The controlling regulatory component of the structure of pedagogical and psychological principles includes methods of control, self-management and shared control, which the teacher uses to introduce new material. Control is carried out in every way stages of the educational process. Feedback in the studies involved the teacher responding immediately to student errors; a certain system of their correction. In the educational system. This stage is the formation of students' self-control habits and learning, planning, and evaluation skills and regulating their activities and behavior, predicting the results of their actions, comparing them. teacher or team requirements. The evaluative and effective component includes evaluation. In the higher education system the quality of the students' knowledge often by teachers and students themselves controlled by tests.

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