

## THE TECHNOLOGICAL BASIS OF DEVELOPING ANALYTICAL THINKING IN FUTURE PEDAGOGUES

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### Abstract:

The article analyzes the analytical thinking, the technological basis of its development, and the organizational steps and pedagogical aspects are based on it.

*Keywords: analytical thinking, philosophical and pedagogical basis, methodological approach, psychogenic, event technologies, integrative approach.*

**INTRODUCTION.** In our country, there is a growing need for potential higher education institutions and competitive personnel with a new worldview that will develop in them. In the conditions of today's globalization, education of personnel with deep thinking and strong scientific potential is an important guarantee for the sustainable development of every society. That is why it is important pedagogical requirements to evaluate the effectiveness of the pedagogical process aimed at developing analytical thinking in future pedagogues and to introduce new approaches by identifying shortcomings in the current situation.

**LITERATURE ANALYSIS AND METHODS.** As part of the research, the development of a model for the development of analytical thinking in future pedagogues was defined as the goal. This type of model helps to find tools for managing the process of developing analytical thinking in future pedagogues, as well as, according to V.A. Slastenin, to reflect the functions of controlling the researched processes, which, according to V.A. Slastenin, allow to achieve the difference between the initial and final state of the level of preparation of students as subjects of the model. In our research, the process of developing analytical thinking in future pedagogues was the object of modeling, and the content and methodical system of developing analytical thinking in them was the subject.

**RESULTS AND DISCUSSION.** The use of innovative educational technologies in the development of analytical thinking in future pedagogues creates an opportunity to develop their professional competence. Such opportunities develop on the basis of contextual and project-based educational technologies. In this process, the needs, motivations, and goals of future pedagogues in

education change radically. In the development of analytical thinking in future pedagogues, the main attention is focused on the formation of their scientific-pedagogical consciousness and the development of the ability to think in a new way.

The classification marks of the technology of development of analytical thinking in future pedagogues, developed by us, are of great importance in enriching students' worldview, thinking and thinking with ideas of humanization in the process of training in order to develop educational work.

Pedagogical support in the process of developing analytical thinking is manifested in the following: supporting approaches to scientific problems during conversations; scientific cooperation with them; to help them make the right choice regarding the fields they will occupy in the future; approving, analyzing and justifying the wrong aspects of the ideas they have raised; to assist future pedagogues in justifying the social significance of small scientific discoveries; create favorable conditions and opportunities for future pedagogues to justify their decisions and solutions; such as rational elimination of conflicts that have arisen among future pedagogues. In fact, it is necessary for a student of higher education to have mastered the components of analytical thinking - analysis-synthesis, critical approach, creativity in the continuous process before higher education.

Critical and analytical skills are important in the development of analytical thinking in future pedagogues. Analytical analysis consists of dividing the studied whole into separate parts and studying them consistently. In order for the future pedagogue to deeply understand the essence of the event, to have a complete picture of it, it is necessary to penetrate into its internal components. This is done by dividing the object under study into separate components and studying them consistently.

The following are the six qualities that contribute to the development of analytical thinking of future teachers:

- 1) Motivational qualities (includes the needs, motives and goals for the chosen profession that are formed and developed throughout a person's life);
- 2) Intellectual potential (on the basis of all official documents, the teacher strives to transfer information and data, to form knowledge, skills and qualifications);
- 3) Volitional qualities (striving for the goal, overcoming internal and external obstacles, physical and mental stress, self-control and initiative qualities);
- 4) Practical skills (psychological, pedagogical, methodical and technical-technological abilities, actions, skills of an individual in various spheres of activity and communication);
- 5) Emotional qualities (formation of the necessary skills of managing one's emotions (anger, anger, anxiety, resentment, jealousy, sympathy, shame, pride, fear, happiness, love, etc.) understanding of his emotional states and their causes);
- 6) Self-control (freedom in choosing goals and means of achieving them, conscientiousness, a critical approach to one's activities, comprehensiveness and understanding of actions, comparing one's own behavior with that of others, confidence in the future, one's physical and maintain and manage psychological state at the required level).

Analytical thinking of future pedagogues means the ability to use existing knowledge, skills and personal experience in the process of analytical-synthetic processing of information of various types and forms in order to acquire new knowledge. Also, in turn, it requires analytical skills to be methodologically based on an activity-oriented approach. From the perspective of an activity-

oriented approach, three components of developing analytical thinking can be distinguished: instrumental, practical, and independent research.

Media component requires working with simple information processing technologies: information search and collection, storage, processing, presentation, information dissemination and information security.

The practical component provides freedom and independence to future pedagogues in choosing the methods and means of analytical activity.

The component of independent research requires using all one's potential to independently set a problem, set deadlines for analytical activities to solve the problem, clarify and select methods of analysis of materials collected in the process of searching for information.

The development of analytical thinking of future pedagogues requires a number of methodological conditions.

The first methodical condition is to teach future pedagogues the technology of activity. That is, it requires to be based on instrumental, practical and independent research levels in clarifying decision-making stages such as problem setting, solving, and implementation.

The second methodical condition is the application of differentiated practical assignments to the educational process that require taking into account individual characteristics of students in the perception of information, analysis (differentiated cognitive style) and generalization (integral cognitive style).

The third methodological condition is the use of special information-analytical systems and software tools in the educational process.

While conducting research, we tried to improve the development of analytical thinking in future pedagogues on the basis of "Technology of the development of events". It is known that "Technology of the development of events" is considered important in the development of analytical thinking in future pedagogues, in the development of various approaches, events and events, new ideas and their effective use in the educational process, increasing their effectiveness, and ensuring their competence. This technology is aimed at performing the function of a chain for the systematic delivery of events connected to each other on various approaches and relationships in the process of activity aimed at developing analytical thinking in future pedagogues. Taking into account the importance and necessity of this process, we have developed the technology of the development of events aimed at the development of analytical thinking.

Each of the above-mentioned ideas has its own purpose and characteristics, and they are characterized by a set of types of events. Analyzing, summarizing, inductive and deductive conclusions, comparing, clarifying events based on various approaches in the process of developing analytical thinking in future pedagogues, not just critical approach to events, creative and analytical thinking will increase the emotional sensitivity of students. and allows you to use them effectively in your work.

The important aspect of event development technology is that it serves to form students' initiative, critical approach, emotionality, communicativeness, creativity, innovative thinking, organizational and leadership qualities in the development of events. In the course of events, students are able to set clear goals and tasks through initiative, diligence, activity, skill, maturity and a critical approach, find solutions to problems on the way to their implementation, and the methods

and tools necessary to achieve them. application is manifested in the analytical thinker's attitude to the event, his ability to distinguish its features.

The use of event development technology in the development of analytical thinking in future pedagogues is carried out on the basis of a number of conditions. Such conditions include:

1. Research by collecting and disseminating information about the content, nature and characteristics of analytical thinking (formation of an information bank by various means).

2. To achieve further strengthening of mutual relations, friendship, comradeship by uniting the student team and directing them towards one goal in the educational process of "Technology of the development of events".

3. This technology does not support teaching through emotions and feelings, but the effectiveness of teaching based on relying only on the mental abilities of students. That is, when the development of events presents or illuminates and explains to the students the processes, events and events that they have seen, heard and directly participated in, entered into a relationship with, they will definitely refer to the development of events. This process affects the development of independent vision, innovative thinking, creative approach, communication and leadership skills in future pedagogues. At this point, the student is based on the following observation, that is, it is determined by the view that the outcome does not always appear, because it is a product of opportunity, and opportunity is not always given to a person.

One of the unique features of the contextual educational technology is its orientation to professional activity, which is ensured by the following factors:

- orientation of the educational material to solving the issues of professional training of specialists;

- implementation of practical tasks in laboratory exercises;

- assimilation of professional knowledge by future pedagogues on the basis of an optimal-individual program;

- orientation to the development of analytical thinking that helps the specialist to work independently;

- creation of conditions for self-awareness of future pedagogues through formation of professional and personal qualities: availability of conditions for self-improvement.

**CONCLUSION.** Contextual education technology is considered one of the effective ways to develop analytical thinking of future pedagogues. This technology plays an important role in the development of analytical thinking of future pedagogues. It has an integrative form and can include various educational technologies, in particular, problem-based, project-based, module, distance learning technologies.

In conclusion, it is appropriate to pay special attention to the modeling of the pedagogical process in the development of analytical thinking of future pedagogues. Because a correctly and effectively developed educational model serves for the quality and efficiency of education. Also, the introduction of the most effective educational technologies when forming the model is an important tool for achieving the common goal.

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