

SOCIO-PHILOSOPHICAL AND PEDAGOGICAL INTERPRETATION OF THE CONCEPTS OF "HISTORICAL THINKING" AND "PROFESSIONAL COMPETENCE"

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Abstract: This article presents some opinions on the socio-philosophical and pedagogical interpretation of the concepts of "Historical thinking" and "professional competence". Also, the article examines the issues of improving the professional competence of future teachers based on historical thinking.

Keywords. "Historical thinking", "professional competence", future teacher, imagination, perception, understanding, development, educational efficiency.

Intoduction. Thinking is a psychological category. Therefore, in many psychological sources, it is shown that thinking, along with intuition, perception, imagination, serves to study the environment, existence, and understand its existence. It is true that the environment, being, the events taking place in it, the signs and qualities characteristic of the events, which are mastered by intuition, perception, imagination, are analyzed in the hemispheres of the brain in a unique way, and it is necessary to check their adequacy (correctness). a conclusion is reached. This conclusion is verified through practical behavior and activity of a person, and this process is controlled by perception.

In philosophical, psychological and pedagogical sources, thinking is interpreted as a high form of human mental activity, the highest, the highest level. In fact, thinking is manifested on the basis of unity and integrity of understanding, judgment, conclusion, imagination, speech, motive, motivation and interest. Although the concept of "thinking" has been researched by philosophers, psychologists, and linguists for a long time, no single approach to clarifying its essence has yet been formed. The reason for this is that a person's thinking goes through a complex psychological process.

Analysis and results. There are different approaches to interpreting the concept of "thinking" in social and humanitarian fields. In particular, the cognitive activity that determines the manifestation and connection of images, imagination, concepts of a person, and the possibilities of their change and application, and the process of consciousness that determines its ability; the process of direct and generalized reflection of reality in the process of analysis and synthesis, which is socially related to the search and discovery of news; the abstracted, generalized, language-expressed reflection of the objective world in the human brain; creating ideas about objects, events, looking for connections between them and solving existing problems to do; a high-level cognitive process in which new knowledge is formed related to finding solutions to problematic situations and issues; "creating new theory, ideas, predicting future processes"; a form of generalized and abstracted reflection that ensures the presence of complex, comprehensive connections between things and events considered objects of knowledge of the human mind; cognitive process of an individual aimed at reflecting reality indirectly and generalized.

From the given definitions, it is understood that thinking, first of all, is a product of consciousness, with the help of which information about the environment and existence is analyzed, synthesized and a certain conclusion is drawn, and it is conveyed to others through language and speech. By determining the important aspects of existing information of various contents, thinking serves to find the interrelationship between them, the organic connection, and also for the foundation

of new theories and doctrines. In essence, the practical value of thinking is determined by the perception, that is, the assimilation of information about the environment and existence by a person, and the organization of activities based on it.

As already mentioned, thinking means the expression of a conclusion based on available information using language and speech. This, in turn, means that language, including the national language, is a particularly important factor in the manifestation of a person's thinking.

According to A. Ibrohimov, H. Sultanov and N. Zorayev, the basis of the concept of "thinking" is thought. Lexically, the concept of "thought", which means thinking, thinking, observing and discussing, has been used differently in different historical periods. For example, in the 15th century, the purely Turkish word "oğ" was used along with the words "mind", "akl", "tafkur", which are synonymous with the concept of "fikr".

In terms of belonging to a certain field or profession, "thinking" is expressed by attributing certain qualities. For example, pedagogical thinking, social thinking, political thinking, economic thinking, financial thinking, etc. The methodological-conceptual nature of thinking, especially the role of methodological planning and support of ideas, sheds light on the development of specific changes and practices of thinking in the 20th century. Accordingly, empirically, thinking in all spheres of activity and practice is being studied more and more deeply.

This concept is one of the terms that is widely covered in psychological sources, and its direct connection with the environment using intuition, perception, and imagination, and then the ability to reflect objects and events in reality, their signs and qualities in the hemispheres of the brain. It is emphasized that the adequacy (accuracy) of reflection is checked in the practical activity of a person, in the process of studying nature and development of society, and it is continuously controlled with the help of consciousness and intelligence.

As specific features of thinking in psychological literature:

- 1) generalized reflection of reality;
- 2) direct reflection of connections;
- 3) attention is drawn to the fact that it consists in reflecting complex relations between things and events through words (speech).

In all the relevant sources, this concept is defined as a "higher form" of human mental activity, the perception of the objective world, and it refers to the conscious reflection of things and events that cannot be directly known through intuition, perception and imagination, and the emergence of thoughts in the process of thinking. is emphasized.

L.V. Zanina and N.P. Menshikova, explaining the concept of "thinking" from the point of view of pedagogical activity, interpret it as one of the important qualities characteristic of a pedagogue. According to them, this concept is "the teacher's thinking, which is reflected in the understanding of the motives (reasons) of students' behavior, their main interests, needs, as well as their inner world." Due to the possession of this quality, the pedagogue always solves certain issues in various situations for the benefit of students, achieves pedagogical cooperation with them.

Regardless of its type, thinking acquires a dialectical character according to its essence. Pedagogical thinking in this way allows the pedagogue to see the innovations in the students' behavior, behavior and activities, directs his activities to understand the conflicts in the development of the students' personality, and find their solutions.

The concept of understanding history has been interpreted differently by experts, scientists and other intellectuals in different periods. As a result, various forms of historical knowledge and understanding of history have emerged.

In historical, philosophical and in some cases pedagogical literature, the concept of "historical thinking" is interpreted as follows: knowledge of historical events and phenomena, the ability to understand the essence of historical processes, to generalize the content of interactions and relationships between historical events and events, to understand the cause and effect of the relations between them. the ability to perceive through installation; a set of essential literacy skills required to evaluate and analyze primary (primary source) documents in order to produce a meaningful account of the past; the ability of a person to extract from the flow of information information that sheds light on the essence of a historical event, phenomenon, to describe it based on various sources, and to express his comments on it; a view of a person's mental activity, which means reference to the past, present, and predetermined future.

Summary. It should also be noted that historical thinking represents a unity of factors such as methodological knowledge, methods of mental actions, their application in the process of cognition, understanding of the essence of specific historical events, and the orientation of a person. Regardless of the object of historical thinking, its development is manifested on the basis of general philosophical and psychological laws, pedagogical principles of knowledge, and specific features of studying history.

In fact, according to his social nature, man is not only an objective being, but also a value responsible for the future, historical continuity and historical succession through great spiritual and educational dimensions. Only through historical thinking can people act as a link between the past and the future."

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