



A MODEL FOR DEVELOPING SANOGENETIC THINKING IN FUTURE TEACHERS BASED ON A REFLECTIVE APPROACH

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Abstract

In connection with the development of the professional thinking of future teachers, it is recommended that the teacher use the above communication methods in a harmonious manner. Because, if the mastery of educational tasks is based on rigor, interpersonal communication is organized on the basis of a personal-humanistic approach, and a liberal style is used, creating conditions for students' independence and free thinking leads to an increase in positive achievements.

Keywords. Reflection, sanogen, motivation, Retrospective reflection, situational reflection.

Introduction

As we all know, the rapidly developing science and globalization process makes it urgent to form future specialists studying in higher educational institutions as free, critical, creative and independent thinkers, politically and socially active, inquisitive and productive, aware of national and world culture, and highly spiritual individuals. Adapting the quality of personnel training, which has become a global problem, to the requirements of the times is also extremely urgent for our country. The socio-economic and practical significance of this problem is explained by the President of the Republic of Uzbekistan Shavkat Mirziyoyev as follows: “ Educating a spiritually mature generation is the basis for shaping the spirituality and thinking of young people. Uzbekistan is a country of youth. In this regard, the future of our state, the development of the nation depend on the knowledge, enthusiasm, worldview, the level of patriotism, and the level of perfection of today's youth .” In addition, in a number of his speeches, the President of our country has specifically addressed the problem of creating a unified system for the formation of a physically healthy, spiritually mature and intellectually developed, independently thinking young generation in our country. Since the center of the education system is human capital, its comprehensive development, increasing



personal resources, its effective use and targeted direction, organizing the higher education system based on modern requirements and achieving the formation of a system of values in future teachers are among the important tasks facing us.

Reflection (from the Latin "reflexio" - to return, reflect) is considered a method of knowing and correctly assessing a person's own internal (mental) and external (social) states in connection with the process of thinking.

Reflection is a universal ontological aspect of human life and is one of the unique characteristics of a person. The authors of the book "Psychology of Human Development" state that reflection is the most important, central phenomenon of human subjectivity and give the following definition: "... it is a unique human ability that allows a person to analyze and independently express his thoughts, as well as reflect on emotional states, experiences, actions and relationships of people, in general - allows for special attention (analysis and evaluation) and practical change (change and development).

English scientist Donald A. Scho'n, who studied the thinking process of professional personnel in practice and the problem of intellectual practice, specifically focused on the reflection process and expressed the following opinion: "...in reflection, a person reveals his intuitive knowledge and abilities and sometimes uses these opportunities to overcome unique, uncertain, and contradictory situations.

In our opinion, reflective skills can be considered as the main indicator of new ideas . If we consider the phenomenon of reflection as a method of reflecting a certain process as a whole, then it allows us to observe this process and identify its shortcomings, criticize it. A person who has such introspection achieves positive achievements. Through this, we master the mechanism that allows us to reveal hidden thoughts and ideas.

It should be noted that the personal and professional development of each person is closely related to the reflective process. Moreover, development is ensured not only from a professional point of view, but also physically and intellectually. In short, reflective skills create the conditions for understanding what we are thinking about, what activities we are currently carrying out, and in which direction we need to move for development.

In connection with the development of sanogenetic thinking in future teachers, the following types, levels, and forms of reflection can be distinguished.



Russian scientists S. Yu. Stepanov and I. N. Semenov describe the following types of reflection and emphasize that this mechanism is important in the formation of the image of "I" in a person.

1. Cooperative reflection belongs to the pedagogy and psychology of management, and the possession of the necessary pedagogical and psychological knowledge in this type of reflection ensures the project activity of the team and creates an opportunity for their joint work. In this case, reflection is considered as the "liberation" of the subject from the processes of activity, his emergence into a new position, both external and in relation to the previously completed activity. The purpose of this is to ensure understanding and coordination of common actions in collaborative activities.
2. Communicative reflection is considered in the study of socio-cultural relations related to social development and communication problems. It is an important component of intellectual and developed communication, as well as interpersonal emotions.
3. Personal reflection, in which the behavior of the subject and the person's own "I" are studied from the point of view of his personal qualities. Such an analysis is carried out in connection with the problems of development of personal consciousness, fragmentation and correction and the mechanism of creation of the subject's personal "I". There are several stages of implementing personal reflection. This consists in experiencing contradictions and understanding the tasks set, as well as the experience of understanding the insoluble situations facing a person, revising personal stereotypes and problematic situations. In such a situation, a person fully understands himself. In the process of rethinking, a person's attitude towards himself and his "I" changes.
4. Intellectual reflection is characterized by knowledge about an object and methods of interaction with it. Intellectual reflection is considered in pedagogy and psychology together with the problems of organizing the processes of cognition and thinking and processing of information. The subject can reflect on: knowledge of cooperative collective groups and their structural significance; imagination of the inner world of a person in a collective, the reasons for his actions and actions; knowledge of his own activities and personal and individual "I"; knowledge of an object and methods of their interaction in certain situations.



A.V. Karpov and V.V. Ponomareva consider the reflection process in three main forms in relation to time: situational, retrospective, and prospective reflection.

1. Situational reflection. This form appears in the form of "motivation" and "self-awareness" and provides for the direct involvement of the subject in the situation, understanding its elements, and analyzing the events taking place at the moment. The authors pay special attention to the subject's ability to compare his actions with the objective situation, coordinate elements of activity in accordance with changing conditions, and self-control.

2. Retrospective reflection serves to analyze past events. This form of reflection is aimed at a more complete understanding, comprehension, and analysis of the accumulated experience, allowing for the identification of mistakes and the search for the reasons for the subject's successes and failures.

3. Perspective-taking is the process of thinking about possible future events and situations, thinking about the direction of action, planning, and determining the most effective methods for future activities.

In addition, in connection with the development of healthy thinking skills, it is possible to distinguish such types of reflection as logical thinking reflection, cognitive reflection, interpersonal and social reflection.

In conclusion, sanogenic thinking allows a person to analyze and synthesize the knowledge he is learning. Based on the acquired knowledge, it helps to observe, assimilate news, ideas, new knowledge, and find the most correct, shortest and most effective way to solve problems. It also manifests itself in independence, responsibility in decision-making, the formation of one's own ideas and opinions, and in reacting to events taking place in social life.

Sanogenic thinking reflects the complex psychophysiological and psychopathological mechanisms of human nature and requires taking into account the influence of pathogenic (harmful) factors, along with the sensory-emotional-physiological reactions that occur in the mind, in solving various problems and crises that arise in a person's personal life and spiritual world.

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