



PEDAGOGICAL AND PSYCHOLOGICAL INTERPRETATION OF THE CONCEPT OF PROFESSIONAL THINKING

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ABSTRACT

This article analyzes the content and essence of the concept of professional thinking, along with its psychological, pedagogical, and methodological foundations, from a scientific and theoretical perspective. Professional thinking is interpreted as a form of intellectual activity directed toward understanding, analyzing, and rationally solving professional problems. The formation and development of thinking are explained through categories such as thought, reasoning, ideas, and conclusions. The cognitive and creative characteristics of the thinking process, its expression through language, and the factors contributing to the development of students' thinking in the context of pedagogical education are examined. The study also justifies the interdisciplinary approach to investigating thinking and professional thinking, highlighting their interrelationships and their role in lifelong learning.

KEYWORDS

Professional thinking, thought, reflection, cognitive approach, interdisciplinary research, pedagogical thinking, lifelong learning.

INTRODUCTION

Professional thinking is an intellectual activity directed toward understanding, analyzing, solving, and making decisions related to one's field of professional practice. This concept is explored from various perspectives within cognitive psychology, pedagogy, and methodology. For example, scholars such as V.V. Kraevsky, A.K. Markova, M.N. Skatkin, and others define professional thinking as a specialized form of intellectual activity. In the context of pedagogical education, students' thinking is manifested through the comprehension and analysis of pedagogical problems and the development of didactic solutions.

It is important to comprehensively study the formation of professional thinking in students of higher education institutions, to explore the core of the issue, to examine psychological and pedagogical interpretations of related concepts from various perspectives, and to master them creatively.

The study of professional thinking and its formation in collaboration with philosophy, psychology, and pedagogy ensures the effectiveness of this process. In this context, the organization of students' mental activity is of great importance. Therefore, we examined the concepts of thinking and professional thinking, their essence, characteristics of formation, and potential, based on the available literature.

Thinking is a higher form of human mental activity — the process by which objective reality is reflected in the mind. It is considered a fundamental tool for understanding the environment, social phenomena, and reality, as well as a key condition for carrying out human activity.

Thinking is a higher-order cognitive process that reflects reality more fully and accurately than intuition, perception, or imagination. In the process of thinking, thoughts, reasoning, ideas, hypotheses, and similar constructs arise and are expressed in the mind as concepts, judgments, and conclusions. Through thinking, individuals generalize and directly or indirectly reflect reality, recognizing essential connections, relationships, and properties among objects and phenomena. As a result, a person gains the ability to anticipate the emergence, development, and consequences of social events and phenomena based on established laws, patterns, and principles.

The Arabic word *fiqr* means thought, idea, intellect, thinking, and reflection.

1. A thought, imagination about something, an event, or someone.
2. A judgment or conclusion that expresses an attitude toward something or an assessment of it. It is the result of comparing and analyzing things and events—reasoning that leads to a conclusion or decision [32].

Thinking is the object of research in many fields of science, including philosophy, logic, social science, pedagogy, physiology, cybernetics, and biology. Communication and relationships among people in social life, the educational process, and production are also shaped and manifested through thinking. Within a team, various qualities of thinking are developed, including critical thinking, self-criticism, evaluation, verification, self-examination, control, self-control, and group reasoning [34].

Thinking is the highest form of reflection of the objective world—an active process that manifests itself through the recognition of essential connections and relationships between things and phenomena, the formulation of concepts and theories, the generation of new ideas, and the prediction of future processes.

In the process of thinking, knowledge, ideas, and hypotheses are formed about the interrelationships between things and phenomena, the laws of their development, and their future prospects. The outcome of the thinking process always involves some form of idea [11]. Thinking is a rational stage of cognition that identifies the general and essential properties of objects and phenomena, and reflects the internal, necessary—i.e., lawful—connections between them. Thinking has the following main features:

- 1) In thinking, reality is perceived in an abstract and generalized form. Unlike sensory cognition, thinking allows us to focus abstractly on the general, essential, and recurring properties and relationships of an object, moving away from its insignificant or secondary aspects (which are usually defined by the specific cognitive task).
- 2) Thinking reflects reality indirectly. It generates new knowledge based on existing knowledge, without the need to refer directly to experience each time. Thinking relies on identifying relationships between objects and phenomena.
- 3) Thinking is a creative activity of the individual. In this process, cognition occurs through the creation of highly idealized objects (e.g., concepts such as an absolute solid or an ideal gas) that have no real analogues in reality, as well as through the construction of various formal systems. These tools make it possible to foresee and predict objects and phenomena.
- 4) Thought is inextricably linked to language. It is an ideal phenomenon, realized only through language—a material phenomenon (e.g., sound waves, graphic symbols)—which gives thought a form that can be directly perceived and sensed by others, thereby becoming a means of



communication between people. In other words, language is the direct manifestation of thought [13].

Thinking refers to a person's conscious reflection of reality through its objective properties, connections, and relationships that cannot be directly perceived by the senses.

Summarizing the definitions above, it can be stated that thinking is a higher form of human mental activity and serves as a tool for understanding the surrounding world, as well as a prerequisite for the emergence of rational, practical human activity. The process of thinking begins when a problematic situation arises that lacks an immediate solution. In other words, a person begins to think when there is a need to understand or discover something.

Thinking is the active reflection of objective reality, involving the formation, movement, and development of knowledge in the form of concepts, reasoning, ideas, conclusions, and theories. Continuous education—especially problem-based learning, with its inherent dialogic nature and dynamic forms and methods—contributes significantly to the development of thinking.

In the process of thinking, thoughts arise and take the form of important concepts in the human mind. Thinking is closely connected with speech and language. It is the presence of thinking and speech that distinguishes humans from animals, making humans conscious beings. A person consciously perceives objects and phenomena in the surrounding world, consciously remembers and recalls them, and acts with awareness.

Thinking, in relation to sensations, perceptions, memory, and imagination, plays a particularly important role in human cognitive and practical activities. In the process of thinking, a person determines the correctness, accuracy, and validity of their perceptions, imagination, and thoughts, and assesses whether they correspond to reality or not.

Reality is reflected in thought more deeply and fully than in perception or imagination. Through thought, a person gains knowledge about things or phenomena that cannot be understood through sensation, perception, or imagination—along with their properties, connections, and relationships.

Thinking allows us to foresee events and phenomena, enabling us to set goals and act in accordance with them. Thanks to this foresight and understanding of the properties of objects in the surrounding world, human experience has accumulated over time, making it possible to engage in a wide range of activities.

Therefore, thinking is a mental activity that enables a person to reflect reality in the most accurate, comprehensive, deep, and generalized way, and to engage in more rational practical activities.

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