

FORMATION OF PROFESSIONAL THINKING AS A PREREQUISITE FOR THE SUCCESSFUL ACTIVITY OF A SPECIALIST

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Annotation

Any profession places high demands on the thinking of a specialist. It should be purposeful, flexible, deep, mobile, fast and accurate. The role of independent thinking and foresight, the ability to find the right solution with a lack of data has increased.

Keywords: professional thinking, specialist, education quality, modern education, independent thinking, knowledge.

In order to form professional thinking among students, it is necessary first of all to equip them with a system of concepts and knowledge necessary to fulfill the tasks of future work. But this armament should be special: simple memorization of concepts and knowledge is not enough, since thinking presupposes a purposeful correlation of already existing knowledge and information perceived at the moment.

For example, for a confident troubleshooting, an engineer does not have enough knowledge of how a device or mechanism is arranged. In order not to check all the nodes and parts, you need to compare, evaluate subtle changes, compare them, etc. A creative approach to the task is impossible without a broad mobilization and correct application of existing knowledge, a comprehensive analysis of current information and a comparison of various ways of using it. Therefore, students need to be trained in solving various tasks that develop their mental abilities and skills of analysis, synthesis, generalization, classification, evaluation of situations in the field of professional activity.

In the formation of professional thinking, the profile of the university and the features of the subjects studied by students are taken into account.

The structure of thinking includes the ability to compare, analyze, carry out operations of synthesis, abstraction, concretization, classification, systematization, widely mobilize knowledge, avoid a template, creatively take into account specific data.

The formation of professional thinking taking into account the profile of the university requires the teacher to teach students in such a way that they not only assimilate facts, visual signs of objects, phenomena encountered in the work of graduates, but also could systematize, evaluate these facts, generalize them.

To form thinking means on the basis of certain knowledge, scientific facts with the help of a certain form of their assimilation and application, which ensures the active activity of students, to improve operations, processes, types and forms of thinking, as well as the qualities of the mind in accordance with the tasks and conditions of professional activity.

Psychology considers two main aspects of thinking: productive and reproductive. The first is the psychological process of solving a problem by a person, the conditions of which do not immediately prompt him to a solution method. To solve it, it is necessary to create a strategy, i.e. to perform an act of creativity. The activity consisting in the manifestation of productive thinking is called heuristic, and the processes of this thinking themselves are heuristic. Reproductive thinking, on the other hand, does not develop a new strategy, its processes move along a previously known path. Consequently, industrial and scientific activities cannot be carried out successfully without the participation of productive thinking. Therefore, the teaching of mathematics should be built in such a way that it best contributes to the development of heuristic processes of students' thinking.

Examples and episodes from the practice of professional activity, analysis of the achievements of the best specialists help to develop thinking.

Students should develop professionally directed creative thinking, characterized by originality, correctness and flexibility in solving problems of a theoretical and practical nature, especially in their specialty.

The development of independent thinking is one of the most important tasks of higher education. When solving it, it is necessary to take into account the diverse manifestation of independent thinking of a person, in particular, not only the ability to solve some new problems, but also the ability to see these problems independently. The inability to see problems is the result of formalism in the assimilation of educational information, which consists in the fact that the student only remembers the specific content of the problem of various sciences, but does not see what they consist of.

Consequently, cognitive activity in the preparation of a highly qualified specialist should consist of internally interrelated actions, the logical sequence of which leads to the establishment of a qualitatively new connection between individual facts. The first stage of cognitive activity is perception (the discovery of new knowledge). As a method of activating the cognitive activity of students at this stage, the creation of problematic situations is used.

The solution of problematic situations can be carried out in different ways: by independent research (assignments and consultations on this issue are given beforehand) or by the teacher reporting the information necessary to solve this problem. The methods of activating cognitive activity also include the use of technical means of teaching.

The second stage of cognitive activity is the assimilation of knowledge. It takes place in the form of internal thought processes, which are "hidden" processes, i.e. the course of which cannot be directly observed, and therefore assimilation can be judged only by three signs:

understanding, ability, memorization. The level of knowledge acquisition is determined by the control method.

A number of researchers pay attention to the unproductive nature of the organization of training sessions at the university, when students are only required to understand, comprehend, store knowledge in memory, and at the next lesson reproduce them or apply them to solving the same type of problem. Awareness of the cognitive task, its elements and structure, which must be operated on in the course of independent work, does not become the subject of search and cognitive activity of trainees.

Therefore, when forming professional thinking, it is important to teach students the ways of mental activity. To do this, it is important to use such forms, methods, and teaching technologies that would create conditions for students to display their thinking qualities.

To do this, a number of didactic scientists recommend turning to the search for special technologies for the formation of mental qualities related to:

- with the student's focus on a constructive dialogue with the teacher and partners, the ability to defend his own point of view regardless of the opinion of others, to recognize its injustice when presented by an opponent with reasoned counter-arguments;
- with the student's focus on self-diagnosis in relation to the formation of various skills and qualities based on comparing their results with the set standards;
- with the openness of the student to new information, non-standard ways of solving tasks and making decisions;
- with the student's focus on verification (non-acceptance on faith), on a comprehensive analysis and comprehension of incoming information, on identifying internal features and causes of a particular nature of the course of various phenomena that are inaccessible to direct perception, requiring a deep thoughtful analysis.

Other researchers are of the opinion that in order to form students' thinking, it is necessary to use only those teaching methods, the formative basis of which is the simulation of real industrial, scientific, pedagogical, etc. situations.

Thus, students' cognitive activity is stimulated by: problematic learning, independent search for an answer to a question, active participation in the mutual evaluation of the work performed, correlation of the results of their own activities with the model of the teacher's management of students' cognitive activity.

The student's professional thinking rises to a higher level along with the development of his scientific worldview, sense of responsibility, strong-willed qualities, professional orientation of the individual, accumulation of experience in the conditions close to the real conditions of his future work.

An important task in the professional development of students is the formation of their professional thinking. The solution of this problem imposes serious requirements on the organization of the educational process in a higher educational institution. In this regard, the specialists of the higher school pay special attention to the process of cognition. The success

of achieving this goal is directly related to the study of the mechanisms of assimilation of educational material.

Thus, investigating methodological and substantive problems of the learning process, some scientists identify a number of shortcomings concerning the students' thinking process. In particular, they note that when carrying out a particular mental action, the independent implementation of various mental operations, the student does not realize the deep, essential reasons for which he makes a particular conclusion or conclusion, formulates a generalization, the result of comparison, etc. And this, naturally, leads to unproductive ways and styles of thinking, which ultimately determines the presence of formal and generally incorrect views and ideas in the minds of students.

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