

UNIVERSAL PRINCIPLES OF DEVELOPING THE THINKING POTENTIAL OF STUDENTS

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Annotation:

In modern society, the situation is radically changing. The world as a whole is becoming multipolar and multicultural, and the leading trends of the modern stage of society's development are its informatization, globalization, and the accelerating variability of technology.

In this article highlights of universal principles of developing the thinking potential of students.

Keywords: informatization, science and technology, ICT, thinking potential, universal principles, modern education.

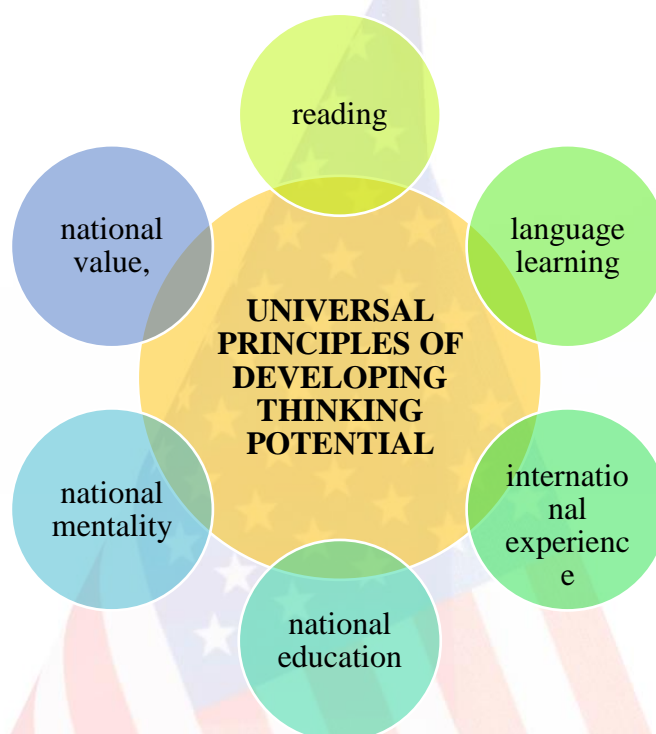
Having begun in the last XX century, the process of informatization of society in recent years has acquired a truly global character. Under the influence of informatization, drastic changes are taking place in all spheres of people's lives and professional activities. Informatization of education is one of the most important conditions for the successful development of the processes of informatization of society, since it is in the field of education that those people who not only form a new information environment of society are trained and educated, they also have to live and work in this new environment themselves. The potential of information educational technologies, the new content of educational programs and curricula are aimed not only at transmitting knowledge in the educational process, but also at developing the student's personality in the educational process.

In the context of increasing globalization, increased competition requires employers to more actively intervene in the education process and impose special requirements on the education system. In particular, the main task of education, according to employers, should be to ensure the continuous preparation of the «human resource» for cost-effective use in constantly changing conditions.

The accelerating variability of technology and technology puts a person in a situation of uncertainty, which can be resolved by moving on to advanced vocational education. Advanced vocational education involves the actualization of the development of a person's intellectual abilities, his creative potential, which determines the relevance of the problem of developing students' creative abilities in the educational process of the university.

If we take into account the fact that the share of mental labor in almost all areas is constantly growing, and an increasing part of performing activities is performed by machines, then I would like to note that human abilities, especially creative ones, should be recognized as the

most essential part of his intellect and the task of their development is one of the most important tasks of modern vocational education.



Creative abilities develop in a person throughout his life, but may change due to the revision of life plans and the reorientation of personality attitudes. A sufficiently high level of their formation among students is the basis for preparing for their further innovative scientific activities. Creative abilities are based primarily on: the activity of the mind; the manifestation of intuition; emotional urges; motivation for creative activity; conscious choice of ways of activity. All this is carried out in the course of mastering specific educational information, while solving educational tasks.

Creativity includes:

- hypersensitivity to problems, lack or inconsistency of knowledge;
- actions to identify these problems and find solutions based on hypotheses;
- actions to test and change hypotheses, to formulate the result of a decision.

Students – future graduates – in the process of studying at the university master the ways of interacting with themselves, with others and the world. The above-mentioned trends characterizing the development of modern vocational education serve as the basis for highlighting the following group of principles. Among them, first of all, we will highlight the principle of humanization.

Personality, a person is the highest value in the state. The principle of humanization involves a combination of socio-cultural, professional and general cultural development of the student's creative potential. The optimization of this process is facilitated by the consideration of goals, the use of effective pedagogical technologies and the content of education that takes into account the conditions for development as much as possible. The orientation towards a

thinking person who is ready to creatively apply knowledge and skills in practical activities, individualization of learning, increased motivation ensure the orientation of the educational process towards the self-development of students. Thus, the student feels a sense of pride from realizing his own growth in learning, from achieving his goals, from overcoming difficult situations. The principle of humanization is closely related to responsibility.

The principles of developing students' creative potential act as fundamental prescriptions, following which we consider to be the key to the successful implementation of the studied process. The development of principles for the development of students' creative potential corresponds to modern trends in the field of education.

The first trend is the standardization of education, which provides broad academic freedoms to educational organizations, on the one hand, and students, on the other.

The second trend is to take into account the social order of society in the educational process, which, however, may threaten the loss of pedagogical traditions for the development of students' creative potential.

The third trend is socio-cultural, arising from the priority of subject-subject relations in modern society.

The essential purpose of the process of creative development of students' potential is the need to form their readiness for self-development in the conditions of professional activity. In this regard, the university solves the following tasks:

- 1) create conditions for the development of students' creative potential;
- 2) to orient the motivational sphere of students to the development of their creative potential;
- 3) to broadcast ways of creative activity for the development of students' creative potential.

The essence of the principle of integrativity is the inclusion of mechanisms to increase the motivation of students, an individual approach to them in the content of all types of activities provided for by the system of normative legal acts regulating the field of education.

Integrativity is a state of consistency, stability of the parts that make up a phenomenon, a process. It serves as a criterion for the integrity of the process of developing students' creative potential through the unity of the content of education, the connection of disciplines with each other, and uniform requirements for students. Integrativity is also manifested in the unambiguity of setting educational goals, the combination of socio-cultural means by which

students' creative potential develops, and the active inclusion of potential employers in the educational process.

Ethical and deontological principles are of particular importance in the process of developing students' creative potential. Knowledge, skills that are not used in activities are forgotten already during the training period. The rules of professional behavior are dictated by social deontology – specific requirements for the professional activity of the subject and his relations with other subjects and objects. Actions-actions are communication and interaction, involving not only the performance of a substantive action, but also the student's broadcasting of socially accepted principles and norms of behavior. This determines the development of students' creative potential at the university based on ethical and deontological principles.

The development of students' creative potential at the university is based on a system of principles that can be conditionally divided into: conditioned by the requirements of the state (universality, justice); conditioned by the development of pedagogical theory and practice (humanization, integrativity, subjectivity, productivity); conditioned by the personal characteristics of students (moral, deontological).

In modern conditions, the student must, within the framework of a competence-based approach, not only master the established methods of professional or quasi-professional activity, but also master creative approaches to its implementation. It is important for students to respond quickly to changing conditions of social development and offer ways out in professional or life situations, develop flexibility, originality and quick thinking, which is the basis of their future professional activities.

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