INNOVATIVE APPROACH TO THE DEVELOPMENT OF PROFESSIONAL THINKING OF STUDENTS IN CLASSES

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Abstract: The article gives account of the findings of the research on the efficient lecturing techniques and the methods of enhancing students' cognitive activity at lectures.

Key words: student, thinking, development, lecture, method, reception, activation.

In the educational process we call traditional, lecture sessions have been recognized as the primary form of teaching students. But lately, we are witnessing a drastic change in attitudes towards the report. Due to the widespread use of modern media, the opportunities for direct reading and learning of electronic copies of e-learning materials, including textbooks, manuals and guidelines, as well as their reproduction are expanding.

The results of the survey at the university show that in the process of mastering the material, students are ranked fourth in terms of the effectiveness of lectures - training and production practice, workshops and laboratory classes, as well as independent study.

In their view, e-manuals on a particular course prevent unnecessary summarizing of lecture materials and allow more time to be spent on the internship process. It is unfortunate that most of the lecture sessions organized in educational institutions are organized on the basis of some inconsistencies, which inevitably have a negative impact on the effectiveness of the sessions. In the mentioned lectures, the teaching materials are presented verbally, with very little use of visual materials, and the saddest thing is that they are organized in the form of low

intellectual activity of students. It is well known that fundamental knowledge is not generated adaptively, that is, simply by adding new information to existing information.

Acquisition of fundamental knowledge requires intensive thinking activities aimed primarily at understanding, processing and systematizing the learning material. Many students are left at the stage of intellectual development at the level of mastering unanalyzed knowledge and find it difficult to express their views on an existing problem, to make a comparative analysis of alternative ideas, to generalize concepts in the content of materials, to draw conclusions.

A natural question arises. Is it possible to ensure the effectiveness of lectures through the use of pedagogical methods aimed at activating students' thinking? or is it possible to develop students 'professional thinking based on modern teaching methods and pedagogical methods while ensuring the effectiveness of lecture sessions?

The relevance of the topic is a number of researches and developments of domestic and foreign scientists in this field (O.R. Rozikov, K.Z. Zaripov, B.R. Adizov, N. Saidakhmedov, O. Tolipov, I.O. Zagashev, S.I. Zair-Bek, L.F. Krasinskaya, L.I. Savva, T.G. Galaktionova, A.A. Verbitsky, Y.R. Yakupova, Dillon J.T., Halpern D., and etc.) the existence and teachers of many higher education institutions is marked by a special interest in the topic of our research.

The purpose of our study was to study the methods aimed at activating students' memory and thinking in the course of lectures developed by researchers, and to assess their use in the educational process of students of medical and pedagogical education.

Lecture is one of the main organizational forms of teaching that continuously manages the learning activities of students.

The term lecture originated from the Latin word *lection* (reading), originally originated in ancient Greece and began to be recognized as the main form of teaching in ancient Rome.

Lectures in higher education institutions are the main link in the didactic cycle in the educational process, the purpose of which is to form a solid scientific and theoretical basis for students to master the next parts of the educational material.

The report performs the following functions:

- Information (provides the necessary information);

- Stimulant (arouses interest in the topic);

- Educator, developer (evaluates events, develops thinking);

- Reference;

- Explanatory (for example, the main scientific categories);

- Convincing or proving.

It also influences the student's personal maturity and contributes to the development of general culture and erudition in him.

As mentioned above, in addition to the "supporters" of the lectures, there are also "rivals" who give the following arguments about the disadvantages of presenting the training material in the form of lectures:

- The lecture teaches students to passively accept the opinion of others and hinders the development of independent thinking.

- The lecture extinguishes the interest in independent training;

- Lectures are needed only in the absence of textbooks;

- Not all students have time to master the material during the lecture;

However, it should be noted that the abandonment of the lecture reduces the level of scientific preparation of students and has a negative impact on the systematic and smooth conduct of educational activities during the semester. Therefore, the lecture deserves attention as the most basic form of teaching in higher education. The above shortcomings can be overcome by describing the training material on the basis of an improved methodology. The opportunities for the development of independent thinking, as well as the implementation of thinking operations such as analysis, synthesis, comparison, generalization in the lectures are invaluable. Therefore, the report has a wide range of untapped opportunities and internal resources for the implementation of pedagogical tasks.

The effective technology of organizing lectures was developed by American experts D.V. Johnson, R.T. Johnson and K.A. Smiths suggested that they distinguish three stages in the organization of lectures:

1) preparation, in which the teacher activates the existing knowledge of students, fully draws their attention to the problem under study and arouses interest in the study of this problem;

2) the stage of implementation and understanding. At this stage, the new learning material is described and a system of pre-thought-out and prepared assignments is presented for the purpose of critical processing and analysis;

3) reflection phase. At this stage, students master the process of understanding new knowledge while analyzing the content of the study material.

The technology of organization of lectures, in turn, requires the use of methods to activate the learning activities of students during the lectures.

Based on the study of methods developed and used in practice, we have recommended the method of problem pedagogy for students of medical education: the method of problem

situations, the method of activating questions, the method of dialogue, the method of visualization, and other methods of developing professional thinking.

The problem-solving method is based on the teacher's creation of problem-solving situations and the learners 'active cognitive activities during the lecture session.

It consists of analyzing, evaluating, and making a subsequent decision on a specific situation. The lecture focuses on developing students' professional thinking skills in analyzing the causes and consequences of problematic situations and finding solutions to them. The complexity of the problem chosen for the "problem situation" method should be appropriate to the learners' level of knowledge. They need to be able to find a solution to the problem posed; otherwise when they fail to find a solution, the learners lose interest and lose their self-confidence. When using the "problem situation" method, learners learn to think independently, analyze the causes and consequences of the problem, and find a solution.

Developing a problem task requires great effort and pedagogical skills. As a rule, the task is divided into having to create a successful option in the study group after several experiments. Nevertheless, such tasks allow the theory to be linked to the real situation. This allows students to activate teaching in their minds, helping them to understand the practical benefits of the material being studied for the development of their professional thinking.

Activation questions method. In order to stimulate students' thinking and attract their attention, the speaker asks activating and rhetorical questions to the audience. After a while, the teacher engages any student to answer the activating question. The teacher must explain the answer given, and if the answer is incorrect, he must answer it himself.

Dialog method. The dialogue during the lecture provides an opportunity for the teacher and the student to express and reinforce the learning information at a certain stage of the lecture through interaction, creating an exchange of ideas.

The dialogue is organized in response to three questions:

-Which and what information did we receive?

- What do we strive for in our activities, is the received information enough to achieve the goal?

-How do we use the acquired knowledge to achieve the goal?

In organizing the dialogue, it is necessary to create an atmosphere of complete trust between the teacher and the student. The student should be able to express his / her ideas boldly

even if they are wrong. Because the main purpose of the dialogue is to arouse students' interest in this problem and thus to activate its thinking mechanism. Achieving this, the smart teacher quickly and easily eliminates the student's mistakes through a short review, filling in the answers if necessary.

Visualization method. This method implements the principle of demonstration in education. It is known that the exhibition not only allows to remember and accept the educational material, but also to activate the mental activity of the student, to deepen the understanding and comprehension of the content of the studied situations. It is possible to speak at length to describe any information, but it is certain that everything will be clear by showing a picture, diagram, diagram, histogram, or table substantiating that information.

The study of the laws of visual thinking shows that it is related to the creative nature of decision-making. The visualization method ensures the formation of a thinking process by systematizing, focusing, and separating the most important aspects of the data being analyzed.

Visual information is displayed by the teacher on a board or projector in the form of a model, picture, graphic, photography, film, cartoon.

Such organized lectures not only develop students' professional thinking, but also stimulate the teacher's self-study and creative activity.

Current teaching materials developed by experienced teachers using many animation programs such as Learning Apps, Hot Potatoes, 3ds Max, Blender, AutoQ3D, Bryce (DAZ Productions), DX Studio, Sculptris also help students to listen to lectures, understand the essence of the studied material and develop thinking skills.

Thus, the management and improvement of students' learning activities in lectures is one of the most important didactic tasks for the teacher. This problem involves the process of stimulating students' professional and curiosity, their active participation in lectures, the organization of independent work on lecture materials.

All these tasks are solved through the use of an integrated set of methodological methods.

In turn, it is advisable to use all methods that activate the cognitive activity of students, depending on the content of the educational material, the composition and preparation of the audience.

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