

THE INFLUENCE OF PEDAGOGICAL TECHNOLOGIES ON STUDENT THINKING

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ABSTRACT

This article analyzes the state of study of the influence of pedagogical technologies on student thinking by foreign scientists. This speaks of the importance of more problematic education.

KEYWORDS: *Pedagogical Technologies, Problem Education, Thinking, Independent Thinking, Programmed Education.*

INTRODUCTION

The development of methods for activating the mental activity of students dates back to the end of the XIX and the beginning of the XX century.

In the 30s of the XX century, the phenomenon of awareness of the need to apply pedagogical methods was observed in the educational system. It can be distinguished that there are two different views on problem education in America. The first of them is Dj.While is involved, the latter applies to Burton.

Dj.Dewey turned out to be a supporter of replacing all types and forms of education with independent education by solving problems in students. At the same time, it proposed to draw the main attention to the practical form of education in the method of solving problems [2]. As You Know, Dj.While Dewey begins his research at one of Chicago's schools, he focuses his main attention on the development of the personal activity of educators. He soon discovered that the verbal, which took into account the interests of students and aimed at remembering knowledge related to their life needs, allows them to obtain greater results in relation to education. Dj.Dewey's contribution to the theory of education was that he developed the concept of "the full development of thinking." According to the psychological views of the author, a person begins to think and reflect only when he encounters difficulties that are extremely important to overcome.

According to Dj.Dewey, a properly organized training is necessary to be problematic. Unlike the traditional system, the scientist proposes to introduce sharp innovations, an unused solution into education. It turns out to be a supporter of the introduction of the principle of active education instead of "biblical reading". According to this principle, the student is required to organize his personal cognitive activity. In such a form of education, now the teacher becomes an active teacher, and he participates as an assistant who helps to solve the problems of students.

Dj.Dewey developed his own psychological theory of Education. According to his theory, the role of a teacher in the process of education and training is to control the independence of educators and transform them into independent thinking people. It is not for nothing that the scientist introduced games, improvisations, excursions, economic activities into his teaching methods, of course, he considers the development of students' individuality as one of the important tasks of Education.

At this point, it would also be worthwhile to get acquainted with the current state of affairs in America. The P.U.Alexander's theory of "teaching by solving problems", which refers to Halverson, etc., today has great emphasis in American pedagogical psychology. This theory is a Dj.Dewey's theory; it has the following distinctive features:

a) In the traditional method of education, the principle of "teaching to think" remained the main principle, and not the principle of "increasing and storing accumulated knowledge in memory;

b) The traditional method of education could not lose the state of randomness in the formation of children's theoretical thinking;

C) The research of the problems of the development of thinking was mainly dealt with by psychologists, in the pedagogical theory of the development of thinking this issue was left out of the review. In other words, at this point, the collaboration of psychologists and educators was not observed. As a result, the question of the role of educational methods in the mental development of students has become one of the less studied areas. (V.V.Davidov)

S.L.Rubinstein, N.A.Menchinskaya, T.V.Psychologists like Kudryavtsev talked in detail about the need to ensure mental progress in the educational process. In their opinion, mental progress is characterized not only by the volume and quality of mastered knowledge, but also by the structure of cognitive processes, the system of logical operations and mental actions in the student.

At this point A.M.Let us dwell on Matyushkin's views based on the idea that it is necessary to apply the problem education system in education. According to the scientist, the main factor that causes the development of educational thinking in the educational process is a problem situation. Teaching, creating a problem situation, is, naturally, a kind of pedagogical technology, which in education leads the student to think, to promote independent ideas.

If we look at the history of the study of the influence of pedagogical technologies on human thinking as a psychological and pedagogical problem from the point of view of today, then M.I.Makhmutov, I.Ya.Lerner. It is necessary to interpret the research of pedagogical scientists, such as Dayri. The main idea put forward by them goes to the point that the introduction of problematics in education is one of the laws of student mental activity. Methods for creating problem situations in various subjects were developed by Russian scientists and criteria for assessing the degree of complexity of problem mental issues were conceived. Pedagogical Technologies began to be used at first in high schools, and then slowly implemented in both secondary special and higher education processes [5].

Pedagogical technologies were improved by Kalinin and also introduced improvisation fronts [3]. From improvisation, which is especially used in solving issues of a communicative nature?

By V.F.Shatalov, P.M.Erdniev, G.A. Rudic and similar psychologists and pedagogues, the teacher developed methods for creating problem situations and was considered by students as one of the main conditions for solving these problems, developing their thinking [6]. They developed such general methods as monological, visual, dialogical, heuristic, research, program algorithm, and created a system of their interaction in the process of conducting pedagogical technologies between the teacher and the student. In a sense, it can be said that the emergence of the above-mentioned new pedagogical and didactic methods served for the development of pedagogical technologies in the future.

So, above, we briefly touched on the history of the emergence of the second type of education, that is, pedagogical technologies based on new problematic education. Now let's also briefly dwell on the third type of Education – programmed (programmed) education.

Simply put, programmed education is a type of education that is carried out on the basis of a previously developed program, in which the actions of both the student and the teacher are foreseen in advance.

So, above, we briefly touched on the emergence of pedagogical technologies and their impact on human thinking, the history of the study of the problem in pedagogical psychology. We also tried to show the role of problem education in the development of pedagogical technologies. Now let's move on to the analysis of the contribution of pedagogical technologies to human mental development, the psychological mechanisms of their influence on mental development, as well as the scientific research carried out by foreign psychologists and educators of our country in this direction.

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