



FACTORS OF DEVELOPMENT OF CULTURE OF INDEPENDENT THINKING OF FUTURE SPECIALISTS

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ABSTRACT

This article provides ways for the development of a culture of independent thinking of future specialists in graphic education and scientific and methodological recommendations related to them.

KEY WORDS

Graphic education, spatial imagination, logical thinking, modeling, thinking culture, innovation, innovative plan, idea, independent thinking, creative process.

INTRODUCTION

Graphic education is the basis for the formation of the constituent parts of the culture of independent thinking of the future specialist. In the development of a culture of independent thinking in graphic education should be involved almost all types of knowledge. In the process of cognition, a number of such teaching methods are used as comparative historical, observation, conclusions, inductive and deductive approach, generalization, division of the whole into parts and analysis.

In the development of a culture of independent thinking in graphic education, the aforementioned teaching methods are used.

In the development of a culture of independent thinking of future specialists in graphic education, these methods are used in order to form their talent and spatial imagination.

MAIN PART

It should be noted that the model of development of a culture of independent thinking of future specialists in graphic education in terms of higher education in the implementation of pedagogical modeling for any full-fledged activity consists of the following three components: need-motivation, informational performance and reflexive evaluation [1].

Thus, the pedagogical modeling of the process of developing the culture of independent thinking of future specialists in graphic education in higher education institutions, its application in the educational system aimed at educating the individual, becomes a pedagogical need.



When creating a model for the development of a culture of independent thinking (CSM) in graphic education and modeling of the pedagogical system, introducing the issues of developing personality abilities, studying sociocultural experience, mastering socio-historical culture, are based on the views of scientists. The development model of the CSM primarily serves to create the conditions for a spiritually perfect, socially active, professionally fit, comprehensively developed and mature person who constantly forms his spatial imagination when mastering graphic education [2].

To do this, first of all, when training specialists in graphic education, it is necessary to define criteria for the development of QSM. On the basis of a model project is created, which takes into account the requirements that serve in the preparation of future professionals who meet the requirements of time.

DATA ANALYSES

Questions of graphic education, which according to the degree of complexity are studied in several stages, are as follows [3]:

Historical principle - requires the solution of questions, using the knowledge of history. It helps the formation of creative thinking and scientific outlook, taking into account the various points of view and the definition of cause-effect relationships. Some arguments can introduce elements of entertaining into the learning process, which also helps with graphic education to develop a culture of independent thinking; The principle of the implementation of internal connections of drawing objects – at the stage of studying certain objects helps in establishing the necessary links between their sections. At the same time, on the one hand, in teaching students the stage of descriptive geometry sections, they are required to take into account when and where the solved problems are used, on the other hand, so that they know which theory to solve the previously studied theory can be based on; The principle of interdisciplinary communication in the study of drawing is an attitude to various academic disciplines in the aspect of cognitive activity and on this basis ensures the elimination of the whole problem. And this, ultimately, seriously affects the development of a culture of independent thinking in graphic education; The principle of professional orientation - the purpose of using this principle in the process of developing a culture of independent thinking of students in graphic education is to focus on the development of certain qualities of future specialists; The principle of independent knowledge acquisition in graphic education is the purposeful cognitive activity of future specialists. Thanks to this principle, the search for a solution to the task being carried out, the definition of a goal, the desire to draw independent conclusions, the development of spatial imagination, the consistent acquisition of knowledge in such areas as science and technology, political



life, various branches of culture and others show that a culture of independent thinking is developed in graphic education;

The principle of expediency in graphic education - it is impossible to solve problems, not to invert modern graphic education. At the same time, it is necessary to take into account the compliance of exact conditions, place and time within the requirements of the requirements.

All of the above principles ensure that, in graphic education, future specialists become self-thinking individuals and that they can use this independence productively in practical exercises. The subject of study, adapting to itself the skills of independent thinking, transforms the skills of independent thinking into a culture of independent thinking in graphic education. Otherwise, the subject is not assimilated by future specialists, but is memorized just like that.

In the proposed graphic education, the development of the main components of the culture of independent thinking is aimed at mastering the norms of logical and dialectical thinking.

This system is based on the following principles:

- classification of tasks based on logical thinking;
- achieving interdisciplinary communication;
- professional orientation of the content of tasks;
- a call for culture;
- the desire for independent learning.

When teaching drafting to be guided by the principles of the development of a culture of independent thinking corresponds to the intended goal. To do this, the implementation of educational, educational and developmental goals of studies requires the achievement of effective thinking. For the manifestation in the graphic education of a culture of independent thinking in the process of cognition, it is advisable to use the typology of the tasks of the pedagogical situation that provides the goal of the thinking person. It encompasses the relationship of objects in space, a comprehensive description of the process, its significance, causes and conditions for the occurrence of events, the definition of arguments and events, the observance of the necessary principle, a logical approach to events, periods of development, consideration of social motives of individuals and classes, consciousness of development sciences, the recognition of practice as a criterion of knowledge, the attraction of knowledge to practice, the derivation of the final conclusion and the comparison of points of view [4].



CONCLUSION

Forms of logical thinking in graphic education contribute to the representation of the spatial position of the subject on the basis of the conditions of the task, to distinguish the system of basic thought, exercise them and turn into a reflection. The presence of sustainable thinking (concept, discussion, conclusion inference) and thinking operations (analysis. Synthesis, abstraction, comparison, synthesis, classification, and others), as well as the assimilation of the underlying laws, suggest that independent thinking is developed. In order for future specialists to realize this in practical exercises, it is necessary to provide samples of educational materials, where the logical process is carried out completely or is used integrative.

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