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PEDOGOGICAL ASPECTS OF THE DEVELOPMENT OF ANALYTICAL THINKING IN STUDENTS

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Abstract
It is known that the social and economic spheres of society: updates in the preparation of comprehensively mature specialists for the areas of Science Technology, Culture and education have caused the problem of developing creative thinking in students in higher educational institutions. Therefore, during the period of intensive growth of current scientific and scientific and technical information, in the conditions of changing and updating knowledge within various disciplines, as well as the rapid penetration of modern technologies into all areas, the training of "highly qualified competitive personnel" in higher educational institutions in the directions, especially their independent scientific and creative approach to each work, Active Thinking, After all, today a specialist who cannot think creatively will not be able to adapt to the rapidly changing conditions of Science, Technology, Technology and will have difficulty organizing successful activities.

Keywords: Analytical thinking, creative thinking, critical thinking.

Introduction

As a result of the analysis of scientific literature on the problems of creativity, personality creativity and creative thinking, our experience and observations in the field of higher education, we have achieved the definition of the following characteristics of the image of a creative student:

- ability to see the problem;
- specificity of thinking (analytical);
- compactness and thoroughness of thinking;
- wealth and variety of creative imagination;
- speed of mind and mental operas;
- able to easily master and put ideas into practice;
- increased critical thinking; the breadth of memory and erudition;
- quick arrival in thoughts and feedback;
- the advantage of generalization ability;

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- able to analyze his own thoughts and opinions;
- the ability to holistically assess the capabilities of oneself and others. It is also now required that metabilim have been formed in higher education students about seeking knowledge. They should be familiar with the technology of research activities with the logic of scientific research, in which the skills to be able to assess the results of their activities, to correct it, to express and present the results of research should also be formulated. Therefore, arming future specialists with creative thinking skills and competencies is one of the urgent tasks and promising problems of Higher Education. It is important to note that an important sign that differentiates productive thinking from reproductive thinking is the discovery of new knowledge independently. The highest level of effective thinking is creative thinking, whose mission is to create, think, prepare, innovate, invent, etc. Today's demand also does not allow unlimited expansion of educational content and volume, but requires preparing a person to solve existing problems in an unconventional way. The improvement of the student's educational activities, that is, the formation of his ability to think intellectually, should be the main result of modern education. In our opinion, one of the important conditions for the development of creative thinking in students is the need to deeply understand the need to train a specialist every employee, head, Faculty of higher education, especially bachelors, masters. All persons participating in the personnel training system should clearly imagine the image of a creative specialist, a student.

In order to determine the levels of formation and development of creative thinking in students, we observed the features of creativity of young people studying in the preschool educational center of Fergana State University. As we know, the departments have developed a plan for each professor to work with a creative student. The above features of creativity as a result of the work performed by these students and the analysis of their lectures at scientific and theoretical circles and conferences, as well as conversations with them;

12.3% - high in student;

24.7% - average,

It was found to be 62% - low.

As far as we can determine, many students are not able to adequately observe new ideas in the discipline, field in which they are interested; they have not been able to put a clear and concise problem before their studies; the issues of research methodology, methodology, scientific-theoretical assumption, (hypothesis) comparative analysis are at a low level; in lectures and speeches, it can be observed So, it is a requirement of today to cultivate and develop creative thinking in students, arming them with certain skills and qualifications. In this, the educational practice shows that education, which develops the student in every possible way, teaches him to think creatively and independently, allows his ability to grow step by step, opens up new and new facets of his thinking, allows him to achieve tangible results only in the harmony of certain pedagogical methods.

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Analysis and Results

The growth and development of creative thinking is an analysis and synthesis, a consequence and result of finding, comparing, evaluating, abstracting, determining the results, forming conclusions, teaching the student continuously in analogy and others.The development of creative thinking has a dynamic character that goes from bottom to top. Therefore, in our small study, we were able to determine the levels of manifestation of creative thinking skills and competencies in the student. They are as follows:

Level 1. The creative thinking of the student is general, and all activity is manifested in a certain area of science.

Level 2. Focused on solving problems in different directions, they think about its social necessity, without fully realizing its need. In this, students will have a strong desire to "enjoy" solving an "interested" problem, to look for new ways and methods of solving it, to model it.

Level 3. When they think and solve problems, they predetermine the options for solving it, and then proceed to a quick solution. In them, the qualities of initiative, activity are manifested in logical analysis, in a quick solution to the problem, relying on previously used methods.

Level 4. Relying on their own experiences in the search for methods and methods of solving the problem, they always define ways of thinking, solving, thinking in every possible way with an independent approach, comprehending the idea put forward in the problem.

Level 5. The solution of the problem will be aimed at looking for logical-mathematical methods, modeling generalized paths; comparing, realizing the essence of problems, some students begin to strive to define methods and methods of solving the problem before teachers; to express the essence of the problem in formula, drawing, equations.

Conclusions and Suggestions

From the above points, we can conclude that the formation and development of creative thinking in students is one of the promising pedagogical problems associated with the training of creative specialists who serve to raise the economy, science, culture of our country. To solve this problem more efficiently in higher education institutions, we can recommend the following, relying on the results of an experiment: The need to train creative specialists requires the creation of a clear embodiment of a creative thinking student, and to turn it into a practical program level, which every professor of A Higher School will have a deep understanding of. The growth and development of the student's creative thinking is ensured by the literal creativity of professors, pedagogical skills, scientific potential. Therefore, special attention should be paid to raising the level of scientific, methodological potential of educators. We believe that in order to effectively grow and develop creative thinking in students, in order to arm themselves with the skills and qualifications of creativity pedagogy, it is necessary to include in the plans of higher educational institutions as a competition subject in the program, manuals, training projects and at the possible level.

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