

FORMATION OF MENTAL OUTLOOK IN STUDENTS

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Abstract: *the article is devoted to the problem of the formation of mental outlook in students. The mental component of the professional worldview represents life, practical attitudes, stable images of the world, emotional preferences inherent in the subject and his cultural tradition. The professional consciousness of a specialist accumulates the entire set of algorithms, norms, values and language inherent in professional activity. The professional picture of the world of a specialist is reconstructed in the process of his practical activity in the sphere of his specialist and is a complex mental education in his mind with pictures of the world: social and scientific, ethical, anthropocentric, information technology.*

Keywords: *formations, mental worldviews, student, professional, practice, stable images of the world, emotional preferences.*

ФОРМИРОВАНИЕ МЕНТАЛЬНОГО МИРОВОЗЗРЕНИЯ У СТУДЕНТОВ

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Аннотация: *статья посвящена проблеме формирования ментального мировоззрения у студентов. Ментальный компонент профессионального мировоззрения представляет жизненные, практические установки, устойчивые образы мира, эмоциональные предпочтения, свойственные субъекту и его культурной традиции. В профессиональном сознании специалиста аккумулируется вся совокупность алгоритмов, норм, ценностей и языка, свойственных профессиональной деятельности. Профессиональная картина мира специалиста реконструируется в процессе его практической деятельности и представляет собой сложное ментальное образование в его сознании с картинами мира: социально-научным, этическим, антропоцентрическим, информационно-технологическим.*

Ключевые слова: *формирования, ментальные мировоззрения, студент, профессионал, практика, устойчивые образы мира, эмоциональные предпочтения.*

The development of a professional mental worldview of a future specialist is one of the main tasks of a modern university, which is due to the growing intensity of contradictions characteristic of the modern stage of development of civilization, the instability and complexity of technological, political, cultural, economic and social processes. In these conditions, the role of the worldview in the development of the personality increases and, therefore, there is a need to develop the professional worldview of the future specialist in the learning process. At the same time, the process of value self-determination in higher education, the development of a system of value orientations that have an information-technological and humanistic orientation, necessary for the development of the professional worldview of a future specialist, are of particular importance.

Consequently, the conceptual model proposed for the development of the professional worldview of a university student carries two structural and functional loads. One of them is associated with the implementation of conceptual prescriptions for modeling the process of developing a student's professional worldview, and the other with the development of pedagogical conditions for the implementation of the named process, it is a set of interrelated elements: purpose, content, form, methods, means and results. Each element performs a certain system-forming function.

The conceptual model will make it possible to theoretically represent, then build the process of developing the professional worldview of a future specialist, it reveals a kind of inner world of the individual, meets modern requirements for a specialist and is based on a single system for solving a new educational problem.

In the structure of a specialist's professional worldview, the main structural elements of the content block of the model under consideration are praxeological and mental components [1].

The praxeological component of the professional worldview of a future specialist includes four elements (worldview, worldview, worldview, world interaction).

The mental component of the professional worldview represents life, practical attitudes, stable images of the world, emotional preferences inherent in the subject and his cultural tradition [2]. The professional consciousness of a specialist accumulates the entire set of algorithms, norms, values and language inherent in professional activity. The professional picture of the world of a specialist is reconstructed in the process of his practical activity in the sphere of his specialist and is a complex mental education in his mind with pictures of the world: social and scientific, ethical, anthropocentric, information technology. These elements are closely interconnected, determined by the demands of the profession, the content and relationships of human ties established by the nature of the work,

its content, the place of the professional group in the system of the collective division of labor and the social structure of society, they work to obtain the desired result - the development of the professional worldview of the future specialist.

We believe that the level of formation of a professional worldview, the development of thinking, consciousness, behavior, awareness of their place and their role in modern society contribute to the motivation and striving for the goal of self-educational activity of future specialists. It should be recognized that, on the whole, the problem of constructing the content of the development of a worldview still requires its complete solution in various professional fields. It is different and is corrected with the development of society, with a change in the information-technological and machine-humanitarian components of the professional worldview.

In the process of developing the professional worldview of a future specialist, proposed by us:

- reflects both competence and ideological approach; the integrative interdisciplinary nature of training, due to the civilizational characteristics of the process of developing the professional worldview of future specialists; the student's need for a holistic, systemic vision of the human world;

- determines the ideological attitudes towards a person as the leading value of his professional activity; personal and semantic development of the future specialist;

- orients the student towards professional activities and permanently filled professionally significant and valuable qualities; in humanitarian issues, communication strategies and information technology skills; the teacher - on the organization of the educational process in accordance with.

In the process of developing the concept, the principles of modeling were taken into account, which make it possible to highlight the goal, objectives, content and result, as well as the requirements for the organization of professional training of a university student aimed at developing a professional worldview.

One of the essential design principles underlying the mechanism for the development of a professional worldview is the principle of integration, which makes it possible to combine philosophical, psychological, pedagogical, informational, technological, didactic and professional knowledge into an integral system. The principle is used in the development of science-intensive educational technologies - integral technologies of teaching, upbringing, scientific research, which provide for the use of modern advanced pedagogical experience, "aimed at the design and implementation of content, methods, forms and means of teaching, adequate to the goals of vocational education, the content of work based on individualized forms of organization of the educational process, focused on the development of creative thinking of students. "

Another personality-oriented principle - the implementation of innovative directions - requires the implementation of a new professional-worldview paradigm, aimed at the creative essence, the formation of a specialist's spirituality and culture. "Thanks to this, education should be imbued with universal human values. This is one of the principles of the formation of a professional worldview based on a combination of a specialist's inner freedom, dissent, professional responsibility and tolerance. Today, a thinking person must observe, make valuable suggestions, analyze the world around him, be responsible for the decisions made and be able to overcome conflicts and disagreements. Thus, a modern specialist must have a high professional culture and have a worldview appropriate for a professional. Personally-oriented vocational education acts as an important condition for the development of a future specialist's need for knowledge, independence, ensuring the depth and strength of knowledge, mastering the skills of mental activity.

The third principle - openness - is focused on the subject of labor activity as an indicator of the greatest consideration of the tendencies in the development of a professional worldview, the purposeful integration of education into the social processes of the culture of the surrounding world. The openness of vocational education and society is closely related to the concept of "professional worldview" as a set of professional norms, values, attitudes and methods of action. This principle characterizes the process of knowledge exchange between a teacher and a student (feedback), the purposeful acquisition of knowledge (information), it uses methods and means of teaching, corrects the content of the university's education, which must correspond to the needs for knowledge and skills of the student and the requirements of a modern emerging society.

The fourth principle - scientific character - requires a process of developing a professional worldview so that the educational material meets the modern achievements of the relevant sciences. In the process of studying the patterns of formation of the information society, the phenomena of general culture and its professional worldview, the student should develop thinking (clinical thinking), behavior, information technology and professional worldview.

Finally, the fifth principle - humanization - leads to the cultivation of the pedagogical process and the behavior of its participants - both the object and the subject of the educational process. Humanization of education "is a system of mutually organized, inscribed in the educational process" values and "providing through the knowledge assimilated by the student their professional and moral formation, the development of professionally significant, value" orientations and attitudes, awareness of their personal dignity, freedom and responsibility for actions and results activities ". The listed principles have defined a new ideological paradigm.

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