



FACTORS OF FORMATION OF PROFESSIONAL THINKING DURING STUDENT AGE

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Abstract. The article reveals the essence and content of psychological factors that serve the formation of professional thinking during the student period. In this case, the main attention is paid to the issue of developing the thinking process in them using the methods and techniques used during training sessions. In particular, practical recommendations and proposals for the formation of professional thinking are presented.

Keywords: personality, thinking, professional thinking, self-management in behavior, making responsible decisions, creative potential, professional skills, objective and subjective psychological conditions.

ФАКТОРЫ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОГО МЫШЛЕНИЯ В СТУДЕНЧЕСКИЙ ПЕРИОД

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Аннотация. В статье раскрыты сущность и содержание психологических факторов, служащих формированию профессионального мышления в студенческий период. При этом основное внимание уделяется вопросу развития у них мыслительного процесса с помощью методов и приемов, применяемых в ходе учебных занятий. В частности, приведены практические рекомендации и предложения по формированию профессионального мышления.

Ключевые слова: личность, мышление, профессиональное мышление, самоконтроль в поведении, принятие ответственных решений, творческий потенциал, профессиональное мастерство, объективные и субъективные психологические условия.

Analysis of the quality of training future specialists allows us to conclude that the formation of professional thinking in students is a weak link. In classes, the information-reproductive nature of educational activity prevails. As a result, students experience a lack of knowledge about the essence, mechanism, and methods of professional thinking. They acquire a profession by mastering the content of the subject in the form of socially determined models of future professional activity. This does not ensure a high level of professional skill.





Accordingly, the task of forming professional thinking in students is of great importance. Professional thinking allows a specialist to be dynamic. This, in turn, is characterized by the ability to quickly adapt to changing conditions of activity. As a result, it independently designs it, ensures self-regulation in behavior and responsible decision-making [1].

In revealing the essence of professional thinking, we approach it based on the main features of the reflective-empirical and meaningful-awareness (theoretical, mental) types of thinking. The characteristics of the given types of thinking (V.P. Andronov [2], V. V. Davydov [3], V.S. Goncharov [4], A. Z. Zak, L. V. Maksimov, V. T. Nosatov, K. N. Polivanova, V. V. Repkin, V. V. Rubtsov, G. A. Tsukerman, et al.) are also fully applicable for characterizing the professional thinking of a specialist.

In our opinion, its true professionalism is connected, first of all, with the theoretical, reflexive type of thinking. It is precisely such, not algorithmic, thinking that gives a specialist great advantages in solving professional problems. At the same time, theoretical thinking has a universal character. It does not reduce the quality level of human practical activity in any sphere, but, on the contrary, increases it, giving it a creative, innovative character.

Consequently, in our opinion, the formation of professional thinking should be built on the basis of scientific and theoretical thinking. It is in it (unlike the mental-empirical one) that the distinction of appearance and essence, external similarity, and true interdependence is ensured. This type of thinking ensures not the fixation of the uniqueness of a thing or phenomenon, but the vision of the general, development, and inclusion of this phenomenon in the system [5].

By professional thinking, we understand reflexive mental activity in solving professional tasks [6]. Developed professional thinking is one of the most important psychological conditions for effective activity in various spheres of labor. It is precisely such thinking that contributes to the training of a personality in demand in the labor market, the development of students' need for self-transformation, the development of future specialists' interest in knowledge-transformations, psychological knowledge, and knowledge-means that allow them to improve their qualifications and navigate the rapid flow of various information [7].

Study and analysis of philosophical, psychological-pedagogical, and methodological literature on this problem, structural-functional analysis of the subject content of the professional activity of the future specialist, observation of the educational process, conducting surveys, etc.

Professional activity can be carried out on the basis of both theoretical and mental-empirical types of thinking. It is known that empirical generalizations and abstractions are widely used in the professional activity of any specialist. They allow him to act with a narrower range of situations and tasks and often help to accumulate and generalize experience through trial and error [8]. In typical cases, a specialist with a thoughtful type of thinking can be an excellent performer. However, there may be non-standard situations in the work that require creative thinking [9]. Therefore, the established type of thinking cannot contribute to achieving high results in professional





activity. Thus, the basis of the creative potential and professional skills of a future specialist should be theoretical thinking. If such thinking is developed, it is not difficult to distinguish the main and important things in the phenomena of professional reality, to establish a close connection between theoretical and practical relations. A specialist with developed theoretical thinking independently sets the goals of activity, determines the ways and means of achieving them. Masters the activity as a whole, is capable of creating, transforming, and developing it [10].

In the course of our research, objective and subjective psychological conditions for the formation of professional thinking in future specialists were identified [6].

Objective conditions:

a) professional orientation of the content and operational-process components of preparation for professional activity (the content of the educational material should be characterized by convenient complexity, correspond to the educational needs of students, relate to the immediate tasks and problems of future professional activity);

b) actualization of students' knowledge of the structure and content of the studied material;

c) creation of an objective situation corresponding to the professional activity of students, requiring the manifestation and consolidation of the studied thinking.

Subjective conditions:

a) mastering knowledge about the content and structure of professional thinking;

b) development of the main components of theoretical thinking - analysis, reflection, and internal action plan;

c) supporting stable positive motivation for vocational education;

d) mastering the methods of future professional activity by solving professional tasks. Such tasks reflect the important content of professional activity in the learning process and are a means of mastering this content.

It is advisable to organize activities aimed at forming the studied thinking in accordance with the following requirements:

1) formation and actualization of students' knowledge about the content and specifics of professional thinking;

2) practice with them individual actions that are part of the structure of the studied thinking;

3) at all stages of the formation of professional thinking, the use of tasks characterized by professional orientation, causing an emotional positive response [11];

4) organization of separate stages of forming the material in the form of problem-based presentation, role-playing games, and other forms of socio-psychological training [12];

5) purposeful consolidation, implementation, and subsequent analysis of the components of professional thinking formed in students during pedagogical practice. Achieving independence, flexibility, and creativity in their implementation.

These conclusions made it possible to formulate a number of practical recommendations for the development of professional thinking in students of higher educational institutions:





1. Organization of a special comprehensive course for the development of this thinking.
2. Introduction of tasks and exercises aimed at the formation of professional thinking in practical classes in specialized disciplines.
3. Ensuring systematic control over the process of cognitive development throughout the entire period of study in higher educational institutions.
4. More active use of the possibilities of practice for the implementation of the formed components of professional thinking, introduction into the scheme of traditional analysis of professional situations of parameters that allow diagnosing the level of formation of the studied thinking.

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