
Will Be on the Basis of Modern Economic Education Principles of Pedagogical Development of Analytical Thinking in Economists

Nazarova Gulsanamxon Abdurahmonovna
Researcher of Fergana Polytechnic Institute

Annotation: The article analyzes the system, forms and methods of pedagogical conditions for the development of analytical thinking in future economists on the basis of modern economic education, integrated scientific and didactic factors aimed at achieving a specific pedagogical goal.

Key Words: analytical thinking, ethical worldview, dialectical thinking, creative activity, global business, management, risk, future economists.

INTRODUCTION

We can understand that the economic worldview of future economists, along with the knowledge and skills associated with the field, will have the ability to analyze them correctly. For example, students are reflected in "moral relations - in the moral worldview, legal relations - legal, political relations - political, religious relations - religious, economic relations - forms of economic worldview." Today's competitive economist must be a highly analytical person with an economic outlook, that is, an outlook on business.

MATERIALS AND METHODS

Today, as a result of research by scientists, it has been found that the formation of students' thinking in higher education institutions takes place primarily under the influence of the learning environment. Thinking, on the other hand, takes place through pedagogical categories such as the content of education, the principles and forms of teaching. Therefore, the concept of "thinking" is accepted as a pedagogical category. Therefore, it is very important to study the formation of thinking in students from a pedagogical point of view.

RESULTS AND DISCUSSION

The formation of students' cognitive thinking is understood as determining the conditions and ways of developing thinking in the educational process. Given that thinking takes place through pedagogical categories, it is important to determine to what extent the forms of knowledge, principles, methods and forms of teaching are aimed at the development of thinking, especially conceptual thinking. This allows us to determine the conditions, ways and means of developing conceptual thinking [1]. During the training you have to deal with different forms of knowledge. It is usually a common form of imagination, concept, law, principle, theory, idea, proof, rule, method, and other knowledge. In teaching, they are studied not in a general way, but in terms of the content of a particular subject. The mentioned forms of knowledge should also be studied as concepts. All activities aimed at mastering them are primarily aimed at the development and formation of conceptual thinking.

The educational space is manifested as a "living system" that models science and practice in

specific contexts. Organizing students' creative activities is one of the ways to organize their learning activities in the learning process.

The fourth direction of the Action Strategy, entitled "Development of the social sphere", provides for the implementation of measures to improve the quality of higher education and their development. One of the most pressing issues in economics is the preparation of students for higher education and self-development in higher education institutions. To do this, it is advisable to use different teaching technologies in the training process:

1. Formation of integrity of educational activity and logical thinking in students. Research shows that students are able to master the learning process from school, along with its components - learning issues, learning activities, self-assessment. In this regard, it can be suggested that it is possible to start with the formation of learning activities in students, self-monitoring and assessment. Because in this case, students can analyze and compare their learning behaviors.

2. Development of independent learning activities of students. In the process of organizing lectures and practical classes, developmental education involves strengthening students' independent learning. Independent learning is defined as a teacher's assignment and the usual learning activities that take place during the allotted time, as well as without his or her direct participation.

3. Formation of thinking skills to develop logical thinking in students. The basic operations of thinking are analysis, synthesis, generalization, comparison, classification. Thinking operations can be activated mainly during the training process. This is the teacher

"Why?", "For what purpose?", "What are the reasons?", "Why was the result?" can be done through a discussion of questions such as.

4. Development of dialectical thinking in students during the lessons. It is extremely important to raise the philosophical consciousness of students of economics to teach them economic thinking. By engaging students in debates, discussions, and confrontational situations, explicit and implicit, overt and covert contradictions, and changes in subject-matter relationships are clarified. During such lessons, the flexibility of thinking is formed, in which the student is able to analyze any situation, to identify changes and developments in it, to look at objects and reality from a different perspective. This feature is very important for every student in today's fast-changing world.

5. Formation of creative thinking in students in the transition to the disciplines of "Knowledge Economy", "Innovative Economy" and economics.

Involving students in problematic situations, discussing critical situations, finding and solving problems in them independently, creating and defending their own projects, cases serve to broaden the minds of students. "In recent years, a large-scale work has been carried out to implement comprehensive measures to ensure a worthy place for Uzbekistan in the international arena, to train specialists in higher education institutions, to improve its quality and efficiency. In particular, great attention is paid to the formation of such qualities as professional independence, creativity, entrepreneurship, activism, organizational and content improvement of higher education. This requires the integration of educational content, the adaptation of scientific methods to the conditions of higher education. Systematicity and consistency in education should be interpreted as an interrelated factor of understanding, laws and theories of different disciplines, because the integration of disciplines allows the formation of generalized knowledge, deepening and enriching their content "[2].

In solving problems in the field of economics, future economists try to use knowledge of

other disciplines to substantiate their views. This creates logical connections and logical observation in their minds. The levels of theoretical knowledge, scientific understanding and understanding of information of future economists will expand, and the knowledge they acquire will begin to acquire a professional character. They acquire the ability to evaluate scientific phenomena in an objective and generalized manner. This shapes professionals who do not have a dogmatic outlook, who have tolerant thinking and reasoning skills [3].

The system of knowledge mastered by future economists should be in constant motion and pedagogical supervision. Only then will they be aligned with the skill system, processed and enriched in accordance with the cognitive tasks and the needs of their application. In this process, not only the transition from one system to another, but also the generalization of knowledge, the creation of new systems, the application of them in different life situations.

In the development of analytical thinking of future economists, the social sciences and humanities set themselves the following tasks: to give a social direction to the knowledge they have acquired; adherence to the principle of gradual acquisition of knowledge; increase their independence and activism; to create an inner desire to assimilate knowledge and to think about it; application of the acquired knowledge in practical activity of students; critical thinking of future cadres, analytical analysis, drawing logical conclusions.

All of these tasks take place in the process of thinking and discussing, communicating. It is very effective for future economists to exchange views on economic issues in the course of more discussions, debates, open discussions. In the process, they acquire the skills to solve scientific problems, understand it, analyze scientific phenomena, and take a critical approach to the results obtained. In this way, a new content of activity is formed in them. In their minds, scientific phenomena and information are firmly entrenched and they learn to base their point of view on logically complete confidence, analytical thinking is stabilized, as independently assimilated knowledge is socially oriented. The following tasks are set for this process: to develop the ability of future economists to fully substantiate their views scientifically; such as convincing them that all the conclusions they have made are logically sound and have no contradictions.

Analytical thinking allows future economists to reflect economic reality as a whole. Prospective economists are required to compare, analyze, and synthesize and combine their newly acquired economic knowledge with their existing knowledge. This creates in them critical thinking, an independent approach to information and increases curiosity. As a result, their level of readiness to make independent decisions increases. They include such qualities as independence, responsibility, communication, activism, purposefulness, diligence, fear of difficulties, entrepreneurship.

Pedagogical support in the process of developing analytical thinking is manifested in: supporting their approaches to scientific problems in the process of conversations; scientific cooperation with them; to help them make the right choice in their future areas; approval, analysis of the ideas they raise, substantiating their shortcomings; assist in justifying the social significance of small scientific discoveries made by future economists; creating favorable conditions and opportunities for future economists to justify their decisions and decisions; such as the rational resolution of conflicts that have arisen among future economists. In fact, the higher education learner must have mastered the components of analytical thinking - analysis-synthesis, critical approach, creativity in the continuous process of pre-higher education. Due to the fact that such skills are not sufficiently formed in them, the economic thinking and analytical thinking formed on the basis of future economists do not develop quickly.

Figure 1. Topics proposed in the calendar-thematic plan of the program of disciplines in the development of analytical thinking in the training of future economists in higher education

№	Name of science	Name of suggested topics	Brief description
1.	Economic analysis	Analytical analysis in the process of economic analysis	In the process of economic analysis, the expert analyzes the effectiveness of the development of analytical thinking and the situations that arise on this basis.
2.	Creative and critical thinking	The effectiveness of analytical analysis in the development of creative thinking in future economists	Prospective economists are taught the effectiveness of analytical analysis in the development of creative thinking, and on this basis the knowledge and skills formed in the future staff and their practical effectiveness.
3.	Global business management	Develop analytical analytical skills in an international business manager	In the context of globalization of business, the future economist, business manager is formed knowledge, skills and abilities of analytical thinking.
4.	Statistics	Analytical and critical analysis in economic statistics	Information technology Statistical generalizations in the field of economics are taught the effectiveness of the formation of analytical worldview and thinking.
5.	Risk management	Effectiveness of analytical and critical analysis in economic risk management	The effectiveness and socio-economic importance of analytical and critical analysis in economic risk management are taught.

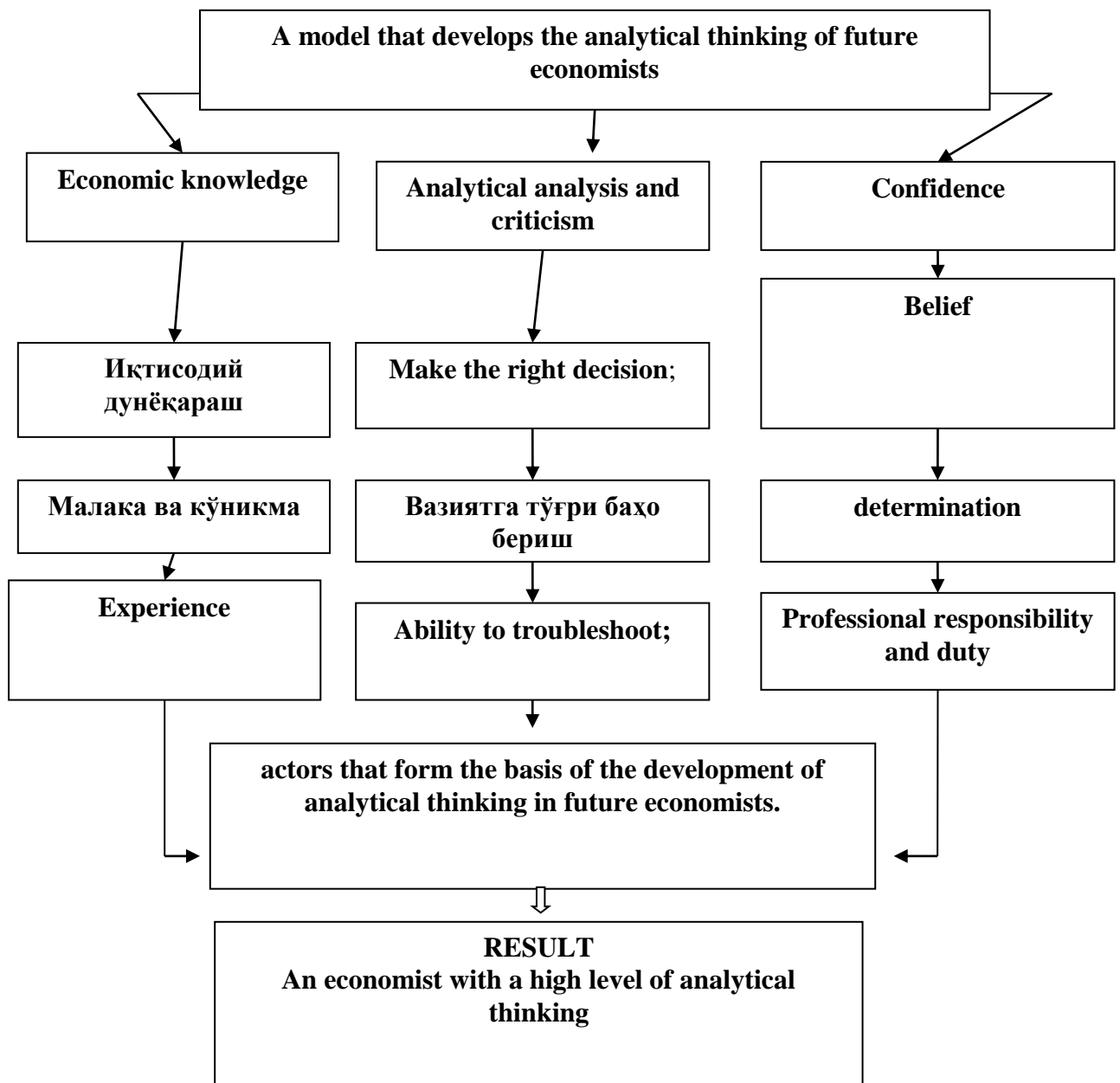
In the teaching of modern economic sciences and on this basis in the development of analytical thinking, the teacher uses a variety of methods and coordinates their activities during the lesson. The educator requires learners to be in a listening state where they must passively and fully receive information. It is mainly limited to conveying, explaining, interpreting, and presenting information to the student as completely as possible. These can be, for example, immutable principles, paradigms, formed ideas and views, definitions, interpretations, laws, facts, and state documents related to the course, put forward by different disciplines in the development of analytical thinking. Accordingly, an educator who aims to develop analytical thinking can apply the topic analytically to the student not only as a listener who must be passively accepted, but also as a necessary subject.

In developing analytical thinking, future economists should also be able to apply methods that enhance their analytical thinking activity. These methods are called active and interactive methods. There are many such methods nowadays. These include, for example, problem-solving lectures, reading in the form of an argument, reading in the form of an analysis of specific situations.

Easier methods are first appropriate in cultivating analytical thinking in future economists. For example, using the Insert method, students develop their analytical and critical thinking,

mainly through economic problems and economic issues.

Analytical method - develops the ability of future economists to analyze information, to distinguish between right and wrong, to distinguish between reasonable and unfounded. The method of analytical analysis is a method of defining the principle of concepts and elements for discussion, proof [4]. Analytical philosophy formed in the twentieth century, emphasizing the need to create a nationwide formal language of logic, concludes that it is necessary to re-analyze the entire historical heritage on the basis of this language. Their cure would be the hypothesis that the essence and content of historical heritage is changing and going in a different direction. Applying the method of analytical philosophy in education develops in students the ability to analyze information, hypotheses, paradigms and laws. This, in turn, enhances the analytical thinking of future professionals.



2-picture. A model that develops the analytical thinking of future economists

The method of skepticism - Greek “skepticos” - means “I doubt”. Skeptics say the truth is

subjective. Education must weaken the instinct of imitation in the student to make him a person. The biggest blow to imitation and credibility is student skepticism. True, some people are skeptical when it comes to skepticism. But the skepticism that Russell suggests as a method against imitation and credibility means not believing in any idea, thought, or information unless there is sufficient basis. This seemingly simple principle turns a person into an independent person. By developing skepticism in future economists, too, deepens their knowledge, develops the qualities of seeing the truth, critical thinking, analytical analysis of information.

The method "Cause - Evidence - Consequence" allows to determine the root of the problem in the economic sphere, the essence of economic relations. This method is effective in the explanatory phase of the topic, it allows you to see the prospects of the future economist and predict the next direction of economic policy, encourages independent study of training materials. Only one of its components is recommended to form a logical chain. Prospective economists select the cause (or causes) for a particular economic problem and determine its consequences, or seek a result that is close to reality for a specific reason.

CONCLUSION

In almost all developed countries, the reform of the education system is aimed at turning the development of pedagogical technologies, independently searching for the necessary information, identifying problems and finding rational solutions, critically analyzing the acquired knowledge and using them in defining new tasks. The acquisition and generalization of ready knowledge is not a goal but a means of promoting human intellectual development. The content and task of any social technology is to optimize the process, removing from it all types of activities that are not necessary to achieve social efficiency. The use of technology is a key resource that allows you to reduce management costs, increase the efficiency of management activities.

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