

# Components of Interest and Professional Thinking in Future Teachers

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**Abstract**--- *The article highlights the theoretical foundations, methodological principles and results of empirical research, highlighting the importance of a culture of thinking and pedagogical communication based on the development of a step-by-step program for the formation of professional interest in future teachers. During the research, pedagogical and psychological aspects of professional thinking of students in the field of pedagogical education were identified. Our developmental authoring program has served as an important practical impetus for the development of professional thinking of future teachers.*

**Keywords**--- *Professional Thinking, Interest, Communication, Future Teacher, Upbringing, Culture, Motive, Model, Feature, Criterion, Result, Activity, Component, Will.*

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## I. INTRODUCTION

The problem of shaping the personality of the future teacher is solved based on the needs and requirements of each individual society. The normative documents emphasize that it is necessary not only to be motivated by career choice, professional training, professional competence and professional skills, but also to have a professional interest in future pedagogical staff.

The urgency of the problem of professional interest of modern students in higher education is that the interest of the future teacher in the profession should serve as a criterion that determines his future professional maturity. During the ongoing socio-economic reforms and changes in Uzbekistan, special attention is paid to the training of future teachers, who in turn are responsible for shaping the personality of students, broadening their worldview and realizing their creative potential.

The practical importance of the study of professional interest focuses on the search, formation and maintenance of the psychological conditions for the emergence of professional interest in a particular activity. This approach is a topical issue in the study of the emergence, function and further development of professional interest in future teachers.

## II. THE MAIN FINDINGS AND RESULTS

### *Theoretical and Methodological bases of Studying Professional Interest*

The concept of "professional interest" in recent years has become one of the most important categories in the professional competence of staff. Observation of student performance shows that students with a strong interest are distinguished by their high level of mastery. During the study, a strengthening of interest in the profession and a higher level of preparation for professional activity were identified. Professional interest is the most important

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motivating tool for acquiring knowledge, skills, and abilities. The strengthening of professional interest and the development of skills are interrelated and confirm the formation of job readiness.

The definition of professional interest found in the literature can be taken as a specific model. But an isolated that does not sufficiently fully reveal their essence cannot reflect the subject's interaction with the profession. In our view, the model of professional interest is noted as follows. The mentioned model has some shortcomings: 1) the motivational component is not reflected in the professional interest; 2) the interaction of professional interests with the environment is not shown; 3) the principles of the organization of professional interest, its performance and development are not specified (only two principles are given - classification and separation); 4) the importance, interaction and interrelationships of the age-related components of professional interest are not indicated.

In substantiating the structure of professional interest, we derive from the fact that the processes of mediation and reflection are in unity. In this regard, the reflection of the relationship to the profession chosen by the subject is manifested in certain forms. According to the established case in psychological science, the psyche is manifested in the trinity, emotion, mind, will, and then this trinity also occurs in the interaction with the subject and the chosen profession. But this trinity reflects the nature of the subject's relationship to the profession as a general concept. However, each subject chooses a specific profession motivating this choice. In this regard, a new form of interaction of the subject with the profession, manifested in the motives, emerges.

The interest in learning is of great importance not only to schoolchildren, but also to students as it emerges on the basis of incentives in their learning activities. Interests and stimuli are interrelated and create a strong center of arousal in the cortex of large hemispheres. The sum of curiosity and motivation to learn is the basis on which students develop knowledge and develop professional abilities and skills.

A person's interests are determined on the basis of socio-historical and special conditions of life. Interest in work activities is an actively oriented attitude towards the conditions aimed at satisfying one's needs. As an expression of a person's general orientation, interest encompasses and directs all mental processes that take place in the subject's activities and in his or her motivational sphere.

In the system of human interests, professional interest has a special place as the only "internal" regulator of professional activity, which reflects a person's attitude to a particular profession. If we look at history, then the philosophers of Ancient Greece and Rome understood it as a personality trait and a spiritual phenomenon that determined a person's success in professional activities. It has not been long since the term "professional interest" began to be used in applied pedagogical and psychological research, i.e. only 15-20 years ago. However, this is not a short time to solve this problem, but today it is one of the most important problems of psychology. What exactly is being introduced into the concept of professional interest by modern researchers? At first glance, professional interest seems to consist of a person's orientation towards a particular profession. However, the concept of orientation is large enough in its composition and complex that it is clear that it would not be right to confuse it with interest. Insufficient attention by researchers to professional interest as a personal formation sometimes leads to the creation of various phenomena that do not fully reflect its essence. Examples include the following. N.I. Kalugin, A.D. Sazonov, V.D. Simonenko professional interest: as an interest in the preferred type of activity [1]; A.I.

Shcherbakov as an individual psychological phenomenon as a founding beginning of a creative attitude to activity in a combination of abilities and skills [2]; as an orientation to the successful acquisition of the profession; is understood as the orientation of the mind, will, and emotions to the pursuit of a profession, and so on. Such definitions do not fully reflect the nature of the phenomenon under study, which makes it difficult to use them as a reference methodological tool for conducting research and as a control object for practical purposes. In L. Yovaysha's research, professional interest is understood as an innate feature of a person [3].

Issues related to the study of professional and pedagogical interests are reflected in the literature. For example, V.G. Maksimov studied the professional interest of students of pedagogical universities [4] and identified its main indicators: 1) a set of public relations with students, teachers, parents, characterized by his social and professional status as a future teacher; 2) the student's positive emotional-understanding attitude towards students, teachers and working with them; 3) the level of mental awareness of the student; 4) voluntary activity in the professional-medical activity of the student, determined primarily by his ability to overcome difficulties of different levels.

The most accurate definition of the concept under consideration can be developed on the basis of the notion of professional interest as a systemic formation that develops in the process of contact with a particular profession. In this context, professional interest is understood as a complex multi-stage hierarchical symptomatic complex of mental processes, characteristics, and states that includes selection-comprehension, emotion, and volitional activity focused on a chosen professional activity. But even this definition does not sufficiently reveal the essence of professional interest. What is this? Based on the psychological theory of activity, there is a basis for any activity of the individual. In this regard, the activity of an individual focused on the chosen professional activity is determined by a system of reasons. In considering the concept of "professional interest", S.P. Kregjde [5] equates it with the concept of career orientation. But career orientation is a larger-scale personal formation that includes a particular professional-pedagogical professional interest. The advantage of the studied work should be considered as a method of formation of professional interests in pupils and students by the author, as well as the development of a manual for the diagnosis of professional interests in students and students of pedagogical universities.

It can be noted that in most of the works that we have analyzed, the authors, while revealing the essence of professional interest, A.I. Sherbakov [2] does not include the part of the cause, except for the fact that one of the components of interest is the cause. Based on the concepts of activity presented in the works of A.N. Leontev [6] and others, causes become the driving force of the individual to action. In this regard, the reasons that arise on the basis of a positive attitude towards a particular professional activity are considered to be part of the professional interest. Thus, an analysis of the literature on the understanding of professional interest allows us to conclude as follows. Professional interest is sometimes understood as a characteristic of a person, sometimes as a set of mental processes, characteristics and situations, sometimes as a person's attitude, sometimes as a direction, and so on. The lack of a single understanding of the nature of professional interest leads to different methodological approaches to its study.

As we conclude the study of professional interest in the literature, it is necessary to briefly dwell on its understanding based on the scientific theories of psychology. According to the theory of "reflection", professional

interest is a “reflector” of a certain professional activity and its “reflective” performance in relation to the human psyche. The character of the “reflective” (professional interest) is a connection to a particular person, in which a reflection occurs in the mind of the “reflective” (professional activity and its executor). External influence can have this or that effect only if the thoughts and feelings that have arisen in it have crossed the line. The emergence of professional interest is considered as an emotional manifestation of professional activity in the mind of a person. The main features of the theory of reflection allow a person to see the emergence of professional interest in a particular activity as a mechanism, which allows the process of managing the formation of professional interest to be carried out more effectively.

According to the theory of gradual formation of mental concepts and actions, developed by psychologists P.Y. Galperin [7], N.F. Talyzina [8], activity includes two parts, namely, internal (directing) and external (executive). If for the subject the external activity is, for example, reading or activity, for him a certain part of the internal activity is an interest in that activity. In the context of interest in study or professional activity, there is a purpose, motivation, an idea of the activity being performed; a desire to perform it, the result is diagnosed, and so on. All these elements form the basis of the direction of activity. But it should be called the foundation of value and guidance of study or professional activity, not a guide. Certain professional activities (teacher, economist, manager, health worker, etc.) have a clear value for a particular person that serves as a basis for the emergence of professional interest. The effectiveness of a study or professional activity and the subject’s satisfaction with it will be determined by the completeness and correctness of the value and guiding framework, and will be a professional interest as a complex personal formation.

Thus, on the basis of the theory of instruction, professional interest becomes the psychological readiness of the subject to perform certain activities. The study of professional interest on the basis of the above scientific theories let understand the meaning of its appearance in the subject, to talk about it about complex personal formation, its role in the structure of an individual and its importance in professional training and activity.

Motivational component conditioned under the influence of the emotion component (“I would like to be a doctor, because this profession is very fond of me”, they say schoolchildren). The character of the motivational component is determined by the composition of the emotional component. Incentives as an internal motivating force serve as a source in the manifestation of mental and willpower activity aimed at improving the professional activity of an individual. In contrast to the emotion component, the motivational component influences two, that is the components of reason and will.

Mental component is conditioned by the influence of emotion and motivational components in its manifestation. The nature of its function is determined by the will component. In turn, the rational component can influence the component of emotion (the joy of understanding associated with expectation strengthens positive emotions and, on the contrary, the understanding of the profession did not justify the confidence associated with it). For example, some students do not pay the whims of their chosen profession during the period of study at a higher educational institution.

The will component is conditioned by the influence of emotions and motivational components. The source of willpower activity is a sphere in which the subject has a strong positive emotional attitude towards the profession and the motivating forces that direct him to perform the willpower with the determination of their character are concentrated. The activity of the will is determined by the emerging area of professional motivation and satisfaction with the chosen profession, the lack of intention in the subject to change it. In turn, the will component regulates the mental activity of the person, as well as performs the function of stopping, controlling and regulating [9] and captures and warns of unpleasant emotional states and directs all actions of the interested person in a certain way chosen by him. It leads to a state of satisfaction with the correctness of the chosen profession in the implementation of successful actions (study and work) by the subject. Thus, the structural-functional model of professional interest reflects the interactions and interactions of the components and the relationship with the profession.

The main features of the conceptual model of professional interest are: 1) professional interest consists of a complex personal formation; 2) the emergence of professional interest conditioned by the influence of the external environment (professional activity, its performers and other factors), which is a necessary condition for the subject; 3) the condition for the formation of a strong professional interest is the presence in the subject of a propensity for the chosen profession; 4) the components of professional interest are the components of emotion, motivation, mental and will; 5) the components of professional interest have a certain sequence, significance, interaction and interrelationship of composition; 6) the importance of certain components and the relationship between them may change in the process of forming professional interest; 7) professional interest is reflected in the interaction of the subject with the chosen profession “subject” – “profession” scheme.

The presented model of professional interest as a complex personal formation, based on the analysis of the literature and previous research (experimental), leads to the following:

1. To develop a manual for diagnosing professional interest in a particular activity;
2. To determine the importance and manifestation of each component necessary to distinguish the effects on the subject in the management of the process of formation of professional interest.

The main criterion for the authenticity of the proposed model is its “workability”, which is understood as its application in applied research.

In this study, two main characteristics of professional interest are distinguished: structural formation and dynamic robustness. The formation of professional interest means the following: the level of understanding by the subject of the suitability of their abilities for the chosen profession; the nature of the perception of the chosen profession; degree of satisfaction from it; Demonstrate mental and volitional activity in the acquisition of the profession. The persistence of a professional interest is understood to mean that the leading incentives in choosing a profession correspond to its composition, which determines the duration of its retention in the subject.

### ***Experimental Study of Professional Thinking***

In the process of professional thinking, a person develops his own specialization, thoughts, opinions, ideas, assumptions about the profession, and they are expressed in the mind of the person in the form of concepts,

judgments, and conclusions. In social life, in the process of education, communication, communication and relationships between people are also manifested through thinking.

Analysis and generalization of pedagogical, pedagogical-psychological and methodological literature on the subject of research allowed us to conduct a special study aimed at determining the structure, content and logical description of the development of professional thinking at different stages of education of students of medical pedagogy.

The study of the state of professional thinking of future teachers in the educational process was carried out using the method of “cuts”. That is, we came to the appropriate conclusions by comparing the peculiarities of the level of thinking of students at different stages of teaching. The second process of the 2nd year, the first process of the 3rd year and the first process of the 4th year were selected as these stages.

During the study, we developed and applied a comprehensive psycho-diagnostic program, consisting of a system of appropriate methodologies, aimed at developing the professional thinking of future teachers in the educational process.

Diagnosis of students' thinking R. Amthauer's test of intellectual structure, “Comparison of concepts”, “Unnecessary redundancy”, “Word labyrinth”, “Find a solution to the situation”, “Interpretation of proverbs” (determining the level of goal-oriented thinking), “Studying the speed of thinking”, “Diagnosing the level of formation of reflexive thinking” (T. Pashukov, A. Dopir, V. Dyakonov), and was performed using S. Mednik's “Diagnosis of Verbal Creativity”.

The study of the peculiarities of professional thinking of students of primary education, sports and educational work at different stages of education showed that from 2nd to 4th year students increased the level of thinking, observation, associative, ie interconnected, increased thinking speed. There was also a decrease in negative indicators in the transition from one method to another in solving a particular task, and positive changes in features such as verbal activity, analysis, goal orientation, understanding of figurative meanings of concepts, fluency and logic of speech process.

Our main goal in the development of professional thinking of students in the field of primary education, sports and educational work on the basis of the “development program” created by us was to solve the following tasks:

- To help educators to understand that professional maturity can be achieved only through the development of personal professional thinking;
- Formation of knowledge about the peculiarities of personal professional thinking;
- Formation of verbal creativity;
- Increasing the level of reflexivity of thinking;
- Strengthening the knowledge, skills and abilities acquired on the basis of the development program.

The general structure of our “development program” is presented as 4: motivational, informational, instrumental and reflexive components, blocks.

The purpose of the motivational part was to stimulate and create positive motivation for students to participate in the "development program". Because not trusting or disliking the program leader, the unhealthy environment in the group, not understanding the goals and objectives of the program, could negatively affect the achievement of the goal set before us and the end result. First of all, we tried to establish a healthy and friendly relationship in the group. In the first session, the group members get acquainted with each other and with the program leader.

The group members' desire to develop their personal professional thinking and small mutual presentations on the expected results were carried out through a variety of psycho-gymnastic exercises, including: "My name", "Muzayor", "Let's get acquainted". Consequently, students participating in the experiment: striving for success, better understanding of their own and group members' behavior, self-confidence, ability to see and be proud of their achievements, a sense of effective interaction and interaction in the educational process, lessons in a unique and interesting way important motive such as transition emerged.

The task of the information block was to provide future teachers with a variety of information about their professional activities and to develop their skills in reading, analyzing and working with text. Students are given assignments to determine the sequence of activities to be followed in order to continue their professional activities and achieve success in their fields. Students, in turn, improve their ability to express their ideas in a pleasant way, paying attention to the timbre, rhythm, range of sound, demonstrating the possibilities of speech on the basis of discussion. The unity and harmony of thinking and speech is a key factor in the development of any professional thinking.

The main goal of the instrumental block is to show future teachers the skills of working with texts and verbal creativity. In this process, the issue of analysis, separation and reflection of the main and secondary ideas in the texts that cover the content of information plays a key role. Students will also have the skills to effectively summarize the texts of lectures, work independently with scientific literature, prepare articles, theses, prepare and present a report.

The purpose of the last reflexive block is to increase the level of reflection in students. The implementation period of the "Development Program" was 12 weeks (2 lessons per week). The work in the sessions focused on the development of reflection as a cognitive feature of the individual, using a variety of psycho-technical exercises and reflexive tasks. Through these exercises, the development of features such as relaxation, concentration (balance), visualization, self-confidence was achieved.

As a result of group discussion, organizational, semantic, motivational, correctional and communicative functions and features of reflection in the pedagogical process were identified.

Each part of our structural block consists of thematic lessons, which include lectures, discussions, problem questions, analytical materials, group discussion of wise sayings of celebrities, intellectual attack, analysis of pedagogical situations, intellectual games, heuristic conversations, psycho-gymnastic and psycho-technical and reflexive exercises were used.

In the formative phase of the experiment, 54 students of the 4th year of primary education, sports and educational work participated, of which 26 were experimental and 24 were a control group. The level of

effectiveness of our development program was determined using the methodologies identified at the beginning of the study. The degree of accuracy of the results was confirmed on the basis of Student's t-scale.

The results of the application of the "developmental program" in the experimental group of students showed professional thinking: reflexive thinking ( $t = 3, 24; p < 0.01$ ), verbal creativity ( $t = 3, 45; p < 0.01$ ) and metalinguistic awareness ( $t = 4.18; p < 0.001$ ). It was also observed that in the experimental group, all four subtests and R. Amthauer's intellectual structure increased the memory test scores (Table 1).

Table 1: The difference between the Indicators of the Structure of the Intellect at the Beginning and End of the Experiment

Sup-tests	(M±σ)		t
	Before the Experiment	End of the Experiment	
Continue the words	11,5±2,7	12,31 ± 2,24	2,801
Excess redundancy	11,27 ± 1,97	11,89 ± 1,90	2,261
Analogies	9,27 ± 3,12	11,08 ± 1,62	3,713
Generalization	6,58 ± 4,0	8,77 ± 2,66	4,12
Arithmetic operations	7,31 ± 3,37	7,62 ± 2,58	0,915
Numerical rows	8,35 ± 3,86	9,15 ± 2,46	1,98
Imagine being	10,85 ± 3,02	11,39 ± 2,06	1,613
Generalization of existence	7,65 ± 2,76	8,31 ± 2,07	1,42
Memory	11,19 ± 3,5	12,69 ± 2,38	3,706

### III. CONCLUSION

To sum up, as a result of our research on the development of professional thinking of medical pedagogy students on the basis of the proposed "Development Program", medical educators gained information about the specifics of personal professional thinking, which formed verbal creativity through logical thinking, increased reflexivity and knowledge. , skills and competencies were strengthened.

Human thinking is always personal and individual; the subject knows the objective connections and relationships in the world around him for a specific purpose, in a general and indirect way, to predict the subject's creative activity before reflecting new events, new ideas, views, hypotheses and involves creating theories.

Professional thinking, in turn, expresses the worldview of the future teacher, based on intellectual and creative abilities, striving for maturity through love of his profession, a sense of self-existence, the interests of the Motherland, society, and development.

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