

Forming professional thinking among future medical pedagogists

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Abstract. *The given article analyzes the ways of forming professional thinking future teachers of medical educational institutions. The article describes the content of the organization of lectures aimed at activating the learning activities of students in higher education institutions and the use of modern methods to ensure its effectiveness. There are also comments on important factors in the development of professional thinking.*

Key words: *professionalism, competence, thinking, development, corps, pragmatist, knowledge, result.*

The necessity of forming the professional thinking of medical students is caused by a number of circumstances. The development of students' professional thinking goes through three stages, each of which represents the development of personality traits of the future teacher.

At the first stage there is an accumulation of a base of knowledge and skills from the humanitarian, natural science and special disciplines.

At the second stage the level of manageability of the accumulated funds rises. Thus, the more a student has obtained all kinds of knowledge and skills, the easier it is to implement the solution of a psychological and pedagogical issues (a classroom lesson situation), no matter what and how unexpected they can be.

At the third stage of the development of professional thinking the student is deliberately "confronted" with various fortuitous psychological and pedagogical tasks, and is placed in conditions that require absolutely adequate, quick and rational decisions.

Professional thinking is the fundamental usage of accepted ways exactly in the given professional sphere for solving significant problems and methods of analyzing pedagogical and psychological situations as well as making professional decisions. The development of professional thinking is an important side of the professionalization process of a future pedagogist and also an evident prerequisite for successful professional activity.

The professional activity of the future teacher in the medical education system includes various types of thinking:

- theoretical thinking aimed at identifying abstract patterns, rules, at a systematic analysis of the development of this area of work;

- practical thinking, directly involved in human practice, associated with a holistic vision of the situation in professional activity, forecasting its changes, setting goals, developing plans, projects, which are often deployed in conditions of severe lack of time and information; accompanied by a "flair" of the situation, etc .;

- reproductive thinking, reproducing certain methods, techniques of professional activity according to the model;

- productive, creative thinking, in the course of which problems are posed, new strategies are identified that ensure labor efficiency, withstand extreme situations;

- visual-figurative thinking, meaning the representation of the situation and the changes in it that a person wants to receive as a result of his professional activity;

- verbal and logical thinking, where the solution of professional problems is associated with the use of concepts, logical constructions, signs;

- visual-active thinking, in which the solution of professional tasks occurs with the help of a real change in the situation on the basis of the observed motor act;
- analytical, logical thinking, including mental operations deployed in time, with pronounced stages, presented in human consciousness;
- intuitive thinking, which is characterized by the rapidity of the course, the absence of clearly defined stages, minimal awareness. [1,96]

All these types of thinking can act as characteristics of professional thinking. At the same time, their peculiar combination, depending on the subject, means, conditions, labor result, can cause specific types of professional thinking - operational, managerial, pedagogical, clinical, etc. Improving professional thinking can consist, on the one hand, in its specification, and on the other, in leaving the profession in a wider life context, as well as in increasing integrity and flexibility.

Thus, the professional thinking of the future teacher is a specific mental activity, during which there is a generalized reflection and creative transformation in his psyche of the objective characteristics of the pedagogical process, modeling of the processes of teaching and upbringing, conditioned by the specifics of pedagogical phenomena, the goals and objectives of teaching and upbringing, as well as professional experience of the teacher.

At the same time, many questions concerning the problem of the task form of organizing the educational process as a factor in the development of professional-pedagogical thinking still remain insufficiently studied. Thus, the essential features, structure and modern approaches to the study of professional pedagogical thinking have not yet been fully developed. The system of relations between professional pedagogical thinking and professionalism of the teacher's personality requires further study. Particular attention should be paid to such an aspect of the problem as reflection in professional pedagogical thinking. Finally, a theoretical justification and experimental verification of models of the task form of organizing the educational process in a modern university as a tool for the formation and development of professional and pedagogical thinking of a future specialist-teacher is necessary.

In addition, an analysis of the practice associated with the training of specialist teachers in the system of classical university education indicates the presence of contradictions that have developed in it between the following factors:

- new requirements for the organization of didactic work in this direction and insufficient (and sometimes very weak) theoretical and methodological training of university teachers for its implementation;
- The requirements of social and professional practice for the training of teachers with a creative style of thinking and a real level of development of this type of thinking;
- the possibilities of a higher school to involve the student in active educational and cognitive activities related to the development of thinking abilities based on solving pedagogical problems, and the student's motivational unpreparedness for it, etc.

These contradictions have served as the basis for choosing the research topic, determined its actuality and problem: justification a given form of organizing the educational process as one of the leading conditions for the effective development of professional thinking of a future teacher.

The professional thinking of a teacher of medical subjects has its own characteristics, a specific structure and methods of its development, due to the peculiarities of the teacher's competent activity in the process of teaching a specific academic subject, the formation of the scientific worldview and logical culture of students. The peculiarity of the competent professional activity of a teacher, associated with the specifics of the subject taught, is most clearly manifested in his didactic activity - explaining the essence of natural science phenomena, theories, laws with the involvement of environmentally friendly experiments. [2,82]

Based on the above, we came to the conclusion that considering the thinking of the future teacher as the system-forming competence of the teacher made it possible to establish the following.

There are seven of its main functions: explanatory, diagnostic, prognostic, projective, reflexive,

pedagogical process control and communicative (the first five can be attributed to the forms and methods of scientific thinking). The essence of the professional thinking of a natural science teacher is manifested in the synergetic effect of the unity of special scientific, pedagogical (scientific and applied) thinking and methodological thinking. Its peculiarity is associated with the peculiarity of thinking in the field of subject specialization of the teacher. [3,]

The structure of a teacher's thinking includes knowledge and methods of cognition, which he uses systematically. For a medical teacher it is necessary to master the methodology of natural science knowledge.

What is the reason that a student does not become a specialist in five years of university education? The empirical material accumulated in psychological science indicates that the traditional education system does not contribute to the development of specific professional thinking, but only equips students with a certain set of knowledge, facts, methods and technologies of work. Traditionally, the criterion for the effectiveness of university education is the level of students' assimilation of knowledge, abilities and skills (ZUN), around which the system of monitoring students' progress is also built. Let us clarify that ZUN in themselves are a necessary condition for starting a professional activity, but by no means sufficient. Everyone knows how quickly knowledge in various fields of science and technology is accumulating and changing in the modern information field. Sooner or later, every specialist (naturally, if the specialist really strives for excellence in his profession) comes a moment when it is no longer possible to keep track of all or at least the most important, useful information in his field, which leads to the development of information neurosis (phenomena, everything more prevalent in our time). [4,]

Nowadays various pedagogical specialists claim that it is important for a real professional not only to have certain professional baggage of knowledge, but first of all to be able to orient oneself in the chosen profession, regardless of whether a standard problem needs to be solved using for this purpose well known ways and methods, or it is necessary to create, invent, apply a new way of solving yet undiscovered problem. One of the ways to solve this problem is the formation of professional thinking in students' minds. It is professional thinking that not only makes it possible to apply the acquired knowledge in real practice, but also determines the creative activity of a specialist, his ability to innovate, new discoveries and achievements. That is why the problem of professional thinking is becoming an increasingly urgent problem in psychological science.

Professional thinking is understood as some features of a specialist's thinking that allow him to successfully perform professional tasks at a high level of skill: quickly, accurately and in an original way to solve both ordinary and extraordinary tasks in a particular subject area. [5C, 27] material leaves an imprint on the features of the thought process, a certain direction is developed, a specific structuring of the mental activity of a specialist takes place. This also expresses the individuality of a professional: "the ability to see what others do not see" (Andronov VP Psychology of professional thinking. Saransk, 2000, p. 27). It is professional thinking that allows a specialist to achieve such a higher, active, form of professional development, when, according to Yu.P. Povarenkova, "the individual goes beyond the requirements, rises above the situation of professional development and turns his work into an object of practical transformation" [6S.295] (Povarenkov Y. P. Professional formation of personality: Dis Doctor of Psychology. Yaroslavl, 1999.S. 295).

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