

Factors for the Development of Creativity and Critical Thinking in Future Economists Based on Analytical Thinking

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Annotation: opinions on the formation of analytical thinking, mental capacity, agility, quick-wittedness, intelligence, analytical ability of future economists.

Keywords: analytical thinking, creative thinking, reproductive thinking, critical thinking, economic thinking, interdisciplinary integration, pedagogical technology.

INTRODUCTION

The development of creativity and critical thinking in future economists based on analytical thinking is also important. Creative thinking is the solution of an economic problem in a radically new way. The task of critical thinking in this process is to assess the existing procedures and values in the economic sphere. This will allow future economists to quickly and easily solve economic problems on the basis of analytical thinking, to provide quick service. Creative thinking, formed on the basis of the science of logic, directs future economists to the creation of new ideas, while critical thinking identifies their shortcomings and shortcomings. Although used separately, both forms of thinking are necessary to perform creative tasks, and therefore critical thinking can often be an obstacle to creative thinking or vice versa. Creative thinking requires future economists to give full freedom to their ideas and direct them to a specific area.

Student thinking is mainly developed “rapidly and continuously in reading, hands-on activities, and independent learning activities. Although the Goho speech process requires them to reproduce thinking, but practical exercises, independent assignments, laboratory assignments require productive (creative) thinking activities. Both forms of education are realized through the mental work of students, goal-oriented and coordinated attention. In the educational process, the theoretical, practical and methodological foundations of modern economics, in-depth theoretical, methodological, scientific and methodological knowledge on the laws of entrepreneurship and business are mastered. Especially in this period, thinking serves as a tool of effective intelligence for the student “[1].

MATERIALS AND METHODS

Formed within the science of logic and being an effective method for all disciplines today, “brainstorming” has become an important tool in shaping the analytical thinking, intellectual potential, agility, quick-wittedness, intelligence, analytical ability of future economists.

Higher education institutions consist of a system of assignments and problems of a “problematic nature” that require continuous creative thinking. Each lecture, seminar, independent study, laboratory work will be composed of components of the problem situation. Solving them requires creative research from the student. Because the period before the problem situation, the problem situation, the mental processes after the problem situation also require the student to carry out creative research, research activities. Independent completion of assignments requires students to use thinking operations (analysis, comparison, comparison, abstraction, generalization, grouping)

and forms (concept, judgment, inference). Students work tirelessly to produce a creative product in the process of mastering the basics of economics. Their desire to know, to acquire knowledge, becomes a constant, strong and lasting interest. In particular, students begin to engage in entrepreneurship and small business. Even these young people, with the products of their intellectual labor, can successfully participate in the Olympics, scientific conferences, competitions of inventors and innovators. All this is done with the help of thinking, as a product of the processes of more accurate expression of material existence, the desire to actively participate in creative activities, the solution of problem situations and situations "[2].

RESULTS AND DISCUSSION

Critical thinking, which develops analytical thinking in future economists, depends on its level of readiness, the ability to regularly receive modern information, the stability of its psychological orientation in relation to development, finding innovations, rather than adaptation. Along with the high moral education of future innovative youth, its creative culture serves as an important spiritual factor in building a truly humane, civil society.

Modern education in economics universities is problem-based teaching, research, and problem-solving. Such a teaching process is widely used in the practice of educational institutions in accordance with the objectives of educating the creative activity of the individual, along with problem-based learning, such as illustrative explanation, information and programmed educational technology. In our view, "the role of student independence in the process of problem-based learning from economics is much more effective when compared to reproductive learning methods. The purpose of problem-based education is to find answers to problems and questions in the process of working with students, to acquire new knowledge by solving them, to create interest in the creation and solution of problematic situations in the educational activities of students. [3]. In particular:

1. In order to make economic thinking effective and purposeful in the process of teaching in higher education institutions, it is necessary to make it part of the educational process, the basis of educational work. With the help of problem-based education, future economists develop a research approach to solving educational problems and specialization issues, the development of economic thinking, the formation of skills for independent study.
2. Economic education helps students to effectively master their knowledge systems and intellectual and practical activities, to form their thinking, to use their new knowledge effectively in future situations, to solve educational problems, to teach independent research, to gain and develop creative experience, analysis reveals opportunities to identify problem-based learning.

To build a strong democratic state governed by the rule of law and civil society in our country, not only the formation of a socially oriented market economy, the creation of a multi-sectoral economy, the implementation of structural reforms in the economy, but also the implementation of economic reforms. the formation of economic thinking plays an important role. Because economic thinking is the basis for the members of society to learn to think independently, to make decisions according to the situation, in shaping their worldview.

- In order to create new teaching methods and meet educational standards in the development of analytical thinking in future economists, teachers:
- Deep understanding of the purpose and content of the lesson;
- organization of the teaching process based on accurate and reliable sources;

- to have pedagogical activity in terms of mastering and teaching the topic;
- in-depth knowledge and use of interdisciplinary integration methodology and opportunities;
- ensuring the relevance of the concepts of time and epoch to a specific source, event and phenomena;
- be able to link additional information and sources on the topic.

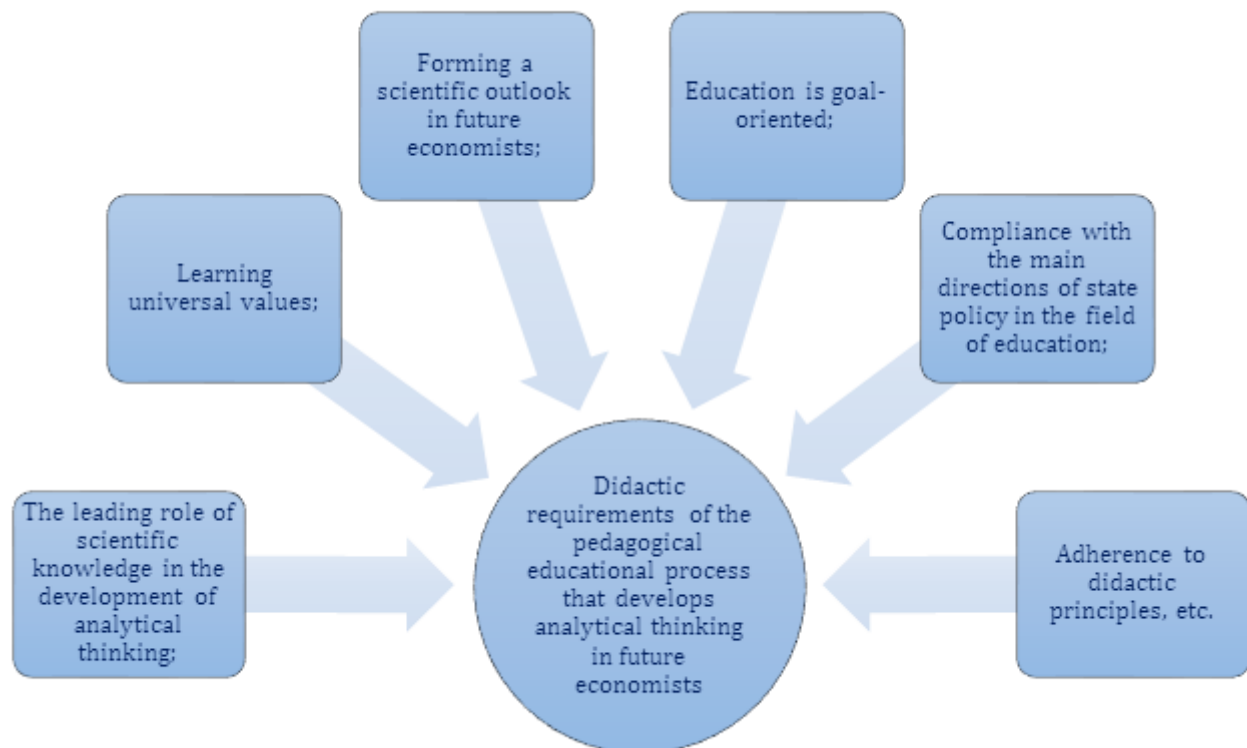


Figure 1. Didactic requirements of the pedagogical educational process that develops analytical thinking in future economists

As a person learns a certain profession, professional thinking is formed in him and he is a mature form of mental activity. Certain aspects of thinking play a key role in the content of a person's activities, goals, problems and issues related to his profession, his means and actions, and he is described as practical thinking, mathematical thinking, analytical thinking, abstract thinking, economic thinking, professional thinking, etc. . The internal progressive feature of the market economy is to give everyone equal economic freedoms, to allow them to operate independently, to live a prosperous life, to realize the interests of themselves and the state, to create a legal, just basis for any activity. To do this:

- ✓ It is necessary to cultivate the ability of every citizen of our country to think economically about how to take advantage of such opportunities;
- ✓ Given that economic knowledge is becoming a powerful factor in the development of our economy, it is necessary to establish in-depth study of economics in higher education.

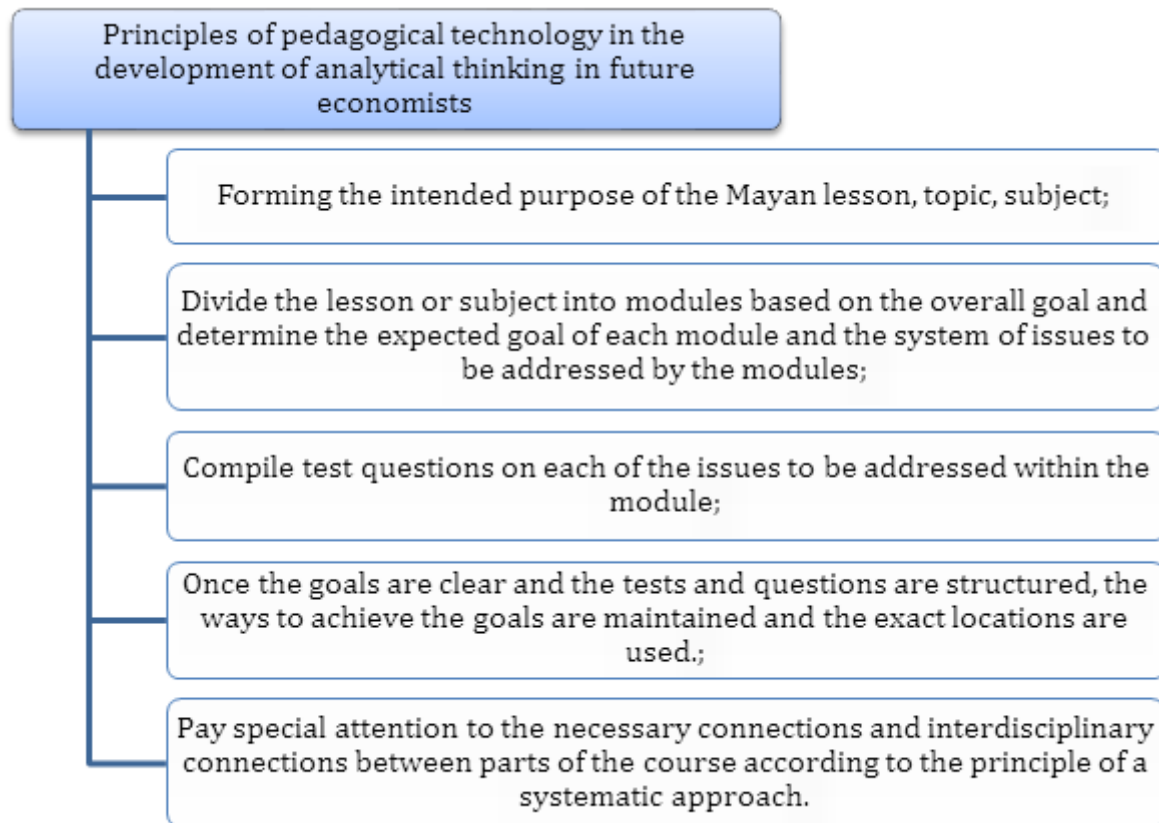


Figure 2. Principles of pedagogical technology in the development of analytical thinking in future economists

The consistent development of economic thinking stems from the inextricable link between theory and practice. It is the achievement of an integral connection between economic theory and economic policy that has a positive effect on the rise of economic culture. “The development of national economic thinking requires the recognition of private property, ensuring radical structural changes in the sectors of the national economy, increasing the share of small business and private entrepreneurs, as well as the acquisition of knowledge that can compete internationally. In the current situation, the formation of new economic thinking in young people plays an important role. Because economic thinking is the basis for members of society to learn to think independently, to make decisions according to the situation in shaping their worldview. Economic thinking is the result of economic thinking, knowledge. Economic thinking is expressed in the decision-making process by comparing the real possibility with the desire, the desire to feel the limit, to know the norm, to calculate”[4].

There are several principles of creating pedagogical technology:

- to form the purpose of the certain lesson, subject, subject;
- Divide the lesson or subject into modules based on the general purpose, to determine the expected purpose of each module and the system of issues to be addressed by the modules;
- Development of test questions for each of the issues addressed in the module;
- Once the goals are clear and the tests and questions are structured, the methods of achieving the goals are preserved and the exact places where they are used are identified;

- pay special attention to the necessary connections and interdisciplinary connections between parts of the lesson in accordance with the principle of a systematic approach.

Interactive methods such as "Blitz-survey", "SWOT-analysis", "Discussion", "FSMU", "Intellectual duel", "Discussion of ideas", which are widely used in practice in the formation of analytical thinking skills of future personnel in higher education; From interactive strategies such as "Brainstorming", "Boomerang", and "Step-by-Step"; The skillful use of general pedagogical interactive teaching methods by graphic organizers (organizers) such as "B-B-B", "Conceptual table", "Venn diagram", "Insert", "Cluster" has a positive effect. For example, the method of "SWOT-analysis" is characterized by the ability to motivate students to think independently, the need to think, to motivate.

CONCLUSION

In short, the analytical thinking of future economists is more concerned with the harmonization of knowledge, social activism, worldview, and the development of the intellect. Therefore, the systematic and consistent teaching of economic sciences in the development of their analytical thinking as a high cadre, the development of analytical thinking in harmony with knowledge in the educational process is highly effective.

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