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MODERN PEDAGOGICAL FACTORS FOR THE DEVELOPMENT OF ANALYTICAL THINKING IN FUTURE ECONOMISTS

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ABSTRACT

The article analyzes the modern pedagogical conditions, factors, stages, components, methods of developing analytical thinking in future economists. The article also examines the pedagogical-hierarchical system of analytical thinking skills, forms of manifestation in future economists. In the process of educating future economists, the formation of their analytical thinking should always be approached from the point of view of nationality and national interests. In studying and evaluating the level of economic development and the system of economic relations in each period, it is expedient to rely on objectivity and fairness, to form the skills of communication on the basis of analytical thinking.

KEYWORDS: *Thinking, Analytical thinking, Future economist, Education, Higher education, Teaching and learning process, Method, debates, Methodological requirements, Effectiveness of teaching and learning, Debate, Independent thinking.*

INTRODUCTION

Today, educating new independent-thinking, creative students remains one of our main challenges. Indeed, in the student years, young people rise to the stage of biological perfection, social maturity, and physical fitness. Important aspects of intelligence in students, such as self-control, self-assessment, self-awareness, self-management, rise to a new high stage of development. In general, the development of analytical thinking in future economists, the formation of the scientific worldview plays an important role in general, social, economic and specialized sciences [1, 143].

As we build the national economy today, we need to deliver economic education in line with our national values, teaching a new system of economic relations in the minds of future economists. it is reasonable to assume.

In the process of educating future economists, the formation of their analytical thinking should always be approached from the point of view of nationality and national interests. In studying and evaluating the level of economic development and the system of economic relations in each period, it is expedient to rely on objectivity and fairness, to form the skills of communication on the basis of analytical thinking.

In future economists, analytical thinking develops rapidly and continuously, mainly in reading, practical training, and independent learning activities. Sometimes the process of speaking requires them to reproduce thinking, but practical exercises, independent assignments, laboratory assignments require productive (creative) thinking activities. Both forms of education are realized in future economists with the help of analytical thinking, mental labor, 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, analytical thinking serves as an effective intellectual tool for the student [2, 34].

MATERIALS AND METHODS

Psychologist AV Petrovsky said: "Thinking is a mental and socio-causal process closely related to speech, which is the search for and discovery of an important innovation ... thinking is the process of directly generalizing and reflecting reality in the analysis and synthesis." [3,14.] explains, E. Ghaziev noted that thinking has become the object of research not only in psychology but also in logic, philosophy and even cybernetics, and only in the framework of these disciplines thinking is studied in terms of scientific problems.[4,13] According to the scientist, thinking occurs in harmony with other mental processes, such as memory, attention, imagination, perception, which are closely linked to each other.

Psychologists divide thinking operations into types such as analysis and synthesis, comparison, abstraction, generalization, concretization, classification, systematization.

Analytical thinking is a type of thinking that is distinguished by its effectiveness in enhancing a person's erudition and intellect. Analytical thinking requires a different approach to the object of study, the ability to comprehensively examine its internal and external relations, as well as to come to an agreement. People with such thinking potential were called analysts in ancient Greece.

"Philosophy in the encyclopedic dictionary, the term "analytics" is interpreted as the art of analysis, discussion, proof [5, 25]. The term analytics was first used by Aristotle as the name given to the technique of logical analysis. His work, Analytics, focuses on two aspects of this way of thinking: the initial division of an object with a complex whole into simple parts and the complexity of thinking as they are examined.

The German philosopher Immanuel Kant called analytics the ability of man to comprehend and in his Critique of Pure Consciousness he was the first to suggest that the process of cognition be

divided into two stages, analytical and synthetic thinking. G. Frege, the symbolic father of analytical philosophy, argues that in analytical philosophy, language is not only a means of conducting scientific research and expressing its results, but also the subject of philosophical analysis [7]. Analytical philosophy differs from other philosophical styles in that it expresses its ideas in a separate sentence rather than in a general text. The philosopher-analyst pays serious attention to the clear meaning, logical connection, and accuracy of the thought and the statements in it. That is why it is always important to develop the analytical thinking of future economists, to educate them as independent thinkers, to develop their speech, to teach language.

RESEARCH METHODOLOGY

In the course of the research were used scientifically-philosophical principles and methods such as systematics, theoretical deductive conclusions, analysis and synthesis, history and logic, hermeneutic analysis, inheritance, universalism and nationality, comparative analysis.

ANALYSIS AND RESULTS

Today, research by scientists has shown that the development of analytical thinking in future economists will take place primarily under the influence of teaching. 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.

Given that the development of analytical thinking in future economists takes place through pedagogical categories in the educational process, it is important to determine the extent to which forms of knowledge, principles, methods and forms of teaching are aimed at the development of thinking, especially conceptual thinking. This allows us to identify the conditions, ways and means of developing analytical thinking [1, 129].

You have to deal with different forms of knowledge during training. 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 can also be studied as concepts. All types of activities aimed at mastering them are primarily aimed at the development and formation of conceptual thinking.

Contemplation is the highest form of human mental activity, intelligence and conscious behavior. Thinking is a tool for knowing the environment, social environment and reality, as well as the main condition for the rational implementation of a wide range of human activities. In the process of thinking, students form thoughts, reflections, ideas, hypotheses, etc., and they are expressed in the mind in the form of concepts, judgments, conclusions. [8, 114]

Directing future economists to analytical activity and forming the skills of logical, critical and analytical thinking in the development of this activity form the dynamic basis of their development as individuals. Indeed, analytical thinking is distinguished by the fact that the conclusions reached, along with a deep, comprehensive logical thinking on any issue, are proven. Therefore, it is important to teach future economists a specific approach, clear, logical, expressive and justified approach to analytical work. The level of thinking of each person also

allows analytical thinking to emerge as a result of the diversity of knowledge. Therefore, from the middle of the twentieth century, special attention was paid to the development of analytical thinking in the pedagogical practice of Western countries.

Analytical thinking also prioritizes aspects such as logical thinking, speed of thinking, requiring a different approach to the problem, comprehensiveness, finding a reasonable solution to the problem. The owner of such thinking will also have the ability to understand the essence of the problem, to understand its causes and consequences, to come to the right decision. Analytical thinking allows you to search for new information, study it, systematize, compare, evaluate, think logically, rely on evidence, look critically at existing information, draw the right conclusions based on the information obtained. Consequently, the current level of development requires any professional to plan their activities through simulation, comparison, fragmentation, generalization, systematization, modeling, classification, targeting. The determination of these qualities is the basis for the formation of a unified information culture and a modern, humanistic worldview in students.

So how does the development of analytical thinking in future economists work?

1. The formation of analytical thinking is aimed at solving common problems in professional practice on the basis of interdisciplinary integration, directly related to the practical activities of students;
2. Through the use of advanced teaching methods, techniques and tools, innovative technologies that ensure the effective completion of this process;
3. Organization of professional debates, conducting analytical trainings, involvement in research projects;
4. Creating pedagogical conditions for students to master the mechanism of analytical thinking, effective use of various learning tasks and case studies.

Future economists will be able to assess their abilities, strive to analyze their achievements, increase the level of competence in science, based on the development of analytical thinking. This allows for the prediction of learning outcomes. We recommend that future economists prioritize the following practical components in the development of analytical thinking: valuable motivational, reflexive-evaluative, activity-oriented, cognitive components. The value-motivational component involves the formation of students' ability to clearly define tasks, effectively use the collected materials and information.

The reflexive-evaluative component influences the development of emotional-intellectual and evaluative-axiological abilities in students.

The activity-oriented component involves the formation of operational competencies, from simple views to the creation of a scientific concept, through the systematization, rounding of data, finding their specific aspects and proving one's point of view.

The cognitive component includes the formation of the ability to draw vital, scientific, philosophical conclusions, to develop thinking, to develop practical skills.

The development of analytical thinking in future economists will have a positive impact not only on the growth of the scientific status of each university, but also on the development of society.

Higher education institutions consist of a system of tasks and issues of a problematic nature that require continuous creative thinking. Every lecture, seminar, independent study, laboratory work also the problematic situation will be composed of components of the situation. Solving them requires creative research from the student. This is because the period before the problem situation, the problem situation, and the mental processes after the problem situation also require the student to carry out creative search, research activities. Independent performance of tasks requires students to use thinking operations (analysis, comparison, comparison, abstraction, generalization, and grouping) and forms (comprehension, judgment, inference). Future economists will 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 can successfully participate in the Olympics, scientific and practical conferences, and competitions of inventors and innovators with the products of their intellectual labor. All this is done with the help of thinking, as a product of the process of more accurate expression of material existence, the desire to actively participate in creative activities, problem-solving and situation-solving processes. [9,45].

Modern education in economics universities is problem-based teaching, research, and problem-solving. Such a learning process is widely used in the practice of educational institutions in accordance with the goals of educating the creative activity of the individual, along with problem-based learning, illustrative explanation, information and programmed educational technology.

In our opinion, the role of student independence in the process of problem-based learning of economics is much more effective when compared to reproductive learning methods. The purpose of problem-based learning is to find answers to problems and questions that arise in the process of working with students, to acquire new knowledge by solving them, to arouse the interest of professors and teachers in creating and solving problem situations in student learning. Including:

1. Analyzing and thinking about the problems that arise in the economy is one of the important requirements for the development of independent intellectual activity of students. Such thinking is aimed at shaping the mindset, realizing that the student did not understand this, and paying serious attention to the meaning of the problem.
2. In order to make analytical thinking effective and purposeful in the process of teaching in higher education institutions, it is necessary to make it a 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 analytical thinking, the formation of skills for independent study.
3. Economic education helps students to effectively master their knowledge systems and intellectual and practical activities, to form analytical 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 of tasks reveals opportunities to identify problem-based learning.

In order to build a strong democratic state governed by the rule of law and civil society in our country, the formation of a socially oriented market economy, the creation of a multi-sectoral economy, the implementation of structural reforms in the economy, ie economic reforms the formation of economic thinking plays an important role. This is 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 the current situation, the development of analytical thinking will play an important role in future economists. This is because analytical thinking is the basis for members of society to learn to think independently, to make decisions according to the situation in shaping their worldview. Analytical thinking is characterized by feeling the limit, knowing the norm, making a decision by comparing real possibility with desire, desire through calculation. [10, 78].

The development of analytical thinking in future economists will allow them to determine the accuracy, precision, authenticity, or relevance of what they reflect, feel, perceive, and imagine; In social life, in the educational process and in production, objectively occurring communication and subjective relationships between people are also manifested through analytical thinking.

CONCLUSION

In the pedagogical process aimed at the development of analytical thinking in future economists, it is necessary to pay special attention to the following:

1. Formation of integrity of educational activity and logical, analytical thinking in students.

Research shows that students are able to master the learning process from school, along with its components - learning issues, learning activities, and 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 [11]. 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 the teacher's homework and the usual learning activities that take place during the allotted time, as well as without his or her direct participation.

3. The formation of thinking characteristics for the development of analytical thinking in future economists. The basic operations of thinking are analysis-synthesis, generalization, comparison, classification. Thinking operations can be activated mainly during the training process. This includes the teacher's "Why?", "For what purpose?", "What are the reasons?", "Why was the result?" can be done through the discussion of questions such as.

4. Development of dialectical thinking in future economists in the course of training. It is extremely important to raise the philosophical consciousness of students of economics to teach them to think analytically. By engaging students in debates, discussions, and contradictory situations, explicit and implicit, open and closed contradictions, changes-subject relationships are clarified. During such lessons, the flexibility of thinking is formed, in which the student learns 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 future economists in problematic situations, discussing critical situations, finding and solving their problems independently, creating and defending their own projects, cases, serve for the effective formation of analytical thinking in them.

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