FORMING CONCEPTS ABOUT TYPES OF PROFESSIONAL ACTIVITY AT PUPILS, AS SOCIAL AND PSYCHOLOGY-PEDAGOGICAL PROBLEM

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Abstract. For students to understand the importance of employment, as well as respectful of the adults, should work to build representations of learners about the world of professions from elementary classes. High level of the international standards and requirements to any professional activity demands from the person not only performance of duties, possession of skills, but also professionalism, education, responsibility, psychological stability, reliability and efficiency in professional activity of experts.

Key words: learners thoughts, formation of concepts, mental operations, analysis and synthesis, the stage of development of thinking.

Now, the scientific understanding of the identity of the person means disclosure of his humanistic essence and abilities. For implementation of it the person has two powerful supports: professionalism in that sphere of work to which the person has devoted all the labor life, and humanistic moral qualities. High level of the international standards and requirements to any professional activity demands from the person not only performance of duties, possession of skills, but also professionalism, education, responsibility, psychological stability, reliability and efficiency in professional activity of experts.

Among the educational and educational tasks which are put forward by society, questions of moral and labor education of children always are on the first place. In order that school learners understood, all importance of work, and also treated work and professional activity with respect, it is necessary to work on formation of ideas at school learners the world of professions.

Realization of these tasks is reduced to change of requirements in the organization of work on vocational guidance in school and formation of concepts about professions at all stages of school training since elementary classes. For research of methodological bases of formation of concepts about types of professional activity at school learners we have considered necessary to study theoretical essence of process of formation of concepts.

Things are given in feelings and perceptions, the thinking operates with concepts, things are sensual, and concepts represent not sensual entities available only to reason. As this to all appearances insuperable gap between single and general how emergence of concepts, so excellent by the nature from things, in general perhaps and how exactly proceeds this process, what his mechanisms is filled-all this makes one of the most difficult problems of the theory of knowledge. Any process of formation concepts is based on unity of processes of the analysis and synthesis (Rubinshteyn S., 2000). Mastering concepts is of great importance for development of thinking of learners as it is connected with performance of the major cogitative operations. The acquired concepts make thinking bases; serve as a learning tool of surrounding reality. As one of the most important indicators of development of thinking of pupils as necessary criterion of assimilation, ability to apply knowledge in new conditions is distinguished. Higher level of assimilation reflects intellectual properties of the identity of the learner which treat generality of cognitative activity, sensibleness and independence of thinking.

The concept is not only an elementary, but also main form of the rational knowledge distinguishing the person from an animal. Therefore the question of its nature is one of the most important questions of modern philosophy. The huge number of the concepts trying to give the answer to this question is so far created. However, despite their big variety, the steady tendency to explain specifics of concept with his generalizing function was outlined. For many modern researchers the concept is the form of knowledge expressing the general sign of many objects relating to one look or a class (Skatkin M., 1984).
Interpretation of the nature of concept has rich history, and not all philosophers agreed with the provided version of the specification of concept. The tradition to speak about "single" concepts goes back to antiquity. It is possible to tell that almost all these aspects of a problem of concept gain development from the moment of emergence of the first philosophical concepts of language. It is necessary to distinguish representatives of classical philosophy Platon and Aristotle, D. Locke, Restl T. and others touching on an issue of the nature of concepts (Antiseri D. and Reale Dj., 2002).

Theory of remembering (Platon and Aristotle). In view of the abyss dividing single and the general Platon refuses to assume that concepts can be received, output from sensual experience. We could never find the generalizing idea — he says — if had no it any more. "We by all means have to know equal in itself still before we for the first time see equal objects". Therefore "the knowledge is a remembering. Platon postulates existence of the independent sphere of ideas. Ideas exist in itself, objectively, irrespective of our knowledge and the sensual world (moreover, just things of this sensual world are derivative of ideas, represent their embo diments). It should be noted that concepts aren't identical to ideas: ideas, unlike concepts, not in us, aren't present at consciousness; ideas is what is thought in concepts (Antiseri D. and Reale Dj., 2002).

Further, passing at midpoint to myth language, Platon says that the soul once lived in that heavenly sphere where there are ideas, and there be held them; however, having fallen to the Ground, the soul has forgotten this knowledge. But at the sight of the things which are a shadow, imperfect reflection of ideas, the soul remembers also originals. Things only help to remember them, "reminding" of ideas which the soul once directly beheld.

On a similar way Platon's pupil Aristotle has gone, claiming that the knowledge of the general isn't developed from knowledge single, and only comes to light thanks to him. According to Aristotle, all forms of life already exist in soul potentially, have been put in passive part of soul (in passive mind); impact of reality on soul through feelings, in combination with work of active part of mind, staticizes them (Antiseri D. and Reale Dj., 2002).

Associative theory. Asianism does not see fundamental differences between concepts and ideas."G. Locke formulated this view (Antiseri D. and Reale Dj., 2002). Special visibility attached is a photo where he's on the same film did one photo on top of another; overlaying them on each other led to the fact that individual characteristics were erased and changed general features.

In this sample thought a number of psychologists, such as S. L. Rubinstein, who adhered to this conception of the nature of concepts and the process of their formation (Rubinshteyn S., 2000). He believed that the concept is the Association of ideas. He tried to reduce the formation of concepts to repeated joint presentation of signs, accompanied by reinforcements. His opinion was that a reinforcement of the right combination of traits leads to a gradual elimination of non-essential features and the formation of concepts of material.

L. S. Vygotsky has put forward the theory of formation of concepts and marked the following four stages of formation concepts at children (Stepanova M., 2001):

1. Stage of syncratic thinking. The children who are at this stage don't cope with the solution of a task of formation of concepts, and instead of search of essential signs of concept select objects on a casual basis (it is the casual, disorder set of objects).

2. Stage of complex thinking. Objects at this stage unite children in groups on the basis of the general for them, objective signs. However these signs are casual, insignificant for the compared objects. Besides the signs allocated by children in a random way can vary in the same experiment: in the beginning the child selects objects of one sign, then - for another, etc.

3. Stage of pseudo-concepts. Children act on this stage, apparently, correctly, selecting objects of their essential signs. The impression is made that they understand what means the corresponding concept. However in these definitions essential signs of the corresponding objects aren't allocated.

4. Stage of the real concepts. Children not only correctly act on this stage, but also give the right verbal definitions to concepts, allocating in them the most general and essential signs of the corresponding object.

P. Ya. Galperin has offered one more theory of development of thinking which he called the theory of systematic, stage-by-stage development of intellectual actions. This theory represents and scientifically proves process of gradual transformation of external, practical actions with material objects in internal, intellectual actions with concepts. This process naturally passes through the following stages (Stepanova M., 2001):
1. Stage of formation of an approximate basis of action. At this stage of people at which new intellectual action has to be created, in detail gets acquainted with action, his structure and requirements imposed to him, that is guided in him.

2. A stage of performance of action in the external, developed form, with real material objects. At this stage the corresponding operation is practically performed in his full structure on real, material objects and carefully fulfilled.

3. A stage of performance of actions in respect of the loud speech. Here the action fulfilled at the previous stage blabs out aloud since the beginning and up to the end, but is practically not carried out.

4. A stage of performance of action in respect of the speech "about". At this stage action blabs out the person about itself, that is, with the help, the so-called silent speech. Vocal chords of the person work, but surrounding people don't hear him.

Along with psychologists, scientists-teachers also actively develop and develop a problem of formation of concepts at school learners. Despite a variety of treatments, communications in which the problem of formation of concepts and concrete educational situations is put in modern didactics it is impossible to allocate not only the accurate directions, but even agreement of opinion and unanimity among scientists on questions of conditions and methods of formation of concepts of training process.

In the context of studying of a problem of formation thinking I. Ya. Lerner managed to formulate in the fullest look the concept formation of thinking at school learners in which the important place is allocated to a question of formation of concepts. According to I. Ya. Lerner, there are several steps of formation of thinking (Lerner I., 1999).

The first such step is the perception, sensory perception. Perception variously at different age that needs to be considered when forming concepts. Thus, the main requirement for the teacher remains, the accounting of psychology-age features as before. The perception helps to create an initial set of concepts on the basis of which use initial knowledge is formed. Use of this knowledge helps with a concrete situation how to specify concepts that is to make bigger theorizing, abstraction of initial concept, and to put them into practice. It as we see will be coordinated with results of researches of psychologists. Both teachers, and psychologists agree in opinion that assimilation and formation of concepts always begins at the empirical level and only, then moves to a level theoretical. It speaks about complexity of process as results of the previous stages of development of cogitative abilities don't disappear, but cause and influence the subsequent results.

Formations of concept of process of training and their application the learner passes several levels. At the empirical level where the main thing is process of perception, he receives ideas of external signs of objects and events, watches their use and course respectively.

Thus, at the school learner the palette not only concrete signs, but also a certain relation to these objects and events is created. The following, evident and figurative level, is connected directly with training process as here objects already familiar to the learner appear in more generalized view, in the form of symbols which unite and personify signs of similar objects. At the verbal level the child has abilities to characterize and connect concepts in a uniform chain of reasoning, to define communication between concepts, that is are formed figurative and theoretical thinking.

M. N. Skatkin specifies that at further formation of thinking there is an obligatory support on concepts (Skatkin M., 1984). The concept is a form of human thinking in which the general and essential signs of things, communications of this subject with others, his origin and development are expressed. The teacher has to use already available knowledge through which disclosure and generalization there is a formation of concepts. In the course of generalization there is a development of structure of concept, definition and a specification of his signs and as a result enrichment of concept at the new level. Complexity of process of formation of concepts consists that to him there is a formation of abstract thinking. Not only concepts, but also the facts, estimates, relationships of cause and effect, conclusions and conclusions, work with which and over which occurs directly at a lesson, are necessary for his formation.

The conducted research allows to establish and formulate pedagogical regularities of formation of concepts at school learners.

- Concepts are necessary for an explanation and systematization of the facts, judgment of other concepts and formation of knowledge. It is necessary to pay attention to gradualness of mastering the leading concepts of result of enrichment and a specification of their contents.
- Process of formation of concepts proceeds effectively if the teacher enough has convincingly allocated essential signs of concept.
• Learners acquire easier signs of those concepts which are presented visually.
• There are several logical ways of formation of concepts deductive (from the general to the particular) and inductive (from the particular to the general). The last as the way is the cornerstone of all stage-by-stage schemes of formation of concepts. These ways deal mainly with essential signs of concepts.
• From types of synthesis of information along with deductive and inductive there are also sudden generalization, gradual generalization, generalization with a support on presentation and generalization verbal.

Thus, process of formation of concepts proceeds effectively if during studying not only essential, but also an insignificant signs of concept are generalized. As a result of these generalizations two groups of conclusions with which it is possible to operate turn out, establishing between them connection. It has to serve enrichment of concepts, their communication with life.

References