

THE CONCEPT OF ARTISTIC THINKING AND ITS ROLE IN THE PROFESSIONAL SKILLS OF FUTURE TEACHERS

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Abstract: This article analyzes the concept of artistic thinking and its role in the life of society. Information is provided on the main types of artistic thinking, their role in the formation of human thinking and their reflection in literature, art and culture. The importance of artistic thinking in the education of youth is also considered.

Keywords: artistic thinking, literature, creativity, aesthetic consciousness, culture, art, types of thinking.

Introduction. Human thinking is his main tool for understanding, analyzing and expressing the world. There are many forms and types of thinking, among which artistic thinking occupies a special place. Artistic thinking is based on a person's aesthetic perception, his imagination and creative potential. Through it, a person not only cognizes existence, but also recreates it, expresses life phenomena through his worldview. This article analyzes the essence of artistic thinking, its forms and significance in the life of society. In particular, special attention is paid to how artistic thinking finds its expression in the fields of literature, art and culture. Main part. Artistic thinking is a creative and aesthetic form of human thinking, through which a person understands and expresses the existence around him, the life of society, human relationships in a figurative, aesthetic and emotional sense. Artistic thinking is formed on the basis of ideas, feelings, values existing in the human mind, and in addition to reason, intuition and flair also play an important role in this type of thinking. Artistic thinking is not limited to figurative thinking, but serves to reveal the inner essence of reality by rediscovering real life and interpreting it based on aesthetic criteria. This form of thinking is mainly expressed in literature, fine arts, music, theater, cinema and other cultural and creative fields. Main characteristics of artistic thinking. Artistic thinking has several basic characteristics: 1. Figurativeness - through artistic thinking, human thinking expresses reality through images. These images can be taken from real life or created on the basis of creative imagination. 2. Aesthetic evaluation - in artistic thinking, everything is evaluated not only on a logical basis, but also on the basis of aesthetic criteria. Beauty, expediency, and emotional impact play an important role. 3. Creativity - artistic thinking always strives for novelty and originality. It allows us to see and express existing phenomena from a new side. 4. Intuitive approach - this type of thinking is often formed not on the basis of logic, but on the basis of intuition and inner feelings. Types of artistic thinking. Artistic thinking is divided into several basic types. Each type is distinguished by its form of expression, content, and methods of influence: 1. Literary thinking - a type of artistic thinking expressed through words. This type of thinking is manifested through poetry, prose, and dramatic works. The main tools are literary images, plot, and artistic language. 2. Visual thinking is a type of thinking expressed through color, form, and composition that is evident in painting, sculpture, and graphics. 3. Musical thinking is a type of artistic thinking expressed through sound, rhythm, and melody. Music does not directly describe human emotions, but evokes them through sounds. 4. Dramatic thinking is a type of thinking expressed through movement, facial expressions, speech, and stage means. This thinking plays a leading role in theater, cinema, and performing arts. The role of artistic thinking in education. Artistic thinking is an important tool in

shaping the younger generation as individuals with aesthetic taste, moral integrity, and high social activity. Through the analysis of literary and artistic works, young people organize their own figurative expression of their thoughts, and begin to more deeply understand such concepts as life values, humanity, patriotism, and kindness. In the context of modern globalization, the development of artistic thinking is becoming a necessary process not only for creative people, but for every person. Because artistic thinking forms empathy, aesthetic sensitivity, emotional balance, and the ability to express one's thoughts in an unconventional way. In psychology, two widely used types of generalization are discussed more: conceptual generalization and emotional-concrete generalization. In conceptual generalization, objects are generalized by objectively significant features. In emotionally concrete generalization, objects are generalized by external features in accordance with the requirements of the task. Psychologists have always emphasized the difference between false generalization and emotionally concrete generalization. Sometimes students and pupils They make incorrect generalizations by an insignificant feature, although this requirement is absolutely not presented to them in the conditions of the task. However, the defenders of this theory consider incorrect generalizations to be a separate type. Generalization cannot occur in isolation from the operation of abstraction; the process of abstraction underlies any generalization. The process of generalization can exist without abstraction, but generalization cannot occur without abstraction. If in the activity of abstraction in consciousness similar and important features of objects and phenomena are separated from random features, then in generalization objects and phenomena are combined, relying on the identified similar, common and important features. The process of generalization is based on a system of secondary signals that arise under the influence of speech. According to Academician I. P. Pavlov, speech signals give rise to a new principle of nervous activity — abstraction and, at the same time, generalization of countless signals of the previous system, in which, in turn, these new generalized signals are again analyzed and synthesized. The operation of generalization of thinking is studied in different types on different grounds. It is customary to divide generalization by content into conceptual generalization and explicit-demonstrative or elementary generalization. By means of conceptual generalization, objective laws are combined according to their essential features. In this case, essential features are generalized and objective laws can be identified. With explicit-demonstrative generalization, objects and phenomena are generalized according to external and obvious features. In the textbook on general psychology edited by A. V. Petrovsky, the following types of thinking are distinguished: demonstrative-active, demonstrative-figurative, abstract-theoretical types of thinking, etc. Demonstrative-effective type of thinking In the course of historical development, people initially solved the goals set before them from the point of view of practical activity, and later theoretical activity arose in it. Practical and theoretical activity are closely interrelated. In psychological literature, the following definitions are found for the demonstrative-effective type of thinking. In particular, V. Karimova defines demonstrative-effective thinking as a thinking process when a person works with real objects. In the psychological dictionary, demonstrative-effective thinking is defined as a type of thinking in which practical thinking is carried out with the help of actions on directly perceived objects and phenomena. Purely psychological activity is not primary, but a part of practical activity is primary. Moreover, in the course of the development of activity, an independent theoretical thinking activity emerged in relation to it. Not only the historical development of all mankind, but also the process of mental development of each child is primarily not a purely theoretical activity, but a practical one. If we move away from the problem of the historical development of mankind and consider this issue, we will see that practical activity is primary. To do this, let us turn to the initial phase of human ontogenetic development. The period from birth to kindergarten age can be called the main period of development of visual-motor thinking in practical activities. At this age a person performs mental

actions based on this practical activity, acquires practical knowledge, as a result of which visual-motor thinking develops. Children at this age get acquainted with toys that they play with, directly holding them with their hands, and at the same time strive to perceive them. They compare perceived objects and toys, divide them into parts, analyze and synthesize, combine separated objects into a whole. The desire to get acquainted with their internal structure is quite strong, even if adults do not convince them of their explanation, and at the same time they break or destroy objects. Therefore, when solving practical problems, they often try to destroy and repair them. Visual-motor thinking begins to lose its value in children after reaching kindergarten age. In conclusion, it should be said that artistic thinking is one of the most complex and profound forms of human thinking, through which a person perceives reality figuratively, aesthetically and emotionally. This form of thinking plays an important role in the cultural, moral and spiritual development of mankind. Literary, musical, pictorial and dramatic types of artistic thinking serve for free self-expression in various directions. Especially in the education of the younger generation, in the formation of its worldview, artistic thinking has an incomparable value. In modern society, the need for the development of creative abilities, emotional consciousness and aesthetic taste is growing. At the same time, the formation and support of artistic thinking remains one of the urgent tasks. Therefore, approaches aimed at the development of artistic thinking should be a priority in the educational process.

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