

стараться не разглашать то, что стало известно вам о неловком положении, в котором оказался воспитанник, или о его случайной ошибке,

- поддерживать унижаемых и обиженных, не выставляя это напоказ, не выставлять своих заслуг и не демонстрировать превосходства в знаниях, жизненном опыте перед молодыми коллегами, воспитанниками и их родителями,

- нужно обладать чувством меры в иронии, шутке и знать при этом индивидуальные особенности психики каждого ученика,

- никогда не следует напоминать детям об их физических недостатках, не следует часто говорить и о приобретенных детьми дурных привычках, если они учеником осознаются и если упоминание о них больно ими переживается,

- нужно запрещать себе таить зло по отношению к тем ученикам, которые доставляют неприятности,

- если учитель совершил педагогическую ошибку и виноват перед учащимися, то должен иметь смелость извиниться.

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THE USAGE OF AUTHENTIC MATERIAL FOR CRITICAL THINKING DEVELOPMENT

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Abstract: *This article is devoted to the use of original literature in order to develop students' critical thinking abilities. Many scientists believe that the development of critical thinking, basing on authentic literature, has a positive effect on teaching future specialists.*

Keywords: *original material, critical thinking, analytical, associative, logical, system thinking.*

In the process of globalization and the development of the world community, the need for learning foreign languages has sharply increased. Modern pedagogy needs to rethink the changes in the educational space that have occurred in recent years and are continuing today. Society needs qualitatively new characteristics of pedagogical activity. Currently, there is a tendency in the higher education system to develop students' critical thinking, since specialists with analytical skills and abilities who can recognize and solve problems are required. The construction of critical thinking skills forms analytical, associative, logical, systemic thinking of students of language institutes, with the subsequent application and development of these abilities in the field of professional activity.

The ability to logically substantiate the proposed solutions to a specific problem, analyze and synthesize specific facts, following a logical sequence of actions, is a priority in the professional training of future language specialists. In this regard, there is an urgent need to use original material for the development of students' critical thinking abilities.

The problem of increasing the level of knowledge of students through the use of original texts is of interest to teachers all over the world. The educational process has changed at various times in accordance with the requirements of the era and the level of state relations, but the question of ways to improve knowledge has always remained relevant. Progressive ideas presented in the works of J.J. Zhalolov, G.T. Makhkamova, L.T.Akhmedova, S.S. Alimov, G.S. Altshuller, L.V. Vygotsky, G. K. Selevko, P. Bespalko, M.N. Guslova, N.D. Galskova and other scientists have had an important influence on the formation of the modern education system.

The solution of the question of the role of using authentic literature for the development of the vital activity of each member of society is based on the awareness of the phenomenon of education as a personal asset, as a process of familiarization with culture and as a special social institution. Education in the sense of personal property affects the system of concepts, ideas, and human relationships that determine and guide his behavior. Education as a process implies the degree of mastering the content of culture, the influence and interaction of the individual and the entire cultural environment. Education from the point of view of a special social institution, being a component of the cultural environment of the individual, directs the impact of the learning system on the formation and development of a person.

The current trend in the development of this problem is based on cooperation between a student and a teacher developing new learning strategies. The modern way of organizing the educational process is focused on preparing the student for the future profession and life in society, a person who is able to analyze all the events taking place in the world, critically reason, and quickly adapt to changing living conditions, cooperate with other people, develop their creative potential and creativity of thinking.

In order to consider the use of original texts in teaching, first of all, let us turn to the concept of critical thinking.

Critical thinking is a widely used term that includes the skills of identifying, analyzing, synthesizing and evaluating information for making informed decisions [Halpern 2001: 273]. Despite the fact that there is considerable debate about the interpretation of the definition of critical thinking, critical thinking has been identified as a top priority for teaching and learning a foreign language in universities.

Despite the steady interest in the development of critical thinking in higher education institutions, there is evidence that students lack the critical thinking and problem-solving skills needed in modern workplaces. This disadvantage reveals the fact that English teachers do not fully understand the effectiveness of the formation of critical thinking, and cannot use tasks for its development in their classes to the proper extent.

The most adequate interpretation of the term critical thinking is presented by E.I. Fedotovskaya. According to the researcher, critical thinking is inherently connected with the reflection of students' activities, and includes the following characteristics of thinking [Fedotovskaya 2005:180]:

- analytical thinking (analysis of information, selection of necessary facts, comparison and comparison of facts or events);
- associative thinking (establishing associations with previously acquired material, familiar facts, events; establishing associations with new features of the subject);
- logical thinking (the ability to logically justify proposed solutions to a specific problem and follow a logical sequence of actions when presenting solutions);
- systems thinking (the ability to analyze the object of learning, the problem and its characteristics).

According to the researcher, critical thinking correlates with creative thinking. Creative thinking requires the realization of the following abilities: 1) mental experimentation at the level

of spatial perception; 2) independent application of knowledge to solve new problems, problems and search for new solutions; 3) combinatorial abilities (the ability to combine previously known methods, methods of solving problems with a new, combined method); 4) abilities based on forecasting (the ability to foresee possible consequences after making decisions, establish cause-and-effect relationships); 5) intuitive understanding, insight (the ability to penetrate into the essence of the problem).

To sum up, as can be seen from the above characteristics of critical and creative thinking, these two types of thinking are closely interrelated. The first necessary condition of the cognitive process is the ability to analyze facts that require explanation. Students with well-developed critical thinking abilities can freely design questions and think unconventionally. While for students with low critical thinking skills, all the events described in the text seem obvious, basing on the facts of the original materials.

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ПСИХОЛОГИЯ УПРАВЛЕНИЯ: СОВРЕМЕННЫЕ КОНЦЕПЦИИ ПСИХОЛОГИИ ЛИДЕРСТВА

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Аннотация: В статье предлагается общий обзор лидерству и мировой истории выдающихся личностей. Особенное внимание уделено тенденциям определяющим новые направления в современной психологии лидерства это появившимся гендерным и кросс-культурным исследованиям.

Ключевые слова: Экспериментатор, выборка, эквивалентные организации, организационная иерархия, кросс-культурные исследования, лидер, эксперимент, античные Философы.

Первые попытки осмысления феномена лидерства связаны со стремлением людей понять, что позволило отдельным личностям внести в человеческую историю настолько заметный вклад, что память о них, их влияние сохраняются на многие столетия. Противопоставление безликой массы и героев-лидеров с давних пор привлекало внимание и будоражило воображение мыслителей и ученых. Размышляя о роли выдающихся личностей в истории, еще античные философы и историки задавались вопросом, почему те или иные люди становятся «героями» и способны оказывать влияние на судьбы человечества даже после своей смерти. Античные мыслители склонялись к мысли о том, что «героями» становятся исключительно благодаря своим выдающимся личностным качествам. Они считали, что эти люди были бы героями при любых обстоятельствах, их