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REFLECTIVE ACTIVITY AS THE MOST IMPORTANT MECHANISM OF TRAINING FUTURE EDUCATORS

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ABSTRACT

This article highlights the important role and importance of reflexive activity in the preparation of future teachers-pedagogues for professional activity in higher education institutions. Also, the content of reflexive activity, decision-making levels of students in this activity were analyzed and determined. The stages of implementation of the reflexive education program, which contributes to the development of the professional "I-concept" of the future educator-pedagogue and includes the activation of reflexive processes of personal and professional self-knowledge and self-determination, are described. The implementation of the reflexive education program was carried out in the form of innovative-reflexive practice, which includes three interrelated blocks.

KEYWORDS

Reflective activity, professional training, preschool education, person-oriented education, educator-pedagogue, self-evaluation.

INTRODUCTION

On a global scale, continuous improvement of the preschool education process, training of highly educated educator-pedagogists, development of

professional training of preschool education pedagogues, and improvement of their qualifications are of urgent importance. In the most advanced

educational centers of developed countries (Center for Creative Leadership Courses, IEDP, MOOC, CPC), researches are being conducted on the organization of trainings that develop the professional competences of pedagogic personnel of preschool educational organizations, increasing their effectiveness, and developing new methods.

In recent years, laws and decisions aimed at reforming and developing the system of preschool education have been adopted and put into practice in our republic. In particular, the decision of the President of the Republic of Uzbekistan dated May 8, 2019 "On approval of the concept of development of the preschool education system of the Republic of Uzbekistan until 2030" further improves the preschool education system, ensures equal access of children to quality preschool education, development of preschool education services, in a word, preschool education covers the target tasks of system development and defines the priorities and stages of the process [1].

In the "Concept of development of the preschool education system of the Republic of Uzbekistan until 2030" approved by this Decision, one of the most important directions of further development of preschool education is the wide introduction of modern pedagogy and information and communication technologies into the educational process. Also, special attention is paid to the issue of

introduction of completely new approaches to training, retraining, qualification improvement, selection and development of field workers as highly educated personnel in the preschool education system [1].

It is very important to create pedagogical conditions that ensure the manifestation and development of students' personal functions in order to increase the effectiveness of training future teachers-pedagogues in higher education institutions. Among them, the reflection function and practical personal experience, which are indicators of the integration of the teacher-pedagogue's readiness for professional activity in the preschool education system, were considered the most important [9].

Taking into account these, pedagogical experimental and test work was carried out by us in two directions: 1) the involvement of students in reflex activities in the process of personality-oriented education; 2) the formation of the practical experience of future educators and educators.

Before us, the task was set to organize an educational process in which the reflex activity occupies a leading place, provides the future educator-educator with skills that can get to know himself better, learn to see himself in various pedagogical situations, treat himself positively as a person and a specialist, which will help

him adequately assess his abilities and capabilities and determine ways

Taking into account the development of reflexive abilities in terms of Subject-subject relations in the educational process, we used forms and techniques that help to seek personal self-identity and personal knowledge, self-knowledge and self-expression. They can bring intellectual work (mental attack, problem situation, etc.), role imitation games, various training options (video training, professional skill training, role training, communication), creative workshops. As a result of such training, the following skills are formed in future educator-educators: assessment of oneself as a subject; understanding their thoughts, feelings, actions in the process of practical cooperation with preschool children in preschool educational organizations; development of specific goals of education and upbringing, taking into account the individual characteristics of preschool children and the possibilities of their development in joint activities [7].

The formation of these skills makes it possible to answer important questions for oneself: “how am I as an educator-educator?”, “What qualities do I possess?”, “Can I carry out personality-oriented communication with a child?”.

Without the ability to analyze and self-evaluate, the future educator-educator cannot deeply understand the problems that arise in the practice of working with

children, find the right ways to solve them, critically evaluate the results obtained and correct his activities. Thus, the function of reflection can become the basis of different types of activity, but the reflexive mechanism fundamentally differentiates each type of activity professionally and effectively [4].

Given that the subject of reflexive activity is the person himself, knowledge and methods of action, interpersonal relationships, such activity can be called a leader, A.N. Leontiev argues in it that new types of activities, personal mental processes are formed or rebuilt, depending on the main personal changes observed during a certain period of development [8].

The result of any type of activity is meditation, the assimilation of which involves the following stages based on various reflexes:

- student's understanding of the basics (principles) of reasoning (personal and individual reflection);
- organization of active interaction of all participants in the educational process in the process of exchange of ideas (communicative and collaborative reflection);
- the ratio of decision-making options, the search for optimal formulas of ideas, thoughts, points of view (intellectual and personal reflection) [4].

At the same time, we considered the development of reflex abilities not only as a goal, but also as a problem. In this regard, in the process of developing the

personal reflexes of students as a mechanism of self-awareness, we foresee the overcoming of the stage associated with self-stimulation - the psychological barrier.

The decision makes it possible to determine the quantitative content (how many students and what types of reflection have) and the qualitative level of development of student's ability to reflexion. We will consider the quality level of decisions step by step.

1. Self-assessment, self-realization, a decision that expresses the initial meaning, the student makes at the stage of acquaintance with the profession of a future educator-educator (for some it is associated with overcoming the psychological barrier).

2. Self-organization, based on an individual's personal reflex, a decision that expresses one's own attitude, perception, feeling, feelings, is indicative of one's ability to self-investigate.

3. Self-analysis, a decision based on intellectual reflection reflects the level of self-organization of an individual.

4. Self-stimulation, a decision that reflects the Integrative nature of reasoning, is evidence of self-esteem due to the self-determination of the individual.

These stages are shown in Figure 1.

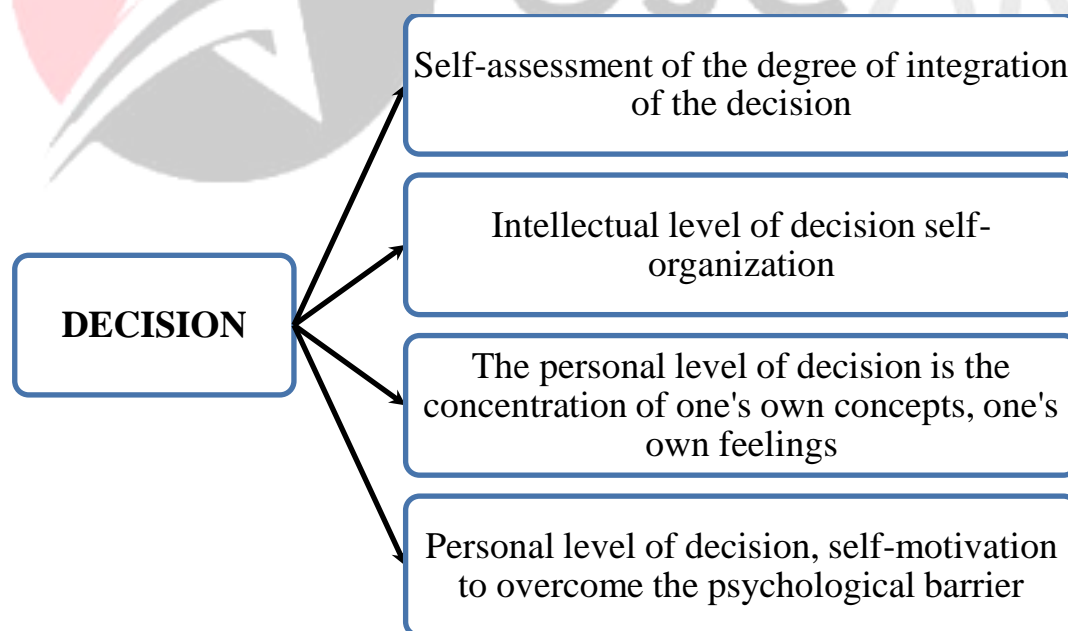


Figure 1. Decision-making levels of students in reflexive activities.

Such a hierarchy determines the relationship with the level of complexity of pedagogical activity in reflexive processes carried out by future educators-pedagogues. The experience of practical activity shows that the level of development of reflexive abilities often indirectly determines the issues related to self-knowledge, personal self-development, and independent selection of elective courses during the adaptation period of newly admitted students.

We developed a reflexive educational program that includes activation of reflexive processes of personal and professional self-knowledge and self-determination, which contributes to the formation of motivational and valuable directions of the future teacher-pedagogue in the professional field, and to the development of the professional "I-concept" in general.

The implementation of the reflexive education program was carried out in the form of innovative-reflexive practice, which includes three interrelated blocks.

The first block is devoted to awareness of the personal characteristics of future educators, their attitude towards themselves, their personality and educational activities. It includes psychodiagnostics, question-and-answer, and exercises aimed at focusing students' attention on their personality, their experiences, thoughts, and methods of educational activity.

The second block is aimed at self-awareness of future teachers-pedagogues in the system of professional activity and communication. It includes psychodiagnostics, questionnaires, exercises on professionally important qualities, various games.

The third block is aimed at optimizing the professional activity of future educators. It was implemented directly in educational and professional activities to develop self-analysis and self-assessment skills. Educational and professional activity was considered as the main criterion of professional activity formed by future pedagogues in the process of experience.

The approach to the development of reflexive abilities of students can be implemented only if the set of pedagogical conditions is a specific means for students to achieve a certain level of reflexivity.

The content given by the peculiarities of the subjects taught allows you to distinguish the methodologies of their presentation. However, we consider the development of reflexive abilities as a universal mechanism of self-development of an individual, regardless of the field of knowledge, therefore, the research program should include the basis and sequence of work on decision-making as the main unit of training and should focus on the development of functional poses such as personal self-stimulation, analysis, self-organization, self-assessment, which are indicators and

As a measure of the effectiveness of pedagogical conditions for the development of reflexive abilities of students, as a starting opportunity for the realization of its meaning by each individual, definitions in the quality of psychology, pedagogy, art, science and science can serve as an educational subject that is important for the self-determination of an individual.

Thus, our analysis showed that the definition of science by students and its importance in self-education of the future educator-educator personality suggests that reflexive thinking is conceptual, theoretically higher. This confirms the position that developing a personal reflex is effective if the learning process is based on student experience of reflection. Self-stimulation refers to the deep layer of an individual's own existence, to become a person without preservation and enrichment, to develop the ability to self-development and responsibility, to grow and realize meanings, ultimately determining the spiritual situation in a person's attitude to the world, other people, to himself. It is the individual's experience of reflection, the organization of the interaction of participants in the educational process, which is based on spontaneity and improvisation, that ensures the development of personal motivation as the basis for creating meaning.

On the basis of studies, we were convinced that the higher the reflexive activity, the harder it is to create conditions for its manifestation, the more the student

is reflexed, the more his individuality, individuality manifests itself.

Thus, in the preparation of future educators-educators for professional activities in higher educational institutions, reflexive activity becomes the leader, since it contributes to the emergence and development of various amateur activities, reflects the development of the individual in self-development.

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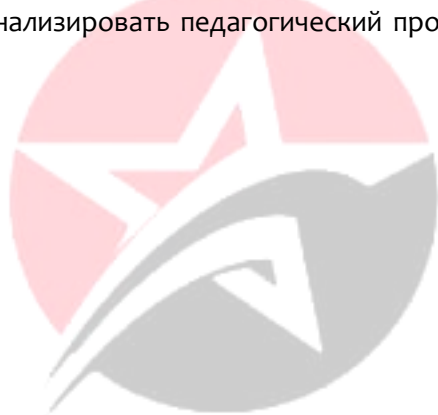
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