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REFLECTIVE IN FUTURE PRIMARY CLASS TEACHERS CULTURE DEVELOPMENT PROCESSES IMPROVEMENT

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ABSTRACT

This article discusses in detail the tools that serve to improve and ensure the effectiveness of the processes of developing reflexive culture in future primary school teachers.

KEYWORDS

Reflection, culture, reflexive culture, value, psychology, pedagogy, professional activity, educational relations.

INTRODUCTION

The mechanisms of organizing and managing the processes of developing reflexive culture in future elementary school teachers are considered as a system consisting of the most effective technologies based on scientific and technical achievements and all scientifically based tools that teachers prefer in their work.

On the one hand, cooperative activities in the processes of development of reflexive culture, on the

other hand, educational relations are important in improving the processes of development of reflexive culture is enough.

In the processes of development of reflexive culture in future elementary school teachers, the organization of collaborative activities of future teachers with teachers, that is, the formation of subject-subject relations, is carried out on the basis of educational relations, and in this process, reflexive cultures are

formed and developed. goes The development of the processes of educational relations is inextricably linked with the effectiveness of the cooperative activities of teachers and future teachers in a reflexive educational environment, as well as innovative changes.

In the processes of development of reflexive culture in future elementary school teachers, innovation is manifested as one of the most important and basic tools of the process of educational relations. processes of developing reflexive culture in teachers are also defined as the most important factors of improvement.

Educational relations are generally organized interpersonal relations concepts, interactions and interactions in the context of certain relationships (human-human, human-book-human, human-nature-human, human-technological-human, human-art-human) it is formed as a result of the influence and a number of dimensions - traditionalism, nationality, the state of reflexive environment, mutual relations between teachers and future teachers are formally manifested in it.

The quality of the reflexive educational environment determines the compatibility with strategic plans in the direction of organizing the process of educational relations on a scientific basis, the level of effectiveness of reflexive activity and the level of the capabilities of subjects (teachers and future teachers). That is, the coordination of emerging situations with the main constituent elements of the reflexive educational environment serves as the main indicator of the processes of educational relations.

All features of the process of educational relations show the level of development of the processes of

development of reflexive culture in future primary school teachers and serve as an indicator of the readiness of the participants of this process for innovation. This, in turn, requires that all teachers and leaders consider their activities aimed at implementing innovations, as well as their interest and responsibility for their work, as vitally important. Also, the unique features of the process of educational relations are that teachers and leaders have creative and professional opportunities, know foreign languages, computer technologies and the basics of management, have the opportunity to critically evaluate the level of their professional skills (reflexive culture). represents the need to take into account the need for "human factors" and innovative activity in socio-economic development.

The set of different ways of influencing the subjects of the process of organization and management of the processes of development of reflexive culture in future primary school teachers can be shown as means of improving the processes of development of reflexive culture in future primary school teachers.

Because reflexive culture in future elementary school teachers

On the one hand, tools for improving development processes are educational tools (educational, programmatic, informational, didactic, analytical-diagnostic, etc.) on the other hand, it is technological that implements educational goals is a mechanism.

The theoretical-methodological foundations of the tools for improving the processes of developing reflexive culture in future primary school teachers are new ideas that create a new form of processes of developing reflexive culture in future teachers and

determine the qualities of the structural structure of this process.

Therefore, the integrative features that describe the tools of teachers and supervisors influencing the improvement of reflexive culture development processes in future elementary school teachers can be divided into the following groups:

the presence of innovative ideas related to the development and improvement of reflexive culture development processes in future elementary school teachers;

improvement of the processes of educational relations and the future

organizational-methodical activity on the use of motivating motives as the main means of teachers' regular reflexive activity;

strategies for purposeful organization of educational relations processes

future primary class based on development and implementation

organization of processes of development of reflexive culture among teachers and management;

qualitative development of creative abilities and mutual relations of subjects of educational relations processes;

taking into account the individual-psychological characteristics of the subjects of educational relations processes in improving the processes of reflexive culture development in future primary school teachers;

Diversified strategic goal implementation and reflexive

to create the cooperation of students, teachers and parents who are united for the development of activities.

So, reflexive culture in future primary school teachers in the organization and management of development processes, leaders and teachers must also perform the functions of managers, teachers and researchers. Because development of reflexive culture in future primary school teachers

in order to achieve the intended results based on the improvement of the processes, first of all, the tasks that must be performed in the study, analysis and elimination of the problems that may arise in the processes of developing reflexive culture in the future elementary school teachers, it is necessary to determine the purpose, as well as take into account the possibilities and needs of future teachers.

To what extent the quality and efficiency of educational relations processes depend on the activity of subjects, the level of reflexive activity of future teachers and the level of reflexive activity of future teachers to achieve the set goals and high results based on the improvement of the processes of developing reflexive culture in future primary school teachers depends on the ability of teachers to organize the processes of educational relations.

So, effectively organize reflexive activities of future teachers in order to achieve this, teachers should be in continuous search, innovative thinking, mutual to coordinate their relations, as well as to act on the basis of the formation of innovative ideas in future elementary school teachers necessary.

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