

TRAINING FUTURE TEACHERS ON THE BASIS OF PROFESSIONAL REFLECTION

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Abstract: The article contains information on the theoretical foundations of training future teachers based on professional reflection and methods used to study the effectiveness of "reflection" and "person-centered education" technologies.

Keywords: "reflection" and "person-centered education", research, method, innovative education, lesson, pedagogical technology.

Today, "like all spheres of our life, the modernization of the education system remains one of the most urgent issues. Creating an innovative educational environment, ensuring its full compliance with international standards is an important factor in the successful socialization of our youth in today's rapidly changing social life. The implementation of the "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" and the "Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030" envisages improving the structure and content of the continuous education system based on modern scientific achievements and social experience. For this, first of all, it is necessary to provide teaching processes in all educational institutions with advanced, scientifically and methodologically based modern methodologies and practices. Updating the goals, objectives, and content of educating the younger generation is one of the urgent problems facing the education system.

Recently, the issue of improving the professional training and activities of professors and teachers has been constantly discussed among scientists and practitioners. Based on the analysis of the teacher's activity, standards have been developed that include a set of competencies that allow the teacher to successfully solve his functional tasks.

According to V. Shadrikov, I. Kuznetsov and others, competence in the field of personal qualities can be revealed through such a key indicator as pedagogical reflection.

Many practical studies, including in the field of pedagogical activity, show that there is no single methodology for understanding the professional reflection of a teacher. In this regard, the results of studies are often not related to each other and even contradict each other (I.A. Zimnyaya, E.F. Zer, A.A. Radugin, N.G. Suvorova and others).

The problem of thinking and the influence of the profession on the individual constantly attracts the attention of researchers and remains relevant to this day. The constant interest in various aspects of pedagogical reflection is explained, on the one hand, by the complex of psychological and social problems associated with the life path of these people, and on the other hand, by the problematic nature and unsolvedness of many important problems.

Only a teacher who thinks, doubts, analyzes himself becomes a true master of his profession. Only a teacher who thinks, thinks in this way can solve professional tasks that cannot be a template.

In the scientific literature, there are almost no works that would cover all the tasks facing researchers of the problems under consideration. Thus, the lack of theoretical development determines the relevance of the problem of professional reflection as a condition for effective pedagogical activity.

The importance of professional reflection in the work of a teacher is truly great and diverse. Reflective processes literally permeate the entire professional activity of the teacher, manifesting

themselves both in a situation of direct interaction with children, and in the process of designing and building their educational and educational activities, and at the stage of self-examination and self-evaluation.

The need for a teacher's reflective attitude to his own work is determined by many factors that determine the multifunctionality of the teaching profession. Let us try to consider in more detail the place and role of reflection in the work of a teacher.

Reflection is a necessary feature of the teacher's practical thinking, which is manifested in the application of general knowledge to specific situations of reality. Without reflexive development, professional knowledge, from which conceptual ideas are formed, becomes immobilized and, as it were, "dissolves" in the mind, which does not allow it to be a direct guide to action. Constantly reflecting on its theoretical basis from the point of view of everyday professional practice, revision allows the teacher to become competent in his professional field. The founder of analytical psychology, C. Jung, once noticed that a teacher is doomed to be competent.

Reflection also plays a large role in the teacher's understanding of his professional experience. After all, it is known that it is not the experience itself that is used, but the thought arising from it. Moreover, it is the combination of professional experience and its reflection that provides the key to the development of professional skills:

"Experience + thinking = development."

Indeed, research shows that the reflexive integration of a teacher's theoretical knowledge and his practical experience leads to a qualitatively new education of a professional, filled with personal meaning-leading ideas that take on the function of regulating his activities.

The technology of "reflection" teaches teachers to analyze their own activities and form students' self-assessment skills after educational activities.

The following methods were used to study the effectiveness of the technologies of "reflection" and "person-oriented education":

theoretical analysis: The specific features of person-oriented educational technologies and the theory of reflection were analyzed. This process was carried out using educational and pedagogical literature and advanced pedagogical experience;

practical observation; The ability of future teachers to use these technologies in the activities of the class teacher was observed and analyzed.

interview and questionnaire; A survey was conducted among prospective teachers and the effectiveness of person-centered educational technologies was analyzed.

statistical analysis; The collected data was statistically analyzed and the effectiveness of reflection and person-centered educational technologies was assessed.

Effectiveness of reflection: As a result of our observations, it was found that self-analysis through reflection is an important factor in working with students. The reflective approach helped teachers reconsider their pedagogical activities. The impact of person-centered educational technologies: as a result of the use of these technologies, future teachers developed skills in working with children based on an individual approach.

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