THE NEED FOR REFLECTIVE TECHNOLOGIES

Babaeva Hulkaroy Usmon kizi

Independent researcher of Chirchik State Pedagogical University

ABSTRACT

this article covers the issue of the fact that reflection as an important component of developed intelligence gives a person the ability to analyze his subject-social relations with the external world, conduct independent observation and rethinking, reflexive educational technologies stimulate the student's personality not only to self-analysis, but also to independently realize the achievements and shortcomings associated with the educational process.

Introduction

Often, students face the problem of organizing independent self-development. Although knowledge of self-development methods is a strong motivation for professional growth, prospective teachers are not given the opportunity to initiate and sustain this activity. The main principle of this work is to consider all available opportunities, and then look for opportunities to use these resources to develop skills and competencies. In general, this will be the basis for self-development.

Reflexive abilities emerge and develop during activity □4□. That is why reflection cannot be taught without action. A teacher cannot show a student how to form a reflection. For this, the student must be "like a teacher", that is, he must be able to control himself and manage himself. Conveying these functions to students in the educational process is the basis of reflexive education. In this way, the pedagogue forms the process of reflection in the learners.

Reflexive technologies allow to develop the creative potential of the future pedagogue □5□. Therefore, this technology was widely used. Every future teacher should understand the need for self-development. For this, it is necessary to create sufficient conditions for this by applying reflexive technologies in the implementation of pedagogical professional education.

The method of creating reflexive competencies proposed by O.S. Anisimov in the problem-based education system is widely used in practice □1□

According to the classification of G.S. Pyankova, two levels of activity of students can be distinguished in reflection education technology: in the first level, the teacher directs the activity

of the learner; in the second stage, the learner is the subject of the educational process ⬜2⬜. In this he engages in the activity of reflection. He independently (without the teacher's help) develops goals, activity tasks, methods of actions.

It is known that the decision of the student's conscious attitude towards the educational activity is inextricably linked with the nature of the self-awareness system in them, and reflexive educational technologies allow the student's personality not only to self-analysis , but also motivates him to realize his achievements and shortcomings related to the educational process.

Reflection is one of the universal internal mechanisms for improving the effectiveness of a teacher: the decisions he makes, the behavior of students in the classroom, his work at school in general, as well as his own development. Reflection is the process by which a person becomes aware of and self-regulates his desires, goals, intellectual efforts, experiences, and meanings.

The main task of reflection, i.e., reflection, is to make the activity carried out by a person by himself more fully and is to provide a clearer understanding. all activities).

Reflection can be called a mirror, and its results allow you to more accurately assess your own behavior and make better decisions. Reflection occurs as a result of a certain level of development of thinking and consciousness in a person. Due to its appearance, individual components of activity and personality, including thinking, become the object of self-knowledge: thoughts about their desires, goals, a certain statement or emotional reaction, inner state appear. ladi, as a result, the individual develops. Professional activity is the same as personality. The more the content of a person's activity is covered by reflection, the higher the effectiveness of its development. Self-development of the future teacher's professional competence can be defined as a conscious activity aimed at acquiring pedagogical and psychological knowledge on his own initiative, increasing his professional skills, pedagogical abilities and professionally important qualities.

Assessment of personal professional important pedagogical qualities, for example, criticality - self-criticism, confidence - distrust, dependence - independence. These qualities can be assessed using specific personal tests, questionnaires, and self-analysis of one's own behavior in important professional situations. It is important not only to measure some qualities, but also to determine in which development (positive dynamics) is observed and in which it is not.

A procedure that should be carried out quarterly or at least once every six months. Its essence includes, on the one hand, taking into account, analyzing and systematizing all the changes in the tasks, content, and requirements of the work performed, and on the other hand, the changes that took place in one's personality and pedagogical authority during this period. These assumptions allow you to determine how well they match each other. The essence of this procedure is to increase the professional readiness of the constantly changing requirements for the tasks being solved.

Management of motivational goals gives a high development effect in researches, conferences, pedagogical work, especially when working in specially organized forms of training and development. Such a goal of self-development with the help of others is an example of the following words of one of the ancient teachings of Indian philosophy: "Any other person is a teacher from whom you can learn something useful." . In this case, the pedagogical portrait looks like a schematic drawing with short verbal symbols. This procedure should be carried out from time to time, while the student-future teacher will look different, and accordingly, his pedagogical portrait will be significantly different. Take primary responsibility for your own actions.

The more a person feels the reason for his behavior, the more independent he is in his actions, and

the higher his contribution to the activity, the more motivation and satisfaction he creates.

The conclusion is that the application of reflexive technologies to the educational process:

- effective use of reflexive technologies in the educational process develops students' independent thinking, independence, and critical views;

- through the application of interactive methods, innovative technologies to the educational system, an opportunity is created for the full development of aspects related to the process of self-awareness in the student;

- through the development of creativity, creativity, and professional competence of pedagogues working in educational institutions, it is possible to achieve a wide range of use of reflexive technologies in the teaching system.

REFERENCES:

1. Anisimov O.S. Subjective reflection in game modeling and its conceptual support. - M.: Ugresh printing house, 2012. -S. 382.
2. Davydov V.V. The theory of developmental learning. - M.: "Intor", 1996. -WITH. 544.
3. Pyankova G.S. Development of professional reflection: textbook. - Krasnoyarsk. state ped. un-t im. V.P. Astafiev. - Krasnoyarsk, 2014. -S. 276.
4. Stepanov S.Yu. Reflective practice of creative development of a person and organizations. - M.: "Nauka", 2000. -S. 174.
5. Stepanov S.Yu., Semenov I.N. Psychology of reflection: problems and research. // Journal "Questions of Psychology", 1985, No. 3. -S. 31-40. 6. Teilhard de Chardin P. The phenomenon of man. - M.: "Nauka", 1987. -S. 136.