

Designing a Model for the Development of the Reflexive Position of the Future Teacher

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Annotation: This article analyzes the systematic, axiological, personal-activity and reflexive approaches to the process of professional training of future teachers. It is substantiated that the design of the model of development of the reflexive position of the future teacher is carried out according to the algorithm.

Keywords: Reflexive, position, model, modeling, approach, designing, adaptation, axiological, result, component, principle.

Introduction. We consider that the process of developing the reflexive position of the future teacher as a system incorporated into higher education, but at the same time as an independent link. In designing the model of the development of the reflexive position of the future teacher, we are guided by the principle of systematic analysis: the creation of any object begins with the definition and development of a goal. Determination of the objective is an important aspect in the design because the goal is the guiding principle in relation to other components. Purpose also serves as a key factor in the development of system component content. It requires a clear understanding of the connection between development and creation, the outcome we seek.

In her research, A.V.Zelentsova interprets personal experience as a component of person-centered educational content and emphasizes that the content is not determined by the subject materials studied, but it is related to the internal perception of personal development of the subjects of the learning process [1]. Indicators of mastering such an experience include concepts, perceptions, methods, operations and rules of action, emotional codes (stereotypes, personal thoughts and attitudes).

I.S.Yakimanskaya proposed a subjective principle in education. This principle is realized through the following didactic requirements to the content of the person-centered educational process: ensuring the definition of the content of the student's subject experience through the content of the educational material, taking into account the student's previous learning experience; to expand its scope of knowledge, narrate in ways that help to structure, integrate, generalize subject content, and change each student's personal experience; systematic coordination of the student's experience with the scientific content of the given knowledge; encourage students to learn

independently, to work on themselves, to self-assess educational activities that support their expression; organization of educational material in such a way that the student has the opportunity to choose by completing assignments, solving educational tasks; encourage students to independently choose and use the most important methods of developing teaching materials; to distinguish between general logical and special subject methods of educational work, taking into account their functions in personal development; ensuring control and evaluation of the learning process (generalizations made by students in the process of mastering the learning material) and its results [2].

Main part. To create a model for the development of the reflexive position of the future teacher in the process of professional training, we define and justify the goal, it helps to go to the result, consider the means of achieving the result (content, methods, techniques, tools, organization of this process).

In connection with the above aspects, we have identified the following blocks of the model of developing the reflexive position of the future teacher: purposeful, theoretical-methodological, meaningful-process and result-oriented, each of which contains components.

Purposeful block. The purpose of creating a model is to describe the structure of the process being studied, and the purpose of the model is to develop a reflexive position.

The content of the model and the interaction of its components are determined by the goal, i.e. the development of the reflexive position of the future teacher. When we say the development of a reflexive position, we understand that it has all its components (motivational-value, cognitive and active). In the outcome block, we define the criteria and levels of assessment of the development of reflexive position in the future teacher.

Reflexive, systematic, axiological, individual-activity approaches are the methodological basis of the process of professional training, on the basis of which the reflexive position develops.

1. The principle of reflexive activity allows the future teacher to use the personal-meaningful position through the involvement of self-awareness, self-design and self-management mechanisms.
2. The principle of system city, we consider the reflexive position of the future teacher in the context of his educational and professional activity, organized in the process of professional training, it is therefore important to take into account the principle of system city, which implies a pedagogical interpretation of any pedagogical phenomenon as a system with clearly defined elements, and their interrelationships determine the outcome of the process.
3. By considering the axiological principle as a valuable component in the structure of the reflexive position of the future teacher, we focus on the development of a valuable attitude of the future specialist to his educational and professional activity, the future profession.
4. The principle of subjectivity implies the recognition of one's right as a carrier of knowledge, will and attitude towards man, free choice and understanding of the actions taken and performed. It implies the ability of each individual to develop and defend his or her position.

5. The principle of personal activity A person's personality is formed only in activity, for activity alone, as its active form of expressing its relation to the environment, its relation to the world (people, things, society, norms, etc.), always has its own forms of real effective expression.

The mechanism of implementation of the process of developing the reflexive position of the future teacher in the presented model is reflexive and professional training organized on the basis of the development of critical thinking, design, technology of modular programs and the use of interactive teaching methods. These methods and technologies conform to the rules of a reflexive and personal activity approach, to understand the personal abilities and needs of probationary and prospective teachers for use in vocational training, the connection between them is defined by their external expressions, in the form of a conscious professional "I concept".

A reflexive position is a system of personal relationships based on personal experience and manifested in activity, therefore, the vocational training process should be based on a set of complementary methodological approaches that are considered as a system and allow the prospective teacher to demonstrate personal experience as fully as possible in the pedagogical training process. We consider it important to use reflexive, systematic, axiological, personal-activity approaches in the process of professional training of the future teacher, because the sum of the peculiarities of each of them serves to develop the reflexive position of the future educator.

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A reflexive approach is essential to achieve the research goal with the following features: if the reflexive approach, on the one hand, provides an objective view of the reality being studied, on the other hand, it allows it to be technologically mastered and modified through a specific activity to achieve specific goals and solve practical tasks; the reflexive approach provides for the study of reality, such as reflection, and creates favorable conditions for the application of the acquired knowledge in the practice of vocational training; the reflexive approach is based on reflection and analysis of the aspects performed, i.e., a comparison of what one has acquired (knowledge, experience), and what result has been achieved, it is also an approach that takes into account the importance of this outcome for the individual; it is one of the methodological directions of modern science, which includes philosophical, psychological, pedagogical ideas about reflection as a fundamental category, the reflexive approach focuses on a person's innate ability to know oneself, one's inner world, and one's place in relationships with others; the existence of an individual consciousness for the successful implementation of the activity and its active revision by the person; the ability to take an "external" position in relation to the activities performed and analyze the results by further design of the future action plan; learning and understanding the other person's thoughts, feelings, and actions; consideration of reflexive processes inseparable from activity; development of a person's personal appraisal attitude to the reality; development, enrichment and strengthening of the moral qualities of the individual, his conscious attitude to values; an internally motivated conscious attitude towards oneself as the center of activity that defines all the components and takes responsibility for all its outcomes; to provide conditions for self-development, self-education by influencing the development of the individual as a whole and his relations with the world; the existence of a self-awareness mechanism that allows for in-depth

and complete analysis with a set of cause-and-effect relationships to allow for reversal and different positions.[3]

We substantiate the reason for choosing each of the above approaches by analyzing their nature and characteristics.

To develop a model for developing the reflexive position of future teachers, we used a systematic approach, in this case, a systematic approach that embodies a set of methodological tools serves as its tool, which is used to study complex systems and present them in the form of models. The systematic approach involves designing any system in three stages.

In the first stage, the system is analyzed. An object study is performed, the result of which is a cognitive model of the process under consideration. The purpose of this phase is to isolate the system; identification of goals and objectives that will give a new look to its activities; presenting the system as a set of components, as well as examining each of the components and the relationship between them.

In the second stage, the synthesis of the model is carried out, the essence of which is the selection of methodological rules, as a result of which the design process of the model is generalized and acquires a holistic view. Also, another aspect of this stage is the creation of specific models of individual components, the formation of their interrelationships and the transition to a holistic model of the process, which is designed in series. At the end of the phase, the process model is determined.

In the third stage, the compatibility of the model with the system is checked. This process is carried out at all stages of model development. The purpose of the phase is to ensure the compatibility of the model and the system under study, which is necessary to achieve the accuracy of the description of the effective operation of the process under consideration under specified conditions. In our study, at this stage, we tested in practice the model developed using complex pedagogical conditions.

Conclusion. In summary, the design of the reflexive position development model of the future teacher was carried out according to the following algorithm:

- 1) determine the scope of the modeled system;
- 2) setting the purpose of model design, ensuring compliance of the projected process with the goals and objectives;
- 3) identification of the subjects of the process under consideration;
- 4) substantiation of the principles on which the process of developing the reflexive position of the future teacher is carried out;
- 5) determine the content, methods and tools for the development of the reflexive position of the future teacher;
- 6) planning the result to be achieved through the implementation of this model, substantiation of its diagnostic technology and tools;
- 7) the development of pedagogical conditions necessary to achieve the purpose of the projected model.

The order of selection of the boundaries of the modeled system is equated to the selection of its object and subject. In our study, the development of the reflexive position of the future teacher was the object of modeling, and the model of this process served as the subject.

The development of the reflexive position of the future teacher is carried out in several stages. We characterize each stage by the properties of the components of the reflexive position. The first stage of the work corresponds to the unformed level of the reflexive position, the second stage to the partially formed, and the third to the formed level.

By defining the criteria for the levels of reflexive position of the future teacher, we rely on the fact that the reflexive position is a conscious attitude of the person manifested in the activity. So, it is necessary to consider the degree to which the future teacher has a conscious attitude to himself, the participants of the pedagogical relationship, the "teaching" profession, the science of pedagogy, how independent and internally motivated his teaching and professional activity is.

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