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PEDAGOGICAL CONDITIONS OF DEVELOPMENT REFLEXIVE COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

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ABOUT ARTICLE

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Abstract: This article is dedicated to determining the pedagogical conditions of future teachers, in which we will actualize the reflexive life experience of the future foreign language teacher, involve them in professionally oriented activities by solving reflexive professional tasks, and determine the need to use interactive methods and forms of learning to develop a reflexive algorithm in the reflexive competence of a language teacher.

INTRODUCTION

It is aimed at reforming the global education system in accordance with the requirements of the times, improving reflexive competence of future teachers, mechanisms of competitive personnel training, improving higher professional education, finding optimal ways to increase the quality of knowledge and creative potential of future specialists, and identifying potential opportunities for qualitatively changing teaching models. In the concept of international education defined by the United Nations Organization UNESCO[1] until 2030, quality education stimulates creative thinking and knowledge, attention is paid to improving the quality of education in higher education institutions, organizing modular education, and acquiring other interpersonal and social communicative skills at a high level.

THE MAIN RESULTS AND FINDINGS

The purpose of this article is to justify the theoretical identification of a number of pedagogical conditions that ensure the successful improvement of reflexive competence of future foreign language teachers in the process of professional training.

The concept of "conditions" is interpreted differently in different fields of science. For example, in the science of philosophy, "condition" is an important component of a complex of objects (things, their conditions, interactions), from which the existence of a certain phenomenon inevitably follows" [2; p 499-502]. In the psychological and pedagogical literature, the condition is interpreted as a specific concept in relation to the general concept.

In our research, we rely on the opinion that the pedagogical situation is an important component of the pedagogical process, including the content, methods, and organizational forms of education and upbringing [3; p. 179], so it is aimed at interaction with the student's inner world. In addition, it is important that such an approach does not contradict other interpretations of the concept of "conditions" in the science of "pedagogy".

Thus, within the framework of our research, we interpret pedagogical conditions as active elements of the pedagogical system that ensure the achievement of a specific pedagogical goal. In our research, necessary pedagogical conditions are conditions that determine the existence of a pedagogical phenomenon; without necessary and sufficient conditions, it is impossible to achieve the pedagogical goal.

When we identify a number of pedagogical conditions that help to improve the reflexive competence of a future foreign language teacher during professional training, we consider the influence of factors such as the social order of society on the educational system of the problem under study; characteristics and possibilities of improving reflexive competence of future foreign language teachers during their professional training at the university; structural and functional features of the model for improving reflexive competence of teachers in the process of professional training; we determined the need to implement reflexive, axiological and personal-activity approaches.

The analysis of psychological-pedagogical literature and experiences in the higher education system allows us to emphasize that the improvement of reflexive competence in the process of professional training of future foreign language teachers is important if this process is built taking into account the following pedagogical conditions will:

- pedagogical interaction through problem-variable construction of classes to actualize the reflexive life experience of the future foreign language teacher;
- to solve reflexive professional tasks of the future foreign language teacher involvement in professionally oriented activities;
- access to the reflexive competence of the future foreign language teacher use of interactive methods and forms of teaching to develop a reflexive algorithm as a tool.

Let's look at the content characteristics of each of the conditions to create a holistic view.

The first pedagogical condition is the actualization of the reflexive life experience of the future foreign language teacher through pedagogical interaction through the problem-variable construction of classes. In emphasizing this condition, we considered that the basis of reflexive development is human knowledge and life experience. Internal natural (genetically predetermined) and external initial (knowledge and experience gained in life) are important for reasoning. Let's define the basic concepts. A.S. Belkin considers life experience in connection with the concept of "life information", which is "a mixture of thoughts, feelings, actions in the human mind, which includes mental memory, emotional memory, behavioral related to the memory of actions" [4; p. 7] has sufficient self-esteem. At the same time, the scientist refers to the existence of vital information (life experience) that is related to the knowledge of various aspects of life and activity of a person and does not have special value for this. The scientist emphasizes that in many educational technologies, the educational process is at the life-informational level.

The process of professional education includes multifaceted interactions, for example: student-teacher interaction, student interaction, interpersonal interaction including Pedagogical interaction is traditionally defined as subject-object (S-O), in which the teacher is the subject who transmits knowledge, develops skills and competences, and the object is the learner. and is a foster student. Due

to the humanization of the modern education system, the guidelines for pedagogical interactions are changing and they describe it as subject-subject (S-S), which can be explained as follows: "Humanization from the point of view of education, the most first of all, it requires the development of pedagogical ideas of cooperation and co-creation, creation of conditions for trust and mutual demand. Changing the competence of the teacher means that he is changed from the position "above the student" to "competency ahead of the student" [5; p. 93]. Therefore, we consider the equal activity of both subjects, their equality and mutual respect. we can say their interaction, i.e. their cooperation.

Our research is characterized by the process of understanding self-reflection, self-awareness in the life experience of a person and the process of its formation in the process of its interaction with people and society.

N.M.Ahmedova emphasized the need to use the mother tongue to organize work with the text - from understanding conceptual ideas, their causal relationships, to the linguistic design of these ideas, and the priority of the nature of the problem situation of the tasks and questions, and the need to better understand the content of the discussed topics[9; p.123].

In the implementation of these pedagogical conditions, we took into account the stages and levels of the transition of life information to life experience [4; p. 14-16]: 1) undivided and undivided perception of vital information; 2) the evaluation-filtering stage, in which the value of the received information is first determined from universal, gnostic competencies, and then from competencies of personal importance; 3) the installation stage, including the creation of a spontaneous or meaningful adjustment to remember information with an estimated retention period. It depends on the importance of information, its vital and practical direction, and also determines the levels of assimilation of vital information: operative - barely related to memorization ("memorization" just in case); functional - determined by the installation for a longer storage period of information, applicable to selected cases; basic - installation for long-term memorization; is important for self-awareness in the educational process.

The second pedagogical condition is to involve the future foreign language teacher in professionally oriented activities by solving reflexive professional tasks.

Since the unit of problem-based learning content is a task, the problem-based learning content can be represented by a system of problem-based tasks, in our study - professional reflexive tasks that help to solve them. Involvement of future teachers in professionally oriented activities, we include figurative-logical, cognitive-search, creative, evaluation-corrective tasks in such tasks, the meaningful features of which are presented in relation to the objects of the formed phenomenon.

These tasks help to develop the personal qualities of the future foreign language teacher, such as critical thinking, dialogic thinking, adequate introspection ability, self-esteem; self-observation, self-determination, self-organization, self-management, self-awareness and the ability to move away from stereotypes, this is a formed reflexive is an indicator of the presence of competence.

It should be noted that reflexive use of professional tasks is possible already in the first year of professional training of future foreign language teachers, because the process of professional education can be intensively implemented: how quickly a future foreign language teacher learns the techniques and algorithms of this process the more effective it is to move from cycle to cycle.

Based on the task form of education, it is necessary to set a problem situation, to solve it, the future foreign language teacher must perform a certain number of actions: make a decision about the diversity of the information field; review of the current achievements of science in this field; to compare one's own competence with those available in this field; to develop means of mental activity to solve the

problem. By performing these actions, the future teacher automatically revises his initial views and therefore develops.

Such an interpretation of the form of problem-based education does not allow predicting how the future teacher will understand the problem situation and, as a result, may change his views on it.

A problem situation is not always viewed in terms of a solution being developed. In this regard, it is necessary to strictly control the application and learning of these professional-reflexive tasks. This model of the educational process cannot be considered flat or linear: in the collective process in which the teacher participates, a gradual transition to the next level of generalization and understanding takes place. This form of organizing the professional education process is a combination of executive, design, analytical, research, and design mental activities. The technology of actions in a problem situation (i.e., the ability to understand or accept the point of view of other people and the reasons for the conflict; to determine the essence of the conflict: the difference in competences in the formal or substantive, determining or secondary state; to clarify the competence of opponents and to discuss their own points of view) use of strategic skills; reflection and systematization of changes in various components of the situation during its development [6; p.241] allows constructive discussion of the current situation.

The third necessary pedagogical condition for the successful implementation of the reflexive competence improvement model is the need to use interactive methods and forms of learning to develop the reflexive algorithm of the future foreign language teacher's reflexive competence.

At the core of any system, as you know, there is a certain mechanism. Therefore, on the basis of reflexive competence (as a stable system of conscious relations of the person of the future foreign language teacher as a subject of future professional activity to himself, to his professional activity and to the subject) which ensures the improvement and enrichment of the experience of professional activity. "foreign language" is being learned, and there is a mechanism of self-reflection, which includes a series of such reflexive thinking actions.

In order to achieve the result (a future foreign language teacher with reflexive competence formed in our research), an algorithm for performing such actions is necessary, language in the process of professional training is a necessary condition for improving the reflexive competence of a future foreign language teacher.

Reflexive activity models assume similar actions that make up the algorithm of reflexive actions: abstracting from action (at the same time trying to understand the competencies of action participants); determining the sequence of actions (how to develop communicative skills in oral and written speech with the simultaneous development of vocabulary specific to the profession); distinguishing the main cause-and-effect nodes of the entire movement (this can only be done with analytical skills); comparing real actions with real standards or alternative actions (this is combined with the search for standards or alternatives, that is, the acquisition of missing knowledge and the enrichment of the set of teaching technologies); structural planning of a similar new model [7; p.89] .

Proposed by E.N. Solovova [8; p. 107], the scheme of the future teacher's reflexive activity takes into account the sequence of actions in the context of the development of the teacher's professional skills, more precisely searches for the algorithm of reflexive actions and the possibility of entering the next stage through a new action. The scheme of performing the second stage of reflection on the competence of the teacher and students (looking at the past action) shows the mechanism of improving the reflective competence of the future foreign language teacher:

1. What actions did the teacher take? - (students)?
2. What intentions / wishes did the teacher - (students) have?

3. Teacher - What did (students) think about?
4. Teacher - what emotions did (students) experience?

CONCLUSION

The development of this algorithm of reflexive action is carried out more effectively in the process of professional training of a future foreign language teacher, based on the activation of their educational and professional activities, using interactive methods and forms of teaching.

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