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PEDAGOGICAL AND PSYCHOLOGICAL BASIS OF FORMATION OF REFLECTIVE COMPETENCES IN THE PERFORMANCE OF PEDAGOGICAL TASKS OF FUTURE PRIMARY EDUCATION TEACHERS

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ABOUT ARTICLE

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Abstract: In this article, the ability of elementary school teachers living and working in the information era to analyze the received information through reflection, and through this, the pedagogy of forming critical thinking and reflective skills in students. - opinions about the psychological basis are discussed.

INTRODUCTION

Today, reflection is distinguished between theoretical and practical aspects. The first is the process of development of concepts by a person, as a method that gives the opportunity to move from one definition to another within the framework of a single concept; and secondly, control should be provided over the dimension of attribution by relating an individual action or thought to a concept. Currently, reflection, which is studied as a philosophical category, is recognized and researched as a research object of psychology, sociology, synergetics, logic, andrology, eucistics, cybernetics and many other complex sciences.

THE MAIN RESULTS AND FINDINGS

We define the category of "reflection" from the point of view of pedagogy and psychology, and while studying its nature, we analyze in detail its place in the professional activity of teachers. In psychology, reflection is interpreted as "the subject's knowledge and control of his internal mental processes and states." When studying the importance of reflection in relation to a person through the pedagogical training of a future teacher, it is recognized that the definition of this concept is perfect from the social psychological point of view, in which reflection is invisible as how a person is perceived and evaluated by other people in existence: reflection is "simply the subject's self-knowledge or understanding but

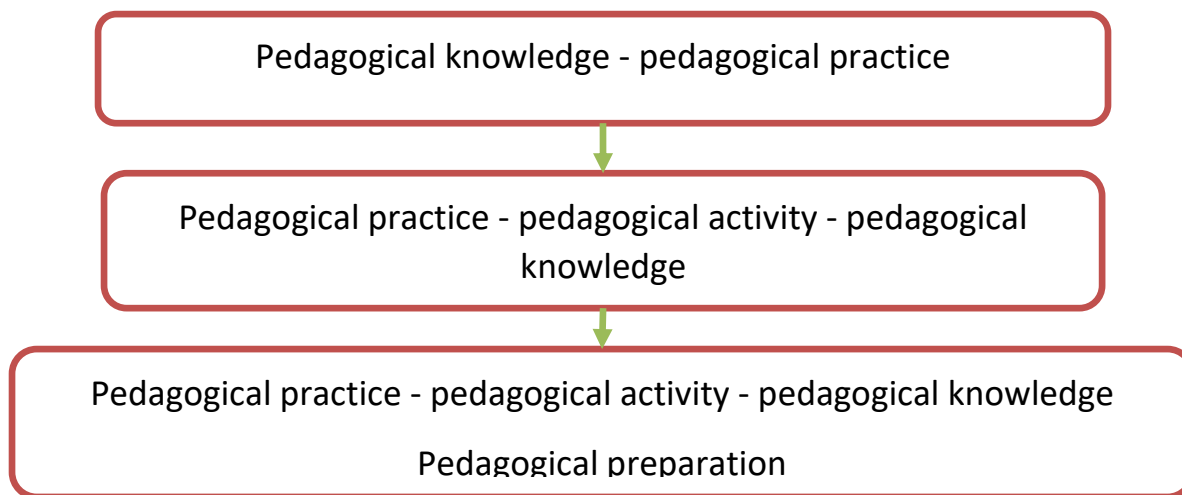
includes how others "reflectively know" and understand his/her personal characteristics, emotional reactions, and cognitive perceptions.

Reflection means reflection. For example, reflection and reflection of light, sound, mirror and sea waves can be examples of reflection. Returning to the starting point over a certain distance is a clear definition of reflection. The essence of reflection can be revealed separately in each area. In the field of pedagogy, reflection is understood as filtering information through critical thinking. Bringing the organization of elementary school classes to the level of creativity, developing reflexive competencies in innovative and effective education is one of the important tasks before the teacher. The development of reflective competences is the teacher's self-observation and evaluation, focusing on what to do during the lesson and what is effective. By collecting information about the progress of the lesson in the classroom and analyzing and evaluating this information, the true principles of the teacher in practice are discovered. This, in turn, leads to further changes and improvements in the educational process. Reflective teaching requires the perception of one's own activity, the determination of effectiveness by using various activities during teaching. Massachusetts Institute of Technology professor and philosopher Donald Alan Schon put forward the theory of the continuous process of developing reflective competencies and the conscious application of one's own knowledge to experience. According to him, reflective competencies are the abilities to reflect on one's own actions in order to engage in a continuous learning process. Donald Schon divides reflexive practice into two types:

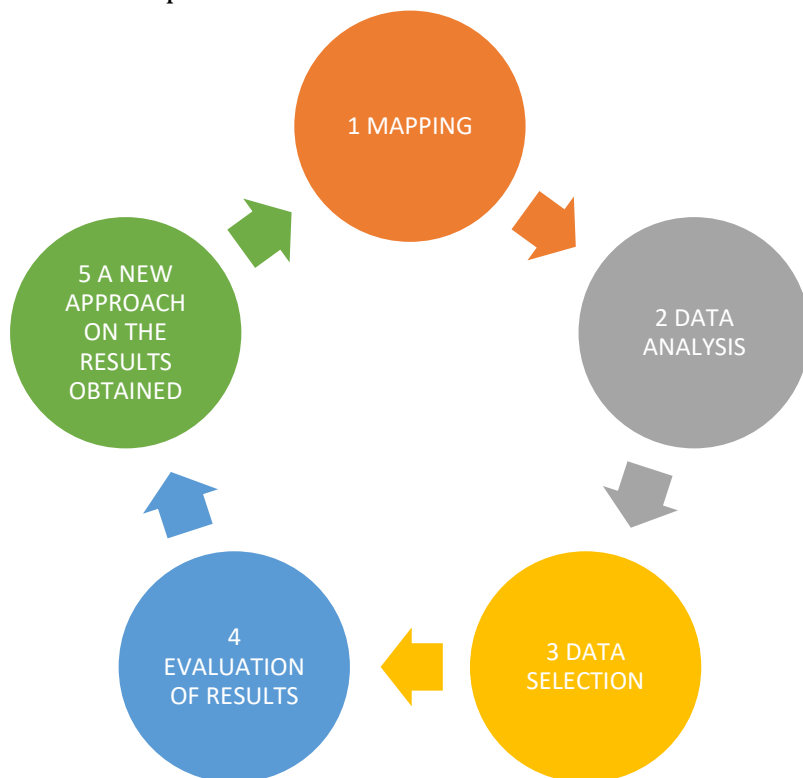
- Thought or event, reflection in action:
 - Perception of the situation;
 - Deciding what to do in this situation;
 - Implementation of the decided behavior.
- Reflection on an idea or event, action:
 - Revive the situation by recalling it;
 - Making a decision about how to change the outcome of the situation in the future.

In order for the teacher to be able to use reflective competencies during the lesson, it is important that he can analyze his previous experiences and think about what he can do in order to achieve a better result in the future through the incident. That is, according to Donald's theory, constantly thinking about previous experiences paves the way for the pedagogue to apply reflexive competencies to every process. I.S. Ladenko connects the importance of reflection in the self-organization of intellectual systems with the need to improve the skills and abilities of intellectual ability and the need to develop psychological views on the internal and external forms of speech, memory, imagination. He said: "Reflection is the transition from one to the other, from the internal imagination to the external imagination, and on the basis of the formation of thoughts about the internalization of these processes (transition of external factors to internal factors) in the process of thinking, not only pedagogical knowledge, but also memory, skills and skills are formed on the basis of reflection, and methods of practical application are improved. he believes.

If we describe it in the following way (see Figure 1), then it becomes clear that the development of one organizer of the future teacher's activity leads to the development of others, which confirms the need for a systematic approach to the solution of the problem of pedagogical training development based on professional reflection, and the diagnosis of the above-mentioned organizers of this process shows the possibility of management on the basis of (diagnosis of pedagogical activity and the issue of self-diagnosis).



Bartlett (1990), the author of the work on teacher development in reflective teaching, states that becoming a teacher with reflective competencies means solving the current problem "how?" A teacher is understood to be able to identify using educational technologies through the question and achieve greater results by applying the identified solutions in practice. Bartlett describes the model of the reflective approach to the problem as follows:



Scientists emphasize the importance of developing pedagogical training on the basis of professional reflection, based on consideration of various ways of solving the problem of development. Today in philosophy, it is accepted to distinguish between theoretical and practical reflection, and theoretical reflection as a time of development of a concept, as a method that allows to move from one definition to another within the framework of a concept; practical reflection is described as a process of the connection of individual behavior and intention, in which the control of the norm of this connection is carried out. We consider the transfer principle - reflection - self-awareness..., professional reflection - self-awareness in one's profession, professional reflection - self-awareness in the teaching profession (B.Z. Wolfov, V.N. Harkin, etc.), according to him, if reflection if the subject serves all aspects

of pedagogical training of future teachers, then this is professional reflection. Accordingly, we believe that it is necessary to think about the teacher's professional reflection in pedagogical training. By analyzing the regular results, the teacher can change the classroom life and increase efficiency. It can also be added that reflective teaching is creating space in the brain for thoughts or questions. For example, "What do I know now about teaching young children?" Regular repetition of such questions in the brain over time encourages children to take a deeper approach to teaching.

During the education of elementary school students, the teacher should ask himself the following questions:

- Did I understand what the object of the lesson is?
- Can I meet the requirements of the course?
- What do I need to do to meet the requirements of the course object?
- Why can I meet the requirements of the course object?

This kind of reflective thinking helps to find solutions to problems.

At the end of each week, the teacher must answer the following questions on the topics covered:

- In which part of the lessons were your students most active this week?
- In which part of the lessons this week, the activity of your students decreases?
- Which behavior of your students this week was beneficial for others?
- This week, what behavior of your students caused a problem that seemed to have no solution for you?
- Which situation in the classroom surprised you the most this week?
- What do you think was the coverage of topics during the week?
- How much of the new information you gave do you think the students fully understood?
- What could you do to make the lessons more effective during the week?
- In what places did you think I created inappropriate situations during the lessons?

As a modern pedagogue, in order to provide reflexive education to elementary school students, it is useful to ask oneself the above-mentioned analysis and analysis-prompting questions. Weekly analysis and analysis helps to eliminate shortcomings during lessons, to develop critical and creative thinking in students. As the teacher develops reflexive competencies, he begins to teach children on the basis of reflection using these competencies. That is, the child is able to analyze himself, understand his mistakes and learn what tasks he should perform in order to achieve his goal. One of the main features of pedagogical training is the continuity of its development. Accordingly, in the process of reflection, there is no confirmation of the presence or absence of professional qualities, but stimulation of their development, enrichment, and strengthening. This is exactly what the educational process should serve, where knowledge and skills are consciously perceived and developed from inner intention to self-improvement. All "do-it-yourself programs" are both executable and non-executable. "Nevertheless, almost all self-reflection, almost any aspect of professional reflection, is not useful for making life meaningful: soul work relieves professional work, and professional work is one of the meaningful foundations of reflection". Looking at reflection as a source of creativity and professional growth, we believe that the development of pedagogical training of future teachers is effective in relying on his personal experience, his professional needs and suggestions, and this can be done on the basis of pedagogical diagnostics.

CONCLUSION

Professional reflection ensures continuous growth of pedagogical training when certain pedagogical conditions are created. Scientists who saw the possibility of developing the pedagogical training of modern future teachers in the optimization of the educational process, in the scientific organization of their work, in the development of pedagogical training, in the improvement of the ability to solve pedagogical problems, in the accumulation of theoretical knowledge and in the development of creativity, have achieved many results, but in modern conditions, defining training as continuous professional growth, there is a need to go beyond existing perceptions of training as a skill to work at a high professional level. In modern conditions, it is urgent to develop the pedagogical training of future teachers, and it is connected with the need to develop the ability to solve the types of pedagogical problems associated with the sharp increase in the independence of educational activities, the ability to act correctly in the situation of uncertainty and novelty.

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