

Development of Pedagogical Training of Future Teachers Based on Professional Reflection

Zarmasov Sh. R

Jizzakh State Pedagogical Institute

Abstract: In this article, the level of preparation of future teachers is based on professional reflection.

Keywords: professional reflection, activity, diagnostic ability, motivation, individual.

We believe that every aspiring teacher should get pedagogical training appropriate to their level of education, and that all of their future practical experiences should be designed to help them advance their professional abilities. As a result, there are significant disparities not only in how the idea of pedagogical training is interpreted but also in how its delivery is decided upon. The need to act from the existing, that is, to choose one's own direction of development while taking into account everyone's unique experiences and abilities, is what determines professional reflection in the second scenario. In the first scenario, professional reflection is defined as a goal to be achieved without necessarily having the necessary grounds and guarantees of achievement.

The activity of aspiring teachers aimed at learning their professional activity and themselves as a subject (and as an object!) provides an opportunity to manage the development of this activity. Activity is based on the rule about the activity of the subject in relation to the object, which emerged with the need to change the object, according to A.A. Leontev. Only the need itself must be created. Additionally, the desire for improvement develops as a result of tensions between what is and what ought to be; in this situation, conscious dissatisfaction with one's professional activity's outcomes triggers the need for development.

It is common knowledge that a person develops his or her own knowledge of oneself and other people. In order to help future teachers "correct (adequate) self-evaluation, critical perception of knowledge developed in theoretical research," scientists emphasize that the criteria for self-analysis and self-evaluation, as well as the decisions offered to him in the process of sharing experience, are considered reflection.

"My ability was determined only when the mental process was carried out by me, when I was in an active and creative state, and when it was necessary to passively acquire and memorize, when the process came to me from the outside, I could not determine my abilities," wrote N.A. Berdyaev about the success of active acquisition of knowledge.

Thus, based on theoretical principles, we may deduce that work on the pedagogical preparation of future teachers based on professional reflection is only effective if it is personally relevant and absolutely required for him, that is, in the presence of consistent positive motivation.

We also think that one of the prerequisites for the development of positive motivation is the presence of feelings (emotions), as feelings are not only produced by activity but are also responsible for, and even influence, the action itself. Pleasant emotions influence the behavior's motivational demands, and in a challenging circumstance, even a tiny success boosts the drive to accomplish the objective by inspiring positive feelings of inspiration. Positive emotions

"compensate for the lack of unmet demands and pragmatic ambiguity, which can lead to stagnation in development, self-motivation, and self-improvement," claims P. V. Simonov.

It is crucial to provide aspiring teachers the chance to develop their own sense of self. When planning assignments based on pedagogical diagnostics, it's important to set up scenarios in which aspiring teachers may ask academics for assistance in resolving work-related problems while also serving as a resource for pedagogical knowledge for others. Its success, which is supported by the potential for prospective teachers to self-realize their pedagogical abilities, contributes to the creation of pleasant emotions and enhances orientation toward self-development.

When discussing pedagogical diagnostics, it's important to focus on how prospective instructors should develop an accurate professional self-evaluation. In this instance, "voluntary evaluation of prospective instructors by outsiders (even if it is unjust) cannot undermine his professional stability, does not negate his activity, and does not generally reduce his self-esteem." The efficacy of potential teachers' instructional actions is decreased by low self-esteem.

To identify his talents and shortcomings, future teachers must be aware of how he feels in class. Without prompt assistance, a watchful attitude, and a welcoming demeanor, some future teachers may lose interest in the class. Assistance should be given while taking into account the unique traits and requirements of capable future instructors. No level of pedagogy will be able to provide the desired outcomes if the necessity of taking into consideration the individual traits of potential teachers is not guaranteed.

We also think it's important to focus on how the psychological environment develops, since many experts feel that future instructors are dissatisfied with their pedagogical skills and lack of effort on their own parts.

The encounter is negatively impacted by the prospective instructors' spiritual surroundings. Future educators are ignored as a result. Negative evaluation kills the "creativity" of aspiring instructors. A secure and trustworthy atmosphere where a person feels free to explore his inner world is formed, according to N. Rogers, "then in this scenario future instructors will pick the most ideal course of their growth as a person."

It is crucial at a time when pedagogical crises are occurring and young people are experiencing crises, when aspiring educators are dealing with issues like self-confidence and insecurity, attachment to and dissatisfaction with their pedagogical abilities, and anxious feelings arising from their own imperfections.

In light of this, it is conceivable to list a number of prerequisites for the pedagogical preparation of future teachers based on professional reflection. Such conditions are a comfortable psychological environment and an individual approach to future teachers, which provides a favorable environment for the development of his professionalism.

We cannot study prospective teachers as part of a general theory of management. Relationships, personal situation, pedagogical ability will not be taken into account and important. Pedagogical skills of future teachers can be found in the theory of discretionary management.

The capacity of aspiring teachers to "generate a community spirit," "create an atmosphere of creativity," and "awaken work" is their pedagogical art. It is essential to support each aspiring teacher in creating a system of universal principles, receiving autonomous pedagogical education, and internalizing the necessity to keep up with professional knowledge and abilities. Future teachers should possess creative thinking, creative initiative, competence, knowledge of the nature of the processes they manage, management laws, the psychological foundations of cooperation, and

the ability to collect, analyze, and evaluate information about the status and outcomes of the processes they manage.

References

1. Khalikov A. Pedagogical skills (textbook). - T., 2011.
2. Azizkhodjaeva N.N. Pedagogical technology and pedagogical skills (study guide). - T., 2006.
3. Ziyomukhamedov B. Basics of pedagogical skills. (Nukus Tutorial). - T.,
4. Ibragimov H., Yoldoshev U. etc. Pedagogical psychology (study guide). - T., 2007.
5. Achilov Malla. The teacher is the architect of the heart. - T., 2000.
6. Karimova V. Methodical manual "Independent thinking". - T.: - 2000.