

PSYCHOLOGICAL APPROACH TO PROFESSIONAL REFLECTION IN THE PEDAGOGICAL ACTIVITY OF A PRIMARY SCHOOL TEACHER

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<https://doi.org/10.5281/zenodo.10207634>

Abstract. *This article describes how to improve the organization and management of reflective thinking among elementary school teachers, analyzing information and prioritizing substantive relationships in joint actions.*

Keywords: *organization, management, educational effectiveness, mechanisms.*

In the world, education is manifested as the main factor providing personality maturation. In the international educational concept established by UNESCO until 2030, it was noted that "quality education stimulates creative thinking and knowledge, guarantees the basics of literacy and accounting skills, as well as a high level of analytical skills, problem solving skills, thinking and interpersonal and social relations skills" [1]. This defines the development of reflexive experience such as creative thinking, critical thinking, self-assessment, awareness of historical reality, analysis of one's own activities in students in the general secondary education system as an urgent task. An analysis of pedagogical experiments on an international scale shows that the development of strategies for improving the processes of formation of reflexive skills in O'killers and the design of mechanisms for its implementation are becoming important in ensuring educational effectiveness. The ongoing social and economic renewal processes occurring worldwide are bringing about considerable changes in education (Uljen & Ylimaki, 2017), as well as an increase in the complexity of the process of becoming a teacher (Livingston, 2020). In the context of global mega-trends, the main mission of education is to support individuals as people, citizens, and professionals (Burns et al., 2019). Thus, teacher education has a central role in the improvement of educational systems around the world, which continue to be in a state of almost perpetual reform (Ellis & McNicholl, 2015).

To find solutions for developing innovative possibilities in teacher education at different levels, a large-scale project called "Arctic Reformative and Exploratory Teaching Profession" (ArkTOP) was launched in Finland in 2017. Its aim was to support teachers' professional development by organizing research-based training for pre-service teachers and teacher educators, providing possibilities for cooperation, and sharing expertise by creating networks between comprehensive schools in Lapland and universities in the capital city of Helsinki and Lapland. Within the ArkTOP project, music-related research was directed toward finding new pedagogical ideas for music studies. Previously, music studies in the project have reported upon teacher educators' provision of blended learning opportunities to meet students' needs (Sepp et al., 2019), and student teachers' self-efficacy in blended learning environments in piano courses (Sepp et al., 2018). The aim of this study was to identify the pedagogical thinking levels of primary school student teachers and teacher educators, through analyzing their reflections about the teaching and learning processes while involved in piano courses.

General secondary educational institutions are carried out in elementary school teachers in the processes of forming a psychological approach to reflexivity, the teacher in more analytical thinking about himself and independently mastering new concepts being studied by himself, that is, when the teacher is not traditionally taught by the student, in independent thought processes.

Encouraging elementary school teachers to self-analyze, objectively assess their own concepts, activities and activity, that is, to reflexive activities, creates situations that motivate them to study history, study the conditions in the periods until the independence of our country, and study, analyze and objectively assess the historical way of life of our ancestors. Therefore, in order to formulate a psychological approach to reflex in teachers, it is important to consider the following processes as directions of their reflexive activity:

1. Self-analysis and objective assessment: analysis of one's own concepts and imaginations; comparison of one's own concepts, imagination and deeds with the concepts, imagination and behavior of one's peers and brothers; objective assessment of one's own behavior; analysis of how one is perceived by peers, comrades and other people; understanding who is in interaction with others in the process of communication and self-control.

2. Comparison of the past (history) with the present, provocation, objective assessment and inference: the study of relations between the past and the present in relation to the concepts studied; their comparison, analysis and objective assessment; the formation of objective perceptions of independence, its content, significance and necessity; the formation and development of the skills of reflexive activity.

In order to form a conscious discipline in the place of forced obedience in the processes of formation and development of skills in the psychological aspect of reflection in primary school teachers, it is necessary to take into account the following features inherent in these processes: the fact that teacher activity with students is a kind of integrative system; the relationship of students' inclinations, personal;

Inconsistency of effectiveness in the processes of formation and development of psychological approaches to reflex in teachers (special attention or non-attention to the group of active student young students); the need to create a reflexive educational environment in educational institutions; the practical importance of educational relationship processes.

The processes of forming psychological approaches to reflection in teachers are a complex pedagogical system, which broadly covers the features inherent in the system. In turn, socio-psychological functions are carried out in the process of effective implementation of functional tasks by teachers in this system.

Ensuring the effectiveness of the processes of formation of psychological approaches to reflex in teachers in all respects, the effective implementation of Information Analysis, targeted-motivation, foresight-planning organizational-executive, control-diagnosis, regulation-coordination functions is provided by leaders, specialists and teachers in the processes of planning, organization, motivation and control. The essence and significance of the implementation of these functions is expressed in the following processes: planning the processes of formation and development of reflexive skills; ensuring the activity of teachers and the formation of their interest in learning; harmonizing the established goals and existing opportunities with the interests and needs of students; stimulating the level of elementary concepts, abilities, personal qualities, interests, as well as reflexive activities

The second pedagogical condition for the development of pedagogical reflex is the presence of a reflexive environment. A reflexive environment is a certain system of Personality Development conditions that opens up the possibility of independent research of socio-psychological and professional resources in front of an individual and the penetration of Corrections into oneself. The function of this type of environment is to lay the groundwork for the need for reflection in the individual. A.A.Bizyaeva talks about the " reflexive-innovative environment " in which co-creation is encouraged, the conditions of choice are created, as a result of which a change in their perception of oneself as a person and as a professional occurs. The purpose of bringing a reflexive environment to the surface is: to prevent the educator from moving away from the educational process and to develop professional reflexivity as a way of life activity (doing professional activities). The existential phenomenon as the main areas of work in a reflexive environment, work with the thoughts, values of the educator on individual activities; the implementation of a psychologically safe (without evaluation) diagnosis of professional qualities and the use of the results obtained in improving professional skills; the development of creative uniqueness of the educator is manifested.

The third condition for the development of pedagogical reflex is considered the activation of interpersonal psychological relations between participants in reflexive activities. In the context of reflexive activity, the peculiarities of relations in the pedagogical process presuppose that both the teacher and the educational person participate as subjects of activity, in which their general activity proceeds in a synchronous way, each of which replenishes and enriches each other's activities while maintaining the uniqueness of their actions. It is from such subject-object relations that the mechanisms for the development of professional reflex of the educator are embodied in mutual transitions from subject-object relations to subject-subject relations.

Conclusion. From what has been analyzed above it can be inferred that the pedagogical process is organized and carried out by the teacher in order to create suitable conditions for the development of students. This means that all psychological elements of reflection in the pedagogical process are associated with reflexes in the activities of the educator. This condition makes it necessary that the reflexes and reciprocal reflexes of the future teacher's activity are always proportional to the goal.

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