

## **PLAN FOR MASTERING PEDAGOGICAL REFLECTION**

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### **ANNOTATION**

*Observation of the developmental stage of the teacher's communication with children showed the unity of all its features in the early stages of reflection formation and their independent functioning in the later stages. According to S.V. Kondrateva, all types and forms of reflection are activated by the pedagogue during his attempts to observe and analyze his own behavior and children's behavior.*

**Keywords** initial reflection, reflexive plan, reflexive skills, reflexive concepts, competence.

### **INTRODUCTION**

Specially organized trainings for the development of the socio-psychological aspect of pedagogical communication can play an important role in the formation of such actions. It is possible to consider the works of Yu.N. Emelyanov on this topic, devoted to socio-psychological design in pedagogy. The author criticizes the hierarchical model of communication that has arisen in pedagogy and suggests replacing it with special work on planning social situations. According to Yu.N. Emelyanov, a pedagogue should not enter the classroom or auditorium with a ready plan. The analysis of foreign scientific literature on the problem of teacher's professional reflection shows that general lesson developments are more related to mechanisms of functional load of reflection, determining its place and role in various aspects of pedagogical activity, searching for optimal ways of goal-oriented development. In recent years, the attention of scientists has been attracted by the problem of building a level system of reflection, studying its internal mechanisms, and determining its component structure.

### **METHODOLOGY**

The conceptual basis of the level model of pedagogical reflection proposed by Van Manen, K. Zeichner and D. Liston is the problematic nature of the professional thinking, the content and depth of the problems, which is the subject of the reflexive analysis of the teacher [Organizatsiya eksperimentalnoy raboty v obrazovatelnyx uchrejdeniyax innovatsionnogo tipa // Sost. A. Ya. Nain, A.A. Nain. – Magnitogorsk: PGPI, 1988. – 151 p.]. The regularity and planning of professional thinking, which represents the initial level of pedagogical reflection, is manifested in the effective and practical application of the knowledge gained during the preparation process to achieve the goal of the activity. At this level, the educational goals and the educational situation seen in the context of the group, class, school, and society as a whole are not considered problematic.

The main content of the teacher's analysis is his practical actions, efficiency, that is, the immediate manifestation of the student's mastery of any educational material. In this case, practical actions are analyzed and evaluated as "correct" and "incorrect" according to the degree of their compatibility with certain professional knowledge. The second level of reflexivity is related to the

teacher's understanding of the reasons for his actions and their consequences. The content of the analysis determines the effect of the actions taken on their imagination and situational conditions.

## **DISCUSSION**

At this level of reflexive analysis, the pedagogue considers a certain pedagogical situation as general psychological and pedagogical laws. The third level of reflexivity is the critical level, which is based on the inclusion of moral and ethical criteria in the analysis. At this level, the main issue is the following problem: what goals, forms, methods of education, what content will lead to confirmation of true and advanced forms of social life. In this, the teaching process (goals and means) and the general educational situation (teaching content) are considered as a problematic situation.

Thus, this level model of pedagogical reflection represents a unique evolutionary section of professional reflexive thinking of a pedagogue from the level of planning, technical rational thinking.

## **THE RESULT**

The mastery plan of pedagogical reflection is the basis for differentiating its types. As noted in a number of research studies, in the process of reflexive management of teaching, two types of reflexive orientation of the pedagogue's mind interact: research of personal actions and research of children's actions (E.B. Petrushikhin). In this case, these forms of reflection can happen synchronously with moving the real structure of "own" and "children". In this case, the pedagogue has quite complex tasks to reflect on the real inner world of the student, to construct methodical approaches for correcting and developing the appropriate actions of the child, which are compatible with the personal reflexive analysis of the performance of the educational task. The teacher's reflexive position towards the child has its own characteristics. According to the data of various research studies, the concentration of professional reflexive analysis towards the child is realized not only under the influence of some factor or the personal qualities of the pedagogue, but also as a result of the professional development of the pedagogue in many ways and the manifestation of his high level of professionalism.

K. Clark and P. Peterson [Clark, S.M., Peterson P.L. Handbook of research on teaching / S.M. Clark, P.L. Peterson. – N. Y., 1986. – P. 34.] American pedagogues with a high position in their research work emphasized that the first subject of study was children, and the process of education, their methods, methods, tools, the content and goals of the subject of education were of secondary importance.

The child is the main direction of the teacher's reflexive mind, which directs and organizes all his actions. But the development of the "pedagogue-child" relationship in the pedagogical system does not happen suddenly and by itself, as it was shown, this process depends on a number of factors, one of which is the professional growth of the pedagogue, the accumulation of certain practical experience by him and his understanding of it, professional and personal beliefs, valuable is the gradual development of directions.

## **CONCLUSION**

F. Fuller and O. Boujn, who studied the process of professional adjustment of young American educators [Fuller, F.F., Bow, O.N. Becoming a teacher / F.F. Fuller, O.N. Bow // Teacher education. – Chicago, 1975. – P. 34-56.] distinguished three consecutive stages in this process, depending on the specificity of the problems that become the subject of special concerns and personal experiences of young educators. The first stage is related to professional problems (assessing the adequacy of the chosen profession, managing a group of children, gaining a

reputation among children). The second stage involves problems with the teaching and training process (initial successes and failures of training and training with optimal methods and methods). The content of the third stage is the young pedagogue's perception of problems and experiences related to children: their academic success, their emotional states, their relationships, their individual-psychological characteristics. The third stage testifies to the professional maturity of the pedagogue in terms of its content. But it cannot be achieved without the first two steps.

This conclusion was proven by the experiences of R. Adame and K. Mamey, who studied the process of professional formation of young pedagogues using the longitudinal method (which involves working with a group of people or a single person, their development is monitored by regularly and frequently checking them over a long period of time) [Psychologo- pedagogic dictionary: *Dlya uchiteley i rukoviteley obrazovatelnyx uchrejdeniy*. Avt. — sost. V.A. Mizherikov. — Rostov-on-Don: Phoenix, 1998. — 540 p.].

The process of changing priorities in the objects of professional analysis of the teacher is an expression of one of the deep psychological laws of conscious regulation of one's actions.

The systemic role of activity conditions gradually becomes automatic and concentrated, and in the center of attention and conscious control are the goals of this activity, the process of mutual relations in the "pedagogue-child" system.

His operational plan is limited to the level of professional thinking, taking into account the professional, spiritual-ethical and broad social criteria of evaluating the pedagogical situation, with the criterion "here and now".

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