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PREREQUISITE FOR INCREASING REFLEXIVITY IN THE PROCESS OF TEACHING FUTURE TEACHERS

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Annotatsiya:

O'qituvchilik kasbi har doim o'zgaruvchan va dinamik jarayon sifatida qaraladi. O'qituvchilar nafaqat bilim beruvchi, balki o'quvchilarning shaxsiy rivojlanishiga hissa qo'shuvchi, ularni hayotga tayyorlashda muhim rol o'ynaydigan shaxslar hisoblanadi. Shu sababli, bo'lajak o'qituvchilarni tayyorlash jarayonida refleksivlikni oshirish juda muhimdir. Refleksivlik, o'z-o'zini tahlil qilish, o'z faoliyatini baholash va o'zgarishga tayyor bo'lish qobiliyatidir. Bu jarayon o'qituvchilarga o'z bilim va ko'nikmalarini takomillashtirish, o'z ishini yanada samarali tashkil etish imkonini beradi.

Kalit so'zlar: refleksivlik, o'qituvchilar, darslar, tahlil, refleksivlik, dars, fikr almashish, yangi pedagogik texnologiyalar, yangi yondashuvlar.

Аннотация: Профессия учителя всегда рассматривается как меняющийся и динамичный процесс. Учителя – это люди, которые не только дают знания, но и способствуют личностному развитию учащихся и играют важную роль в подготовке их к жизни. Поэтому очень важно повысить рефлексивность в процессе подготовки будущих учителей. Рефлексивность – это способность самоанализировать, оценивать свою деятельность и быть готовым к изменениям. Этот процесс позволяет педагогам совершенствовать свои знания и навыки, более эффективно организовывать свою работу.

Ключевые слова: рефлексивность, учителя, уроки, анализ, рефлексивность, урок, обмен идеями, новые педагогические технологии, новые подходы.



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Abstract: Teaching profession is always considered as a changing and dynamic process. Teachers are persons who not only provide knowledge, but also contribute to the personal development of students and play an important role in preparing them for life. Therefore, it is very important to increase reflexivity in the process of training future teachers. Reflexivity is the ability to self-analyze, evaluate one's performance and be ready for change. This process allows teachers to improve their knowledge and skills, organize their work more effectively.

Key words: reflexivity, teachers, lessons, analysis, reflexivity, lesson, exchange of ideas, new pedagogical technologies, new approaches.

INTRODUCTION

One of the main conditions for increasing reflexivity is the ability of teachers to analyze and evaluate their own activities. Teachers must constantly analyze their lessons, students' activities and the lesson process. During this analysis, teachers can see their mistakes, successes and student results. By analyzing their performance, teachers can identify their strengths and weaknesses and determine how to make changes in their future lessons. Also, opportunities for teachers to exchange ideas and experience play an important role in increasing reflexivity.

MATERIALS AND METHODS

Teachers can further improve their work by sharing experiences, visiting each other's classes and receiving feedback. This process fosters collaboration between teachers and helps them learn new ideas and methods through mutual exchange of ideas. In the process of teacher training, it is also important to develop the ability to self-assess and express one's own thoughts. Teachers should express their opinions clearly and fluently when evaluating their lessons. This, in turn, allows the opinions of students to be taken into account. When evaluating their lessons, teachers need to get feedback from students and take into account their contributions to the learning process. This, in turn, helps teachers to further improve their work. In order to increase reflexivity, teachers need to constantly update their knowledge and skills. Teachers should familiarize themselves with new pedagogical technologies,



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methods and approaches, expand their knowledge. During this process, it is important that teachers focus on their professional development. Teachers need to update their knowledge by following the news in their field, participating in seminars, trainings and conferences. [1]

RESULTS AND DISCUSSIONS

The process of taking students' opinions into account is also important in improving teachers' reflexivity. Teachers need to listen to students' opinions, understand their needs and support them during the lesson. The fact that students have the opportunity to express their thoughts helps teachers to organize the lesson process more effectively. This process helps to strengthen the relationship between teachers and students, and encourages students to actively participate. In the process of increasing reflexivity, teachers should strive for continuous self-development. Teachers can develop themselves by making changes in their activities, trying new approaches and methods. This process helps teachers to adapt to new conditions, expand their knowledge and skills. Teachers need to engage in reflection, experimentation and self-evaluation processes in their development. Also, teachers' cooperation and teamwork skills are important in increasing reflexivity. Teachers can expand their knowledge by working together, listening to each other's ideas and helping each other. This process strengthens the mutual cooperation of teachers and increases their opportunities to exchange experiences.[2]

Teachers can use a number of effective methods to analyze their activities. These methods allow teachers to evaluate their lessons, make changes, and develop their skills. Teachers can use the following basic methods to analyze their activities. The first method is self-assessment. Teachers analyze their own activities by evaluating the lesson process themselves. In this process, the teacher tries to find out what went well in the lesson and where there were mistakes. In the self-evaluation process, it is important to review lesson plans, student results, and problems encountered during the lesson. This process helps the teacher to identify his strengths and weaknesses. The second method is to record the lesson on video. Teachers can record the lesson and review it later. This method allows teachers to analyze important moments in their lessons, evaluate their own style, and see their relationship with students. The



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process of video recording allows teachers to further improve their lessons. The third way is to collect the opinions of students. Teachers can get feedback and feedback from students about the lesson process. This information is important for teachers to improve their teaching and understand the needs of students. Feedback can be gathered through surveys, interviews or group discussions with students. [3]

Student feedback helps teachers determine what changes to make in the classroom. The fourth method is collaborative analysis. Teachers can analyze their lessons collaboratively. Visiting classes with other teachers, evaluating each other's lessons and sharing ideas allows teachers to learn new ideas and methods. This process allows teachers to learn from each other and help each other. The fifth method is reflective journaling. Teachers can reflect on their lessons and experiences in writing. By keeping a reflective journal, teachers record their feelings, problems that arise during the lesson, and how they solve them. This process facilitates self-analysis and enables teachers to evaluate their own activities more effectively. [4]

The sixth method is to hold analytical meetings. Teachers can hold regular review meetings to analyze their performance. At these meetings, teachers have the opportunity to discuss their lessons, exchange experiences and give advice to each other. Review meetings allow teachers to exchange ideas and learn from each other. Another important method is pedagogical control. Teachers can use pedagogical control in the analysis of their activities. In this method, teachers ensure that their lessons are evaluated by a supervising teacher or methodologist. This process allows teachers to receive external feedback and further improve their work. These methods help teachers to analyze their activities and encourage them to develop their knowledge and skills. Each teacher will have the opportunity to effectively analyze his work, choosing the methods suitable for him. The process of teachers' analysis of their activities also helps to make the learning process of students more effective and qualitative. This, in turn, serves to increase the overall quality of the educational process.[5]

CONCLUSION

As a result, there are a number of conditions for increasing reflexivity in the process of training future teachers. Teachers' reflexivity can be increased by analyzing their



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own activities, sharing ideas, self-evaluation, constantly updating their knowledge and taking into account the opinions of students. This process helps teachers to improve their knowledge and skills, contribute to the personal development of students and professional development of teachers. Reflexivity allows teachers to organize their activities more effectively, to understand the needs of students and to support them. Thus, increasing reflexivity in the process of training future teachers has a positive effect not only on the teachers' own development, but also on the students' success.

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