



## DESIGNING A MODEL OF DEVELOPMENT OF THE REFLECTIVE POSITION OF THE FUTURE TEACHER

**Zulfiya Shukurovna Karshieva**

Samarkand Region National Center for Training Pedagogues in New Methods,  
Department of Preschool, Primary and Special Education Methods, PhD

**Abstract.** The paper analyzes the process of professional training of future teachers using systemic, axiological, personal activity and reflexive approaches. It is proved that designing the model of developing the reflexive position of a future teacher is carried out according to the algorithm.

**Key words:** Reflexive, position, model, modeling principle, approach, designing, adaptation, axiological, result, Component,

### Introduction

The main task is to form a conscious attitude to the use of universal ways of activity in certain situations of interaction with reality, with special attention to the formation of the main direction of pedagogical activity of future teachers in the world requires output. In the context of rapid modernisation, modern professional and pedagogical education creates the need to train a specialist who is not only well versed in his/her profession and related areas, but also ready for continuous professional growth and mobility. If the issue of progressive education is to be considered as a primary goal, then the modern stage of pedagogical system development promotes the idea of developing the ability of reflection as a mechanism for the development of an integral personality.

### Main body

There are a number of scientific researches on the development of the practical competences of future teachers based on the abilities, training, qualification, level of thinking of a person, methodology of the effective pedagogical process organization and the formation of a reflective position as a situation activating reflective processes, giving priority to the vitality of education. It is especially important for future teachers to be able to independently acquire and apply professionally important qualities, monitor and evaluate learning activities, determine interpersonal relationships, be able to effectively

use pedagogical knowledge, improve pedagogical mechanisms to form a positive outlook. pedagogical attitude of students in the process of professionally-oriented learning activities. This requires developing a pedagogical system to develop a reflexive position in future teachers on the basis of innovative approaches, clarifying the deontological possibilities of pedagogical-psychological sciences for the development of professional and ethical competence.

We consider the process of formation of a future teacher's reflexive position as a system included in higher education as an additional, but at the same time an independent link.

In developing a model for the development of a future teacher's reflective position, we proceeded from the principle of system analysis: the formation of any object begins with the identification and development of a goal. Determining the purpose is an important aspect of the design, as the purpose is a guiding structure for the other components. Purpose also serves as a key factor in developing the content of the system components. A clear understanding of the relationship between development and creation, the outcome we are aiming for, is required.

Thus, to create a model for the development of a future teacher's reflective position in the process of professional training, we define and justify the purpose, result, consider the means of achieving the result (content, methods, techniques, means, organization of this process).

In connection with the above aspects, we define the following blocks of the model of developing the future teacher's reflexive position: subject, theoretical and methodological, content and process, and result, each of which includes components.

**Purpose Block.** The goal of the model is to describe the structure of the process under study, and the goal of the model is to develop a reflexive position.

The content of the model and the interaction of its components are determined by the goal, i.e. the development of the future teacher's reflective position. By the development of the reflexive position we mean that all its components (motivational-valuable, cognitive and functional) are formed. Let us define the criteria and levels of assessment of the development of a reflexive position in a future teacher in the block of results.

Reflexive, systemic, axiological, personality-activity approaches are considered to be the methodological basis of the professional training process, on the basis of which the reflexive position is developed.

Reflexive position is a system of personal relations based on personal experience and manifested in activity, therefore the process of professional training should be built on a set of complementary methodological approaches considered as a system and allowing a future teacher to demonstrate personal experience. as much as possible in the process of teacher training.

We believe that the most important is the use of reflexive, systemic, axiological, personal-activity approaches in the process of professional training of a future teacher, because the sum of the specific characteristics of each of them serves to form the reflexive position of a future teacher.

Let us justify the reason for choosing each of the above-mentioned approaches by analyzing their nature and peculiarities.

The reflexive approach is very important for achieving the goal of our study with the following features: the reflexive approach, on the one hand, provides an objective view of the reality under study,

on the other hand, allows you to assimilate it technologically in order to achieve certain goals and solve practical problems, as well as change it through a certain activities; the reflexive approach ensures the study of reality as a reflection and creates convenient opportunities for using the knowledge gained in connection with this in the practice of professional training; reflexive approach - an approach based on reflection and analysis of implemented aspects, i.e. on a comparison of what was obtained (knowledge, experience), and what result was achieved, as well as on the importance of this result for the individual; - one of the methodological directions of modern science, which has absorbed philosophical, psychological and pedagogical ideas about reflection as a fundamental category, and the reflexive approach is focused on the innate ability of a person to know himself, his inner world, his place in relations with others; the presence of individual consciousness and its active rethinking by a person for the successful implementation of activities; the ability to take an "external" position in relation to current activities and analyze the result through the subsequent design of a plan for future activities; studying and understanding the thoughts, feelings and actions of another person; consideration of reflex processes in isolation from activity; development of a person's personal-evaluative attitude to reality; development, enrichment and strengthening of the moral qualities of the individual, his conscious attitude to values; his internal motivational-conscious attitude towards himself as the center of activity, which determines all the components and takes responsibility for all its results; providing conditions for self-development, self-education by influencing the development of the individual as a whole and its relationship with the world; the presence of a self-awareness mechanism that allows you to look back and take different positions in order to conduct a deep and complete analysis with the establishment of a cause-and-effect relationship.

In order to develop a model for the development of the reflective position of future teachers, we used a systematic approach, in which its tool is a systematic approach, reflecting a set of methodological tools that is used to study complex systems and present them in the form of models. The systems approach involves the design of any system in three stages.

*The first stage* is the analysis of the system. A study of the research object is carried out, the result of which is a cognitive model of the process in question. The content of the activity of this stage consists of separating the system; clarifying goals and objectives, which will give a new perspective on the activity; consists of presenting the system as a set of components, as well as exploring each of the components and the relationships between them.

*The second stage* is model synthesis, the essence of which is the selection of methodological rules, resulting in a synthesis and holistic view of the model design process. Another aspect of this stage is the creation of individual models of individual components, the creation of their interactions, and the sequential transition to a comprehensive model of the process being designed. At the end of the stage, the process model is defined.

*In the third stage*, the compatibility of the model with the system is checked. This process is carried out at all stages of model development. The purpose of the stage is to ensure compatibility of the model and the system under study, which is necessary to achieve an accurate description of the effective functioning of the process under consideration in given conditions. At this stage of our research we tested the developed model in an experiment implementing the collective pedagogical conditions.

The design of the model of development of the future teacher's reflective position was carried out according to the following algorithm:

- 1) Defining the scope of the system to be modelled;
- 2) Definition of the purpose of the model design, ensuring compatibility with the goals and objectives of the process to be designed;
- 3) Identifying the subjects of the process under consideration;
- 4) Substantiation of the principles according to which the process of formation of a reflexive position of the future teacher is carried out;
- 5) Determine the content, method and means of developing a future teacher's reflexive position;
- 6) Planning of the result achieved in the implementation of this model, justification of the technology and means of its diagnostics;
- 7) Development of necessary pedagogical conditions to achieve the goal of the designed model.

The procedure of singling out the boundaries of a simulated system is equivalent to singling out its object and subject. In our study, the object of modeling was the development of the future teacher's reflective position, and the subject was this process model.

It was based on the principle of system analysis in constructing the model of the development of the future teacher's reflective position. After all, the creation of any object begins with determining and developing a goal. Goal-setting is an important aspect of planning because the goal is the guiding framework for other structural schemes. The goal also serves as a key factor in clarifying the nature of the structural framework of the system. The relationship between goal development and change requires a clear understanding of the intended outcome.

Thus, in order to create a model for the development of a future teacher's reflective position, it is necessary to clarify the goal, the result, and the ways to achieve it (content, form, method, and means). In connection with the mentioned aspects the following blocks of the model of development of the future teacher's reflexive position were defined: subject, theoretical and methodological, content and process and result.

*The first one* is called a target block and the main, prospective and nearest goals are defined to describe this process.

The content of the model and the interaction of its components were specified in connection with the main goal, namely, the development of the reflexive position of a future teacher. The development of a reflexive position means that all its structural bases (motivational-value, cognitive and functional) are defined. Criteria and levels of assessment of the development of a reflexive position in future teachers are reflected in the block of results.

Reflexive, systemic, axiological, personality and activity approaches are considered to be the methodological basis of the process of professional and pedagogical training, on the basis of which the reflexive position is developed.

Reflexive position is a system of interpersonal relations based on personal experience and manifested in activity. Therefore, the implementation of this process should be based on complementary methodological approaches that allow the future teacher to demonstrate personal experience.

Reflexive, systemic, axiological and personal activity approaches are desirable in preparing future

teachers for pedagogical activity. Below we will focus on these methodological approaches.

The reflexive approach is important for research with the following features: on the one hand, the reflexive approach provides material support for the reality under study, on the other hand, it allows you to change it through technological acquisition and certain actions to achieve certain goals and solve practical tasks; the reflexive approach, like analysis, ensures the study of reality and creates convenient opportunities for applying the knowledge gained in connection with this in future pedagogical activity; a reflexive approach is an approach based on understanding and analyzing the implemented aspects, i.e. comparing what is gained (knowledge, experience) and what result is achieved, as well as taking into account the importance of this result for a person; This is one of the methodological directions of modern science, which incorporates the philosophical, psychological and pedagogical aspects of reflection as a basic term, and the reflexive approach is aimed at the innate ability of a person to determine his place in relations with himself, his inner world, etc.; the presence of individual consciousness and its active reassignment by a person for the successful implementation of activities; the ability to take an "external" position in relation to current activities and analyze the result through the subsequent design of a plan for future activities; studying and understanding the thoughts, feelings and actions of another person; analysis of reflex processes on the job; the development of a person's personal-evaluative attitude to reality; development, enrichment and strengthening of the moral qualities of the individual, his conscious attitude to values; conscious attitude towards oneself as a center of activity, taking responsibility for the result; provide conditions for self-development, self-education by influencing the development of the individual and his relationship with the world; The presence of a self-awareness mechanism that allows you to look back and take different positions in order to conduct a deep and complete analysis with the establishment of a causal relationship [101; 447-p]

A systematic approach is also important for research. Because it defines the implementation of other approaches that take an equal place.

A systematic approach is a methodological direction of modern science associated with the representation, study and organization of an object as a system.

The system approach allows us to consider the object of study as a set of structural components, functional connections and relationships that determine a certain integrity, stability and its internal organization. The basic concepts of the system approach are system, connection, connection, structure, integrity. The concepts of "system" and "structure" are also of particular methodological importance for this study. Because the reflective position of the future teacher is a system with a certain structure. This is based on the following rule: *"The system is an ordered set of interrelated elements selected according to certain characteristics, united by a common goal of activity, a control unit and interacting with the environment as an inseparable whole."*

Another concept of the system approach is the "structure", which is interpreted by scientists as a certain order, organization of connections and relationships between structural foundations.

It should be noted that if the system is a set of interrelated elements, then the structure is a set of interactions and relations of elements, which is reflected in the determination of the reflective position of the future teacher. The most relevant for us is the definition of structure as a gradual set of

connections and relationships between the elements of the system.

The systemic approach allows specifically modelling the conditions of self-awareness and self-expression of a future educator. This is in line with the aims and objectives of the study.

Axiological approach to the research is important because it allows a future teacher to develop as an individual and prioritises the search for opportunities to develop a positive attitude and interest in pedagogical science, their learning process, pedagogical technologies and skills. .

The axiological approach is based on a humanitarian conception of the world based on mutual cooperation. The inner world of an individual expresses a view on the entire universe, it is the highest value of the society, the content and purpose of its development.

The analysis of research on the personality-activity approach has shown that it is especially important for the development of the reflexive position of a future teacher.

The personal activity approach, first of all, contributes to the effective development of activity methods, purposeful development of a future teacher's personality: it serves reflection and self-organisation, forms a positive attitude towards oneself and interaction with oneself and the surrounding world. At the same time, it helps to define a firm human point of view.

## REFERENCE

1. Kryukova E.A. Theoretical foundations of designing and applying personally developing pedagogical tools: Ph. D. in Pedagogical Sciences - Volgograd, 2000. - 244 p [*Kryukova, E.A. Teoreticheskie osnovy proektirovaniya i primeneniya lichnostno razvivayushih pedagogicheskikh sredstv: dis. ... d-ra ped. nauk – Volgograd, 2000. – 244 s.*].
2. Serikov, V. V. The personal approach in education: the concept of technology: monograph [Text] / V.V. Serikov. - Volgograd: Peremena, 1994. - 152 p. - p.78 [*Serikov, V.V. Lichnostnyj podhod v obrazovanii: koncepciya tehnologii: monografiya [Tekst] / V.V. Serikov. – Volgograd: Peremena, 1994. – 152 s. – S.78*].
3. Zelentsova A.V. Personal experience in the structure of education content: Ph. Candidate of pedagogical sciences. - Volgograd, 1996. - 187 p. - p.62 [*Zelencova, A.V. Lichnostnyj opyt v strukture sodержaniya obrazovaniya: dis. ... kand. ped. nauk. – Volgograd, 1996. – 187 s. – C.62*].
- I. Yakimanskaya I.S. Development of Personality-Oriented Learning/Technology // *Voprosy psichologii*. - 1995. - № 2. - p. 31-41 [*Yakimanskaya I.S. Razrabotka tehnologii lichnostno-orientirovannogo obucheniya // Voprosy psichologii. – 1995. – № 2. – S. 31-41*].
4. General and professional pedagogy: textbook for students of pedagogical universities / ed. by V.D. Simonenko. - M.: Venta-Graph, 2005. - 265 p [*Obshaya i professionalnaya pedagogika: ucheb. posobie dlya stud. ped. vuzov / pod red. V.D. Simonenko. – M.: Venta-Graf, 2005. – 265 s.*].
5. Atanov G.A. Deterministic Approach in Teaching. - Donetsk, EAI-Press, 2001. - 160 c. - p.27 [*Atanov, G.A. Detelnostnyj podhod v obuchenii. – Doneck: «EAI-Press», 2001. – 160 s. – S.27*].

6. Akramov A.A. Improving the organizational and methodological foundations of the development of the civic position of future teachers on the basis of person-oriented educational technologies: Doctor of Pedagogical Sciences. ... diss. - Tashkent, 2016. - 282 p [*Akramov A.A. Shaxsga yo'naltirilgan ta'lim texnologiyalari asosida bo'lajak o'qituvchilarning fuqarolik pozitsiyasini rivojlantirishning tashkiliy-metodik asoslarini takomillashtirish: pedagogika fanlari doktori. ...diss. – Toshkent, 2016. – 282 b].*
7. Muslimov N.A. Theoretical-methodical foundations of professional formation of vocational education teacher: Ped. science. doc. ... diss. - T., 2007. - 315 p [*Muslimov N.A. Kasb ta'limi o'qituvchisini kasbiy shakllantirishning nazariy-metodik asoslari: Ped. fan. dok. ... diss. – T., 2007. – 315 b].*
8. Khakimova D.M. Organization and management of processes of formation of reflexive skills in students of general secondary educational institutions: Doctor of Philosophy (PhD) in pedagogic sciences. ... diss. - Tashkent, 2018. - 171 p [*Xakimova D.M. Umumiy o'rta ta'lim muassasalari o'quvchilarida refleksiv ko'nikmalarini shakllantirish jarayonlarini tashkil etish va boshqarish: pedagogika fanlari bo'yicha falsafa doktori (PhD). ...diss. – Toshkent, 2018. – 171 b].*
9. Khalikov A.A. Development of pedagogical skills of future teachers in higher education institutions. // Monograph. - Economics and Finance. - Tashkent. – 2015. – 435 p [*Xalikov A.A. Oliy ta'lim muassasalarida bo'lajak o'qituvchilar pedagogik mahoratini rivojlantirish. //Monografiya. – Iqtisod Moliya. – Toshkent. – 2015. –435 b].*
10. Rasulova D. B. LIFELONG LEARNING: NEW PARADIGMS AND SUSTAINABLE PERSPECTIVES //INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL. – 2022. – C. 27-30.