

The Importance of Pedagogical Reflection in The Professional Skills of A Teacher

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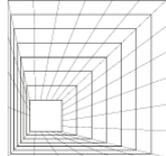
Annotation: The Article Analyzes The Professionalism Of The Teacher And The Role Of Pedagogical Reflection In It. There Is Also Provided Information Regarding Types Of Pedagogical Reflection And Its Role In The Pedagogical Activity Development. The Authors Suggestions For The Discussed Problem Are Given.

Key Words: Reflection, Professional Reflection, Communicative Reflection, Cognitive Idea.

Today, In Our Country, Along With All Fields, Great Attention Is Paid To The Development Of Higher Education And The Quality Of Trained Personnel. The Head Of Our State Sh. As Mirziyoev Wrote In His New Book "The Strategy Of New Uzbekistan", "Another Main Task Of The Education Sector Is To Create A New Generation That Is Necessary For Today, Educated Young People Who Have Thoroughly Mastered The Basics Of Science And Their Specialty [1].

As In Any Field, The Presence Of Mature And Qualified Personnel Is Important For The Armed Protection Of The Country, For Ensuring The Productive Work Of Our People, And A Peaceful And Peaceful Life. For This Reason, Special Attention Is Paid To The Training Of Military Personnel. President Of The Republic Of Uzbekistan, Supreme Commander Of The Armed Forces Sh. As Mirziyoev Said In His Holiday Greetings To The Defenders Of The Motherland On The Occasion Of The 25th Anniversary Of The Establishment Of The Armed Forces Of The Republic Of Uzbekistan, "Improving The System Of Training Professional Military Personnel At All Levels Should Remain In The Center Of Our Attention. ... In The Implementation Of This Task, We Must Introduce The Newest Methods And Technologies Into The Educational Process, Equip Educational Auditoriums With Modern Simulators, Educational And Laboratory Equipment, And Computer Equipment."

The High Professional And Intellectual Potential Of Military Pedagogues And The Development Of Pedagogical Skills Are Important For The Effective Solution Of These Tasks. Therefore, During The Course Of The Teacher's Professional Skills And Activity, It Is Necessary To Improve The Pedagogical Activity By Analyzing His Achievements, Shortcomings And The Directions Of Scientific Research He Has Set For Himself In The Future. For This Purpose, In This Article, We Would Like To Focus On The Concept Of Reflection, An Area That Analyzes The Professional Skills Of Today's Military Teacher And His Own Activities. It Consists In Analyzing The Professional Pedagogical Activity Of The Officer-Teacher Working In The Military Education System And Providing Both Theoretical And Methodological Practical Support To Their Future Research Work [2].



One Of The Components Of A Teacher's Professional Competence Is Professional Reflection. Therefore, The Effective Organization Of The Educational Process Of Officer-Teachers Depends On The Professional Skills Of The Pedagogue.

Reflection (Lat. "Reflexio" - Return, Reflection): Theoretical Activity Aimed At A Person's Understanding And Understanding Of His Actions, Their Foundations; Special Activity Of Cognition; Understanding The Essence Of Personal Experiences, Feelings And Thoughts Through Thinking), Self-Analysis.

The Concept Of Reflection Arose In Ancient Greek Philosophy And Meant Drawing Attention To The Process Of Thinking, Analyzing The Content Of One's Own Thoughts About The Thoughts Of A Person In His Mind (Descartes). Socrates, Plato, Locke And Other Greek Philosophers Emphasize That Reflection Is The Activity Of A Person Aimed At Self-Knowledge And Recognition Of What He Is Capable Of [3].

European Philosophers Such As Kant, Hegel, Fichte, And Schelling Viewed Reflection As A Basis For The Development Of Human Cognitive Abilities.

Currently, Reflection, Which Is Studied As A Philosophical Category, Is Recognized And Researched As A Research Object Of Psychology, Sociology, Pedagogy, Logic, Heuristics ("I Seek", "Create" In Greek), Cybernetics And Many Other Complex Sciences.

As A Philosophical Problem, Reflection Is Usually Interpreted As Follows:

- The Ability To Refer To The Mind And Thinking;
- Analysis Of Knowledge In Order To Obtain New Knowledge;
- Internal Control Over The State Of Mind And Spirit;
- A Research Activity Focused On The Basics Of Self-Expression.

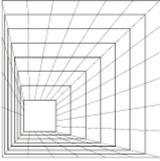
In The 17th Century, The English Philosopher John Locke (1632-1704) Used The Concept Of "Reflection" For The First Time, Referring To The Process (Like Experience) In Which New Ideas Appear And Accumulate. Reflection Is One Of The Sources Of Knowledge, And Thought Itself Becomes The Subject Of Knowledge, That Is, Thought Is Objectified For Reflection.

In The "Dictionary Of Pedagogical Terms" Published Under The Leadership Of Academician R. H. Djuraev, The Following Definitions Of Pedagogical Reflection Are Given:

Reflection - 1) Thinking, Self-Control; 2) A Theoretical Form Of Human Activity Focused On One's Personal Actions And Their Thinking; 3) Tendency To Think About One's Mental State, Fantasize, Reason, And Analyze It.

Reflection Is Not Implemented As A Means Of Forced Influence, It Is Considered Independent By Its Nature And Helps To Acquire The Character Of Free Activity. In Reflection, There Is A Need To Understand Oneself And Understand What Is Happening In Oneself [4].

The Analysis Of Pedagogical Literature Allowed Us To Emphasize The Necessity Of Professional-Pedagogical Training To Form Theoretical Knowledge In Future Teachers. But Theoretical Knowledge Becomes A Tool For The Future Activity Of The Teacher Only When Reflexive Activity Is Carried Out. An Important Feature Of Reflexive Activity Is Goal-Oriented Activity And Increases Its Effectiveness. Activity Without A Goal Will Not Have Secondary Implementation Because It Will Be Situational, But Will Not Be Sustained Or Reinforced By Effective Action.



The Concept Of Reflection Has Been Used More Recently In Professional Pedagogical Discussions.

Reflection Describes A Person's Self-Awareness, Understanding The Basis Of His Actions And Actions. Reflection Is The Principle Of Human Thinking, Which Directs It To The Understanding Of Personal Forms And Conditions, Review Of The Analysis Itself, Critical Analysis Of Its Content And Methods Of Knowledge, Revealing The Uniqueness And Internal Structure Of The Human Spiritual World.

Studying Various Aspects Of Future Teachers' Pedagogical Training And Their Creativity, Scientists Emphasize That Creativity Is Always Creating Something New And More Advanced. As Practice Shows, In Striving To Create Something New, The Pedagogue Comes To The Conclusion That It Is Necessary To Start Creating Something New; The Pedagogue Begins To Understand The Need For Independent Education, Self-Development, Self-Improvement.

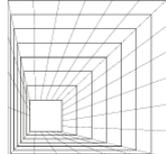
The Pedagogical Process Is Organized And Implemented By The Teacher In Order To Create Suitable Conditions For The Development Of Students. This Means That All Elements Of Reflection In The Pedagogical Process Are Related To Reflections In The Student's Activity. This Condition Requires That Reflections On The Future Teacher's Activity And Reflections On Interaction Are Always Proportional To The Goal.

In Current Modern Pedagogical Research, Many Scientists Rely On The Classification Of Reflection Proposed By I. N. Semyonov. He Distinguishes The Following Types Of Reflection And Their Areas Of Scientific Research:

1. **Intellectual Reflection**, Which Determines The Positive Solution Of Problems Based On Thinking.
2. **Personal Reflection** That Ensures The Resolution Of Contentious (Conflicts) Pedagogic Conflicts Without Conflict On The Basis Of Research.
3. **Communicative Reflection** That Ensures Mutual Understanding Of Partners In The Process Of Communication.
4. **Cooperative Reflection** Related To The Coordination Of Regular Work Activities Of Team Members.

Intellectual Reflection: Positive Problem Solving Based On Thinking Is Knowledge About The Object And Ways Of Dealing With It. At Present, The Work In This Direction Has A Clear Priority In The General Volume Of Research Devoted To The Study Of Reflection Problems In Psychology. Intellectual Reflection Is Considered Mainly In Pedagogical And Engineering Psychology In Connection With The Problems Of Organizing Cognitive Processes Of Information Processing And Developing Educational Tools For Solving Similar Problems.

Personal Reflection: Resolving The Teacher's Conflict (Conflicts) On The Basis Of The Search For A Way Out Of Pedagogical Conflicts Without Conflict. Researches The Personal Behavior Of The Subject, The Creation Of A Private "I" As An Individual, And The Manifestation Of One's Own Images. It Is Analyzed From A General And Path Psychological Point Of View, Depending On The Problems Related To The Development, Crisis And Correction Of The Self-Awareness Of The Person And The Structural Mechanisms Of The Self-Image In The Subject. Personal Reflection Examines The Personal Actions Of The Subject, The Images Of The Private Self As An Individual. The Self-Awareness Of A Person



And The Mechanisms Of The Structure Of The Image Of "I" In The Subject Are Analyzed In General And Path Psychology Depending On The Problems Of Development, Crisis And Correction. S. Yu. Stepanov And I.N. Semenov Distinguishes Several Stages Of Personal Reflection: Self-Expression In Problematic And Conflict Situations; The Process Of Re-Awareness; Change In The Subject's Attitude Towards Himself And His Personal "I"; Subject's Attitude Towards His Knowledge And Skills.

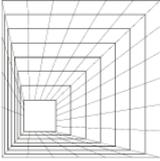
Communicative Reflection: In The Process Of Communication, Partners Understand Each Other And Enter Into A Relationship. In Connection With The Problems Of Social Perceptiveness And Empathy In Interaction, It Is Considered In Researches In The Pedagogical And Engineering-Psychological Fields. It Appears As One Of The Most Important Components Of Developed Communication And Interpersonal Perception. A.A. Bodalev Describes It As A Special Feature Of Understanding Of A Person By A Person. The Communicative Aspect Of Reflection Has A Number Of Functions, Such As Knowledge, Regulation And Development. These Functions Are Expressed In The Exchange Of Ideas About The Other Subject More Appropriate For The Given Situation, They Become Relevant When There Are Conflicts Between The Ideas About The Other Subject Of Communication And The Individual Psychological Characteristics That Reveal It Again.

Cooperative Reflection: An Activity Related To The Coordination Of Joint Regular Work Activities Of Team Members. Psychological Knowledge Specific To This Type Of Reflection Provides, In Particular, The Design Of Collective Activity And Cooperation Of Joint Efforts Of The Subjects Of Activity. In This Case, Reflection As A "Liberation" Of The Subject From The Process Of Activity, In Order To Ensure Mutual Understanding, Harmony And Compatibility In The Conditions Of Joint Activity, A New View Of The Subject Both In Relation To The Previous - Already Performed Activity And In Relation To The Future - Planned Activity. Position Means "Exit" To A Calculated External Position. In This Approach, Attention Is Paid To The Reflexive Results Of The Manifestation Of This Mechanism, Not To The Procedural Aspects [5].

In Conclusion, We Can Emphasize That A Teacher Should Be A Person Who Has The Professional Skills Of Pedagogues, Teaching Ethics, Responsibility And Duty, Who Objectively Fulfills The Needs Of The Pedagogical Process. Therefore, Professional Pedagogical Reflection Ensures The Growth Of Not Only Professional Activity, But Also Knowledge, Skills And Abilities, And Is Considered The Basis For Improving This Activity. Any Teacher, Even If He Has A Strong Desire For Self-Education And Self-Development, Cannot Define His Personal Development Program Without Special Qualifications. The Success Of This Pedagogic Work Depends On The Teacher's Readiness To Work On Himself, His Ability To Analyze Himself, And The Extent To Which He Develops His Self-Diagnosis Ability.

Resources

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