

DIAGNOSING THE DEVELOPMENT OF PROFESSIONAL REFLECTION OF THE FUTURE TEACHER

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ABSTRACT

Analysis of scientific literature and consideration of professional reflection as a component of the teacher's pedagogical activity and as the basis for the development of his pedagogical skills, as well as the results of the ascertaining experiment, led us to the need to find ways to develop professional reflection. To this end, we turned to the works of scientists engaged in various aspects of the diagnosis of professional educational activities.

Keyword: Development, professional reflection, teacher, diagnosis.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Based on the objectives of our study, we consider it necessary to dwell in more detail on the content and functions of diagnostics and diagnosis.

Diagnosis is usually regarded as a special kind of knowledge (in Greek, diagnosis — recognition).

Pedagogical diagnostics is multifunctional [1, p.9]. Its analytical function is aimed at identifying causal relationships in the educational process.

Properly-diagnostic function involves the study of learning, education and development of the student and the level of professional teacher competence. The evaluation function gives a qualitative and quantitative assessment of the activities of the administration, individual teacher and individual student. Corrective function provides didactic correction of the educational process and directs the teacher's own activity towards self development. The goal of the orientational function is to coordinate the pedagogical team to solve didactic problems that occur in the life of the whole team and individual teachers. Constant awareness of the results of pedagogical diagnostics provides informational function.

Here we want to clarify what meaning we are putting into the content of the concepts of diagnosis and diagnosis.

If we consider diagnostics in a simplified form as "making a diagnosis" 23, then diagnosis will be the process itself or, more precisely, a set of methods for making this diagnosis. Therefore, in connection with the peculiarities of pedagogical activity, when studying it, the use of the term diagnosis is more appropriate.

By pedagogical diagnostics, we understand a set of research methods of the pedagogical system (as well as its individual components), the effectiveness of which is determined by certain organizational and pedagogical conditions.

And according to I.P. Rachenko [2, p.85], the teacher's presentation about himself, about his personality, the ability to form a positive self-concept is a guarantee of the successful development of his creative activity.

The above once again confirms the fact that the teacher's professional reflection, providing adequate self-esteem, allows the teacher to move purposefully in improving his pedagogical skills.

The algorithm of analytic activity proposed by the author makes it possible to understand how the process of transition of external activity into the internal plan develops in the process of interiorization, and the internal one, in turn, acting through the external, changes itself, as evidenced by the results of our experimental work, during which we observed a change in the level of analytical abilities of teachers associated with the development of professional reflection in them.

Analysis of the literature allows us to conclude that the difficulty is a subjective psychological state of a person, which is not always available to an outsider's analysis, which once again convinces us that no one is better than the teacher himself can identify the teacher's professional difficulties, determine their causes and find ways to resolve them. Consequently, the most adequate method of studying the professional difficulties of the teacher will be self-diagnosis.

The concept of pedagogical diagnostics includes three methodological bases that provide the ability to control the process of interaction between pedagogical science and school practice: position, targeted focus and need [3, p. 13]. It can be assumed that, from the standpoint of different management structures, the same results will have different significance due to the relevance of a particular problem; the scope and extent of the use of work experience will also vary. The authors of the concept emphasize the idea that the effectiveness of the use of the achievements of science depends on how the results obtained by scientists get to where the practitioners need them, on the security of the targeted orientation of scientific knowledge.

It is obvious that the need identified by practice should precede the provision of a targeted orientation to any recommendations of science - the circle is closed.

The process of studying a teacher's work involves the observance of a number of conditions. According to A.K. Markova, it is necessary to analyze not only past experience, but also to determine the immediate and distant prospects for professional development.

In the process of self-analysis of pedagogical activity, knowledge of the state of the teacher, "the results and characteristics of their educational work, the establishment of cause-effect relationships between elements of pedagogical phenomena, the identification of ways to further improve the education and upbringing of students," notes L. Pleskach, 4, p.9]. In the opinion of the scientist, self-analysis is not an end in itself, but a method of extracting knowledge, an incentive for creativity, professional growth.

Analysis of the scientific literature, as well as the use in the experimental part of the work of diagnostic methods for the study of pedagogical skills of teachers and analysis of the results give us the opportunity to consider pedagogical diagnostics as one of the ways to ensure the development of professional reflection of the teacher.

We also want to note that pedagogical diagnostics will be effective if it is of a goal-setting (prognostic) nature, rather than stating that it is possible through the development of a teacher's professional reflection, and at the same time, it is the goal-setting diagnostics that will ensure the very ability of its development.

We come to the conclusion that the teacher's awareness of the results of his own professional activity will lead him to the need to search for and master more advanced techniques for its implementation; and a change in activity, as is known, causes a change in the subject of this activity. In the process of development of the teacher's analytical skills, his professional reflection also develops, which, in turn, enhances the creative activity of the teacher's personality, guiding the process of self-development.

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