

## FORMATION OF PROFESSIONALLY REFLECTIVE THINKING OF STUDENTS IN THE CLASSROOM ACCORDING TO THE METHODOLOGY OF LABOR TRAINING

Sodiq Yuldashev  
Karshi State University

### ABSTRACT

Mentor of primary school students, who knows the art of scientific and pedagogical analysis and evaluation of designed and controlled pedagogical processes, can effectively solve the urgent tasks of preparing the young generation for independent life and productive participation in production and labor operations. The conducted theoretical and experimental research was devoted to the search for methodological techniques and organizational and pedagogical measures that contribute to the formation of future teachers of primary grades of art subject-oriented professionally-reflective thinking in high school classes according to the methodology of labor training of younger students. From the very beginning, the effectiveness of the search was associated in our view and experimental activity with the phenomenon of genuine subjectivity of students with the implementation of the installation for the development of self-awareness of potential workers in the educational sphere and with the targeted inclusion of the analytical and synthetic mental operation of self-analysis in the structure of professional training of the wards.

**Keywords:** Professionally-reflective, thinking, labor methods, training, stages, positions.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the educational process, structurally, the process of self-improvement of specialists consists of four basic logical interconnected stages: self-awareness and decision-making for self-improvement; planning and developing a self-improvement program; direct practical activities to implement the tasks in the work on oneself; self-control and self-correction of this activity.

The interconnection and consistent fulfillment of the tasks of the four stages of self-improvement will lead to the desired result: improving the professional training of a specialist, developing his professionally significant qualities. At the same time, each stage has significant independence, solves certain problems, without the implementation of which the process of professional development of a specialist would be impossible"[2, p.235].

In the implementation of the structural and functional characteristics of the formation process in wards of students from experimental groups of the desired ability, we relied on the corresponding structural and functional characteristics of the flow of innovative processes developed in the laboratory of pedagogical axiology during the formation of pedagogical professionalism in future teachers and educators "[1, p 146-151].

A thorough theoretical analysis of an impressive array of facts from the practice of transforming the educational work of pedagogical educational institutions, experts say, convinces us that the various processes of updating the methodology of psychological and pedagogical impact on future teachers have a single algorithm. In our interpretation, he has seventeen steps, steps that are significant for the implementation of the structural and functional characteristics of the flow

of innovative processes in each cycle of formation of students pedagogical professionalism: 1st stage - analysis of the social situation. 2nd stage - the initial expert assessment of the state of educational work in the university and its corresponding structural units. 3rd stage - the definition and formulation of key problems in line with the improvement of the educational activities of the university. The fourth stage is the establishment of the whole spectrum of directions of restructuring the educational work of the university dictated by social and pedagogical circumstances for the subsequent maximum satisfaction of the emerging needs of society in the education and upbringing of children and youth, the establishment of their hierarchy. The 5th stage is the qualified development of the scientific substantiation of the goals of the planned transformations in selected areas. 6th stage - purposeful concretization and statement of the next tasks for the subjects of the pedagogical action. The 7th stage is the preparation by specialists of all ranks of plans and programs for the reformation of specific areas of the educational work of the university in accordance with the proposed parameters. The 8th stage is the search, the reasonable selection and use of the content and types of activities of students adequate to the transformative design in the context of classroom studies.

The 9th stage is the selection and inclusion in the work context of suitable means of educational impact on the wards. The 10th stage is the isolation from mass educational practice of universities and related faculties and the introduction into practice of the most effective organizational forms of work with young students and universities. The 11th stage is a broad search, selection, substantiated layout and implementation of productive methodological solutions into the educational process of the pedagogical educational institution. The 12th stage is the creation and experimental verification of the optimum psychological and pedagogical conditions that contribute to the highly effective formation of professional culture and pedagogical mastery among students.

The 13th stage is a psychological and pedagogical analysis of the results of educational activities obtained in this cycle using innovations on this basis - an assessment of the degree of applicability of innovation in a particular academic group or educational institution. With negative indicators, the cycle is curtailed, and the algorithm is interrupted at step 13, with a positive process continues. The 14th stage is the official testing of the results of a creative search. The 15th stage - the post-cyclical - based on the search results - preparation of practical recommendations for specialists of the corresponding profile on improving the pedagogical professionalism of future teachers.

The 16th stage is the widespread cultivation of innovations that have proven themselves in the experimental work in individual and mass practice of educational activities with students to form the pedagogical professionalism of the expected levels. The 17th stage - direct or indirect tracking of the characteristics of the survival of innovations in the conditions of functioning of various pedagogical systems, additional adjustment based on professional reflection of the course of educational activities with the ward student contingent "(126: 147-1 50).

In the educational-auditorial and industrial-practical training of primary school teachers by the methodology of labor training for primary school children, we applied the most appropriate steps for us from the presented general algorithm, the operations, arranged them in accordance with common sense and formulated in in line with the studied issues.

Since students at the university do not yet work independently, their professionally reflective function is practiced and actually manifests itself mainly in the field of pedagogical and methodological self-improvement. The specificity of student reflection on the formation of

ourselves as highly qualified specialists in teaching children and youth is studied by us on the facts of their self-development in the peace-humanistic plan. We single out a number of positions here.

The first position of self-awareness by boys or girls of the need to improve themselves professionally and creatively is indicated by the manifestation of their individual need to become a true professional in their chosen specialty for mastering.

The second position in the pedagogical reflection of a young person is characterized by the search for a meaningful and professionally wealthy model for theoretical and practical development. Such an example can be the ideal of the teacher-educator dressed in an abstract formula in the form of the corresponding specialty of a pedagogical standard, a profессиogram or qualification characteristic, as well as a specific, personalized example of the educational activity of an innovative teacher, an experimental teacher, and a luminaries of pedagogical thought and practice.

The third position of a university student in the manifestation of a professionally-reflective function consists in his attempts to identify himself with a chosen ideal - to compare his own achievements in the development of the teaching profession and the corresponding characteristic features of the maximum embodiment of professional mastery in the same respects. The result of actions in this position is the self-diagnosis of general professional maturity for the full implementation of teacher functions.

The fourth position in the pedagogical reflection of tomorrow's mentor of children and youth can be defined as self-presentation in the social and pedagogical-methodical plan, as the definition of feasible boundaries in mastering the profession for the next cycle of its own multi-aspect growth.

The fifth position of the pedagogical reflection of the future teacher is a set of mental operations for choosing the optimal program of multifaceted self-realization as a competent mentor of the younger generations.

The sixth position on the path of manifestation of the pedagogical reflection of our ward consists in the operational, tactical and strategic tracking and understanding of the process of our own maturation as an expression of pedagogical ideas that are in keeping with the spirit of the times and a skilled practitioner in the field of training and education of the young shift of the Fatherland.

The seventh position of pedagogical reflection of a young man who has decided to devote himself to educational activities to the education system is the formulation of specific tasks of feasible self-improvement at the next stage of approaching the chosen universal and professional ideal.

Thus, the productive reflection of our pet about the development of a high-level professional-pedagogical culture at home clearly demonstrates its peacemaking and human-developmental self-development, as well as the replenishment of its methodological arsenal with effective methods of stimulating our own improvement in the right directions.

## REFERENCES

1. Белько Е.С., и др. Структурно-функциональная характеристика протекания инновационных процессов при формировании у будущих учителей- воспитателей педагогического профессионализма /Психолого-педагогические аспекты многоуровневого образования. - Т. 9. - Тверь, 1997, - С. 146-151.
2. Психология и педагогика: Уч. пособие. - М.: Совершенство, 1998.
3. Шадиев Р.Д Дидактические основы реализации проблемы понимания в учебно-познавательной деятельности. Диссертация на соискание ученой степени доктора педагогических наук.: 13.00. 01-Ташкент. 2004.-267с.
4. Shadie R., Khimmataliev D., Fayzullaev R., Chorshanbiev Z. Professional culture of the future teacher of vocational education: a communicative aspect // Journal of critical reviews. ISSN -2394 – 5125. Vol 7, Issue 4, 2020 – p. 399-400.