SOCIO-PSYCHOLOGICAL CONDITIONS FOR THE DEVELOPMENT OF PROFESSIONAL REFLECTION OF A FUTURE TEACHER

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ABSTRACT

In the conditions of intensive global information space, pedagogical activity is characterized by a fairly high level of spontaneity, unpredictability, and ambiguity of possible solutions to professional problems. In such conditions, its effectiveness largely depends on the teacher's perception of feedback about the course of learning educational material, as well as how students perceive its behavior.

Keywords: Reflexivity, pedagogical orientation, ability to self-control, ability to self-regulation, sociability, ability to predict, ability to self-development.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The socio-political and economic transformations taking place in the Republic of Uzbekistan, global challenges associated with the COVID-19 pandemic pose new large-scale tasks for the comprehensive development of the country, among which an important role is played by the field of training highly qualified and competitive teaching staff Today, in the context of ongoing transformations the system of psychological and pedagogical goals and values of higher education is highly actualized, designed to create the necessary conditions for the effective personal and professional growth of a future teacher, capable of self-development, self-realization, self-education and further continuous self-education during the training period. These processes put forward special requirements for the reflectivity of the student's personality, his concentration on his inner world, the ability to predict the path of professional development, awareness of the image of the future competitive professional teacher and combining it with his own professionally important qualities. In addition, in the conditions of an intensive informational global space, pedagogical activity is characterized by a sufficiently high level of spontaneity, unpredictability, and ambiguity of possible solutions to professional problems. In such conditions, its effectiveness largely depends on the teacher's perception of feedback on the course of mastering educational material, as well as how students perceive his behavior. In the process of pedagogical communication, the teacher also acts as a subject of cognition. The main mechanism by which in the process of communication the teacher learns about the results he has achieved in relation to the people around him and searches for newer, effective forms of communication, is the feedback mechanism.

In order to study the current state of development of the structural components of professional reflection in future teachers, an empirical study was organized and carried out, in which 247 students of higher educational institutions, both female and male, of various courses of study took part.

For an objective study of professional reflection in future teachers, a set of methods was selected that focused on psychodiagnostics of the previously identified seven structural components of the phenomenon being studied (reflexivity, pedagogical orientation, ability to

self-control, ability to self-regulation, communication skills, ability to predict, ability to self-development).

So, for the psychodiagnostics of the first structural component (reflexivity) of professional reflection, the Questionnaire for the diagnosis of the level of reflexivity development by A.V. Karpov. This toolkit consists of 27 statements that characterize the reflective aspect. Each statement provides seven standardized answers ("a) absolutely wrong", "b) wrong", "c) rather wrong", "d) I don't know", "e) more likely true", "f) true", "e) quite right ") one of which must be chosen by the subject. The processing and interpretation of the results of the survey is carried out by calculating the corresponding points based on the chosen answer option by the subjects, summing them up, transferring them to the walls and interpreting them according to the three-level gradation proposed by the authors (highly developed level, intermediate level, low level).

For psychodiagnostics of the second structural component (pedagogical orientation) of professional reflection, the Questionnaire for identifying the level of pedagogical orientation was selected by V.B. Uspensky, A.P. Chernyavskaya. Within the framework of this methodology, respondents are asked to answer 30 questions and statements characterizing the pedagogical orientation of the individual. In this case, the answer options are regulated, i.e. there are two standardized answers ("a) yes" and "b) no") one of which must be chosen by the subject. The processing and interpretation of the obtained survey results is carried out in the traditional form, where, based on the selected answer options, the corresponding points are awarded, and their sum serves as an indicator of the severity of the pedagogical orientation of the individual as a whole. To facilitate the interpretation of the survey results, the authors of the methodology provide a five-level gradation of the severity of the pedagogical orientation (low level; rather low than high level; medium level; rather high than low level; high level).

As mentioned earlier, the third structural component of the professional reflection of the future teacher is the ability to self-control. For her objective psychodiagnostics, the Questionnaire of the severity of self-control in the emotional sphere, activities and behavior of G.S. Nikiforova, V.K. Vasilyeva, S.V. Firsova. This technique consists of 36 statements revealing the features of self-control as a personal property. Each statement provides three options for the answer, which vary in their content. The processing and interpretation of the results of a psychodiagnostic examination is carried out by awarding points depending on the selected answer options. The degree of severity of self-control is generally determined by the total amount of points scored on a five-level gradation (high level; increased level; medium level; reduced level; low level).

For psychodiagnostics, the fourth structural component of professional reflection, i.e. ability to self-regulation was selected Questionnaire style of self-regulation behavior V.I. Morosanova. This psychodiagnostic technique consists of 46 statements about the relevant features of behavior. Each statement is accompanied by four answer options (correct, perhaps true, perhaps wrong, incorrect) one of which must be chosen by the subject. The processing of the survey results is carried out by awarding points for each corresponding answer. The severity of the level of self-regulation is determined by the scored sum of points for the three-level gradation of the diagnosed sign (low level, medium level, high level).

For psychodiagnostics of the fifth structural component (sociability) of professional reflection, the Test of communicative and organizational propensities (KOS-2) was chosen by V.V. Sinyavsky, V.A. Fedoroshina. This toolkit consists of 40 questions for each of which the subject must answer "yes" or "no". The processing and interpretation of test results is carried

out by calculating points for the corresponding answers, summing them up and determining the degree of development of the diagnosed feature, taking into account the five-level gradation (very low level of development, low level of development, average level of development, high level of development, very high level of development).

The ability to predict was defined as the sixth structural component of the future teacher's professional reflection. For her psychodiagnostics, L.A. Predictive Ability Test was selected. Regusha. This test consists of 45 statements, for each of which there are two answer options ("a) yes", "b) no"). The processing of test results is carried out by awarding points for the corresponding answer options and summing them up. The degree of development of the ability to predict is determined by the accumulated amount of points according to three-level gradation (low level, medium level, high level).

For psychodiagnostics of the final, seventh structural component - the ability for self-development, the Questionnaire of the ability for self-development by I.V. Zvereva. It consists of 15 statements to which the subject must answer on the basis of five proposed answer options ("a) fully corresponds to reality", "b) is more true than not", "c) and yes and no", "d) rather does not correspond to reality "," e) does not correspond to reality "). The processing of the survey results is carried out by calculating points for the corresponding answer option. The level of development of the ability for self-development as a whole is determined by the accumulated sum of points of three-level gradation (level above average, active development; average level, there is no established system of self-development, development orientation strongly depends on conditions; level below average, stalled development).

The aforementioned, selected set of methods allowed for psychodiagnostics of the structural components of professional reflection in future teachers. According to the results of the survey, all the data obtained were summarized in a general table (Appendix No. 12) and the general level of development of the studied phenomenon in modern youth was determined. At the same time, for the comparability of indicators, the implementation of the corresponding mathematical actions, the results obtained for each psychodiagnostic technique were converted into percentages. The general level of development of professional reflection was calculated by determining the average statistical indicator of the percentage ratios for all applied psychodiagnostic techniques. The interpretation of the obtained indicators reflecting the general level of development of professional reflection of future teachers was carried out according to the following five-level gradation:
from 0 to 20 points - a low level of development of professional reflection;
from 21 to 40 points - below the average level of development of professional reflection;
from 41 to 60 points - the average level of development of professional reflection;
from 61 to 80 points - above the average level of development of professional reflection;
from 81 to 100 points - a high level of development of professional reflection.

The results of a comprehensive psychodiagnostic examination, as well as the calculation of the general indicator, made it possible to reveal that the majority of modern students (52.6%, 130 people) have an average level of development of professional reflection. The next in importance is the development of the studied trait at a lower average level, to which 41.7% (103 people) of the surveyed were assigned. At a low level of development of professional reflection, 2% (5 people) of future teachers were identified. At the same time, only 3.7% (9 people) of students were identified at a higher average level of development of professional reflection, and no respondents were identified at a high level of development.

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