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PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF DEVELOPING REFLECTIVE ACTIVITY IN FUTURE TEACHERS

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Annotation: This article discusses the psychological and pedagogical foundations of developing reflective activity in future teachers. Reflection is interpreted as an essential component of pedagogical activity, and its role in shaping the professional competence of future educators is analyzed. The study also highlights the importance of innovative pedagogical technologies, independent learning, interactive methods, and self-assessment mechanisms in the development of reflective activity. The research findings demonstrate that a reflective approach contributes to the development of creative thinking, professional adaptation, and pedagogical skills of future teachers.

Keywords: reflection, reflective activity, pedagogical competence, future teacher, psychological approach, pedagogical technologies, professional development, interactive methods.

BOLG'USI PEDAGOGLARDA REFLEKSIV FAOLIYATNI RIVOJLANTIRISHNING PSIXOLOGIK VA PEDAGOGIK ASOSLARI

Annotatsiya: Mazkur maqolada bolg'usi pedagoglarda refleksiv faoliyatni rivojlantirishning psixologik va pedagogik asoslari yoritilgan. Refleksiya pedagogik faoliyatning muhim tarkibiy qismi sifatida talqin qilinib, uning bo'lajak o'qituvchilarning kasbiy kompetentligini shakllantirishdagi o'rni tahlil qilingan. Shuningdek, refleksiv faoliyatni rivojlantirishda innovatsion pedagogik texnologiyalar, mustaqil ta'lim, interfaol metodlar hamda o'z-o'zini baholash mexanizmlarining ahamiyati ochib berilgan. Tadqiqot natijasida refleksiv yondashuv pedagoglarning ijodiy fikrlashi, kasbiy moslashuvi va pedagogik mahoratini oshirishga xizmat qilishi asoslab berilgan.

Kalit so'zlar: refleksiya, refleksiv faoliyat, pedagogik kompetentlik, bo'lajak pedagog, psixologik yondashuv, pedagogik texnologiyalar, kasbiy rivojlanish, interfaol metodlar.

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ РЕФЛЕКСИВНОЙ ДЕЯТЕЛЬНОСТИ У БУДУЩИХ ПЕДАГОГОВ

Аннотация: В данной статье раскрываются психолого-педагогические основы развития рефлексивной деятельности у будущих педагогов. Рефлексия рассматривается как важная составляющая педагогической деятельности, а также анализируется её роль в формировании профессиональной компетентности будущих учителей. Особое внимание уделено значению инновационных педагогических технологий, самостоятельного обучения, интерактивных методов и механизмов самооценки в развитии рефлексивной деятельности. В результате исследования обосновано, что рефлексивный подход способствует развитию

творческого мышления, профессиональной адаптации и педагогического мастерства будущих специалистов.

Ключевые слова: рефлексия, рефлексивная деятельность, педагогическая компетентность, будущий педагог, психологический подход, педагогические технологии, профессиональное развитие, интерактивные методы.

Introduction: Today, the fundamental reforms being implemented in the education system identify the development of professional competence, independent thinking, and reflective activity of pedagogical personnel as important priorities. In the modern educational process, a teacher acts not only as a transmitter of knowledge, but also as a specialist who manages the intellectual and spiritual development of learners and implements innovative approaches in practice. Therefore, the issue of developing reflective activity in future teachers is considered one of the urgent scientific problems in the fields of pedagogy and psychology.

Reflection is a complex psychological and pedagogical process aimed at analyzing, evaluating, and improving an individual's own activities, behaviors, knowledge, and experiences. In pedagogical activity, reflection plays an important role in a teacher's professional growth, proper evaluation of pedagogical situations, enhancement of educational effectiveness, and continuous self-improvement. Particularly, the formation of reflective skills among future teachers studying in higher educational institutions contributes to the effective organization of their future professional activities.

From a psychological perspective, reflective activity is associated with self-awareness, assessment of one's internal capabilities, and determination of an individual development strategy. From a pedagogical perspective, reflection enables the analysis of the educational process, the selection of pedagogical methods, and the improvement of teaching effectiveness. Therefore, the effective use of interactive methods, problem-based learning, innovative pedagogical technologies, and independent learning tools is of great importance in developing reflective activity.

The purpose of this article is to scientifically analyze the psychological and pedagogical foundations of developing reflective activity in future teachers and to highlight the significance of a reflective approach in improving the effectiveness of pedagogical education. The article broadly examines the essence of reflective activity, its structural components, and its role in shaping the professional competence of future teachers.

Literature Review: The issue of developing reflective activity has been widely studied in psychology and pedagogy as one of the important scientific directions. In the scientific research of both foreign and local scholars, the concept of reflection is interpreted as a process of understanding, analyzing, and improving one's own activity. Particularly in pedagogical practice, reflection is recognized as an important factor in the formation of teachers' professional competence and the development of pedagogical mastery.

In psychology, the concept of reflection initially appeared in the philosophical views of thinkers such as G. Hegel, J. Locke, and I. Kant. Later, this concept was extensively studied from a psychological perspective by scholars including B.G. Ananyev, L.S. Vygotsky, S.L. Rubinstein, and A.N. Leontiev. In their scientific works, reflection was explained as a mechanism of conscious activity, self-awareness, and evaluation of internal capabilities.

Issues related to pedagogical reflection occupy a special place in the studies of V.A. Slastenin, A.K. Markova, V.V. Serikov, and Ye.N. Shiyanov. These studies describe the reflective approach as a factor that contributes to teachers' professional development, analysis of pedagogical situations, and improvement of educational effectiveness. A.K. Markova particularly emphasized

the importance of reflection in the formation of pedagogical competence, noting that continuous analysis of one's own professional activity is one of the main criteria for professional growth.

Among foreign pedagogical scholars, J. Dewey considered reflection an integral part of the educational process and substantiated that reflective thinking enhances the effectiveness of teachers' professional activities. In addition, the concept of "reflective practice" developed by D. Schön serves as an important methodological foundation for improving teachers' professional activities.

Uzbek scholars have also conducted a number of scientific studies on pedagogical reflection and professional competence. In particular, N. Muslimov, U. Nishonaliyev, R. Ishmukhamedov, and other researchers highlighted the importance of the reflective approach in developing the professional training of future teachers. Their studies analyzed the formation of reflective activity through pedagogical technologies, interactive methods, and independent learning tools.

The analyzed scientific sources indicate that reflective activity is an important factor in developing the professional competence of future teachers, fostering creative thinking, and increasing the effectiveness of pedagogical activity. At the same time, the need to improve innovative mechanisms for developing reflective activity in modern educational conditions has been identified.

Research Methodology: In this study, scientific approaches and research methods aimed at investigating the psychological and pedagogical foundations of developing reflective activity in future teachers were employed. The research methodology was based on systematic, competence-based, learner-centered, and reflective approaches.

During the research process, pedagogical, psychological, and methodological literature related to the theoretical foundations of reflection and reflective activity was scientifically analyzed. In this process, scientific works, monographs, articles, and regulatory documents of both local and foreign scholars were examined. Through theoretical analysis, the essence, structural components, and role of reflective activity in the development of future teachers' professional competence were identified.

In the empirical part of the study, observation, interviews, questionnaires, surveys, and pedagogical diagnostic methods were used. Through the observation method, students' reflective activity in the educational process, as well as their skills of self-analysis and self-assessment, were studied. Interview and questionnaire methods helped clarify future teachers' attitudes toward reflective activity and determine the level of their professional preparedness.

Furthermore, throughout the study, opportunities for developing reflective activity were tested through the use of interactive methods, problem-based situations, training sessions, and practical assignments. Comparative analysis, generalization, and statistical data processing methods were applied in analyzing the obtained results.

The main purpose of the research methodology was to identify effective pedagogical conditions for developing reflective activity in future teachers and to develop scientific and practical recommendations aimed at improving their professional competence.

Analysis and Results:During the research process, the psychological and pedagogical aspects of developing reflective activity in future teachers were analyzed, and the importance of the reflective approach in the formation of professional competence was studied. The obtained results demonstrated that reflective activity is an important factor in the professional development of teachers.

The analysis revealed that students with developed reflective activity possess the ability to deeply analyze pedagogical situations, identify shortcomings in their own activities, and eliminate them effectively. Such students demonstrated independent thinking, creative approaches to problem situations, and the ability to make well-grounded pedagogical decisions during the educational process.

The results of pedagogical observations and questionnaires showed that in groups where reflective methods were regularly applied, students' self-assessment, communication skills, and adaptation to professional activity significantly improved. In particular, methods such as interactive techniques, "analysis of ideas," "problem situations," "portfolio," and "self-assessment" proved to be effective tools in developing reflective skills.

Furthermore, the study revealed that psychological factors also play an important role in the development of reflective activity. High levels of self-confidence, motivation, and professional interest among students positively influenced the effectiveness of reflective activity. At the same time, pedagogical support and a favorable educational environment were identified as essential conditions for the development of reflective thinking.

Based on the obtained results, it was scientifically substantiated that the systematic implementation of a reflective approach into the pedagogical education process contributes to the development of future teachers' professional competence, enhancement of pedagogical mastery, and improvement of education quality. The findings of the study also indicate the necessity of widely introducing innovative methods and technologies aimed at developing reflective activity into educational practice.

Conclusion: During this research, the psychological and pedagogical foundations of developing reflective activity in future teachers were scientifically analyzed. The results of the study demonstrated that reflective activity is an important factor in shaping teachers' professional competence, developing pedagogical mastery, and increasing the effectiveness of the educational process.

The findings revealed that reflection enables future teachers to analyze their own activities, approach pedagogical situations critically and creatively, make independent decisions, and ensure their professional growth. In particular, the use of interactive methods, innovative pedagogical technologies, problem-based learning, and self-assessment techniques was proven to produce effective results in the development of reflective activity.

Furthermore, the study identified that the development of reflective activity is closely connected with students' psychological preparedness, motivation, communication abilities, and professional interests. Pedagogical support, a favorable educational environment, and modern methodological approaches were evaluated as important conditions for the formation of reflective thinking.

Based on the research findings, it is recommended that higher educational institutions widely introduce special training programs, practical exercises, and interactive methods aimed at developing the reflective activity of future teachers. This is because the reflective approach contributes to teachers' professional adaptation, creative thinking, and the improvement of pedagogical effectiveness.

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