



Professional culture of school teachers the importance of reflection in development

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Annotation: The theoretical and practical study of the research problem, the pragmatic analysis of the pedagogical activity made it possible to determine the reflexive ability as one of the leading factors in the development of the professional culture of school teachers. From this point of view, first of all, the content of reflexive skills requires a thorough scientific study and analysis.

Keywords: "Reflection - (Latin "reflexio" - return, reflection) is considered as a way of knowing and correctly evaluating the internal (spiritual) and external (social) states of a person in connection with the thinking process."

By studying the reflection in human thinking that occurs when solving creative problems, scientists find that the thinking subject's own

- by defining it as a method of self-management (Yu.N. Kulyutkin⁷⁷, S.Yu. Stepanov⁷⁸), a factor of creative thinking (I.N. Semenov⁷⁹), a high indicator of theoretical thinking (N.B. Kovaleva⁸⁰, S.S. Kashlev⁸¹) they evaluate.

I.S. Ladenko appreciates the importance of reflection in the self-organization of intellectual systems. Reflection is the basis of the formation of thoughts about the transition from the internal imagination to the external imagination and vice versa, the internalization of these processes (transition of external factors to internal factors) in the process of thinking. Also, on the basis of reflection, not only knowledge, but also memory, competence and skills are formed, and methods of practical application are improved.

Reflection represents the ontological side of human life in every way and is one of the unique characteristics of a person.

The authors of the book "Psychology of human development ("Psikhologii razvitiya cheloveka")" state that reflection is the most important, central phenomenon of human subjectivity and give the following definition:

allows a person to analyze himself and his activities, and also reflects emotional states, experiences, human behavior and attitudes, in general - allows for special attention (analysis and evaluation) and practical change (change and development)".



Pedagogue V.A. Slavenin, who studied the problems of teacher personality formation and self-development, emphasizes that there are two traditions of explaining reflexive processes:

- reflexive analysis of consciousness that leads to the interpretation of the essence of cognitive and emotional experiences and their construction;
- reflection of the understanding of a person's self and the content of interpersonal communication.

In this regard, we can distinguish the following features of reflection:

- understanding oneself and others;
- to evaluate oneself and others;
- descriptive analysis of oneself and others.

According to V. Slobodchikov, through reflection, "the attitude of the participants of the educational process to their activity is coordinated and the reorganization of this activity in accordance with the form and content of the cooperative activity is ensured."

According to G.S. Sukhobskaya and L.L. Gorbunova, reflection is "the description of self-awareness, understanding of how the subject is perceived as an interlocutor in the process of communication, the subject's problem and it is given as the ability to see, identify, study and analyze the reasons for its existence .

activities aimed at understanding actions and their consequences,

interprets as the form of theoretical activities of a person, that is, referring to the past (back)" 85.

According to D. Khakimova, who researched the problem of organizing and managing the process of forming reflexive skills among students of a general secondary educational institution, "personal reflexive skills are an important mechanism for effective thinking and functioning, separate organization of the processes of understanding the happening phenomenon in the context of a wide system (it is the situation and actions (includes evaluation, finding methods and operations for solving situations), activities aimed at understanding actions and their consequences, the form of theoretical activities of a person, that is, referring to the past (back) and the subject's ability to see a certain problem and the reasons for its occurrence, is the ability to identify, learn and analyze".

Reflection is a special ability, but what can it give us? This skill allows us to observe our own state, our way of thinking and emotional experiences, as well as to choose the right course of action. Through it we have the opportunity to observe ourselves.

Reflection is mainly focused on introspection (self-observation). Thus, by means of it, we can evaluate our actions or state and reflect various events in our life. In this case, the power of reflection



is inextricably linked with a person's ability to manage himself, his level of knowledge, and his morals.

In our opinion, reflexive skills can be evaluated as the main indicator of further development of professional culture in pedagogical activities. If we consider the phenomenon of reflection as a method of reflecting a certain process as a whole, then it allows us to observe the process and identify its shortcomings. A person with such introspection will achieve positive things. Through this we master the mechanism that allows us to reveal hidden thoughts and ideas.

It should be noted that the personal and professional development of each person is closely related to the reflexive process. In addition, development is provided not only from a professional point of view, but also from a physical and intellectual point of view. So, reflexive skills allow us to understand what we are thinking about, what activities we are currently doing, and in which direction we need to move in order to develop.

The reflexive culture of the head of the secondary school helps to improve interpersonal relations with subordinates, correctly understand professional tasks and quickly solve them, affects personal and professional self-determination, motivation and will, the ability to resolve conflicts, as a result, develops professional culture.

The ability to develop, improve, and make innovative changes the subject of understanding and revision of one's own activities plays a key role in increasing the level of reflective culture.

2. Communicative reflection is manifested in socio-cultural relations related to social development and communication problems. It is the most important component of intellectual and developed communication, as well as interpersonal emotions.

3. Personal reflection, in which subject behavior and a person's own "I" are studied from the point of view of his personal qualities.

Such an analysis is carried out in connection with the problems of development, disintegration and correction of personal consciousness and the mechanism of creation of the subject's personal "I". There are several steps to doing personal reflection. It is the experience of experiencing conflicts and understanding the tasks and intractable situations that face a person, personal stereotypes and problematic is to review situations. In such a situation, a person is fully aware of himself. In the process of rethinking, a person's attitude towards himself and his "I" changes.

4. Intellectual reflection is characterized by knowledge about an object and ways of communicating with it. Intellectual reflection is analyzed in the sciences of pedagogy and psychology together with the problems of knowledge of information and organization of thinking and processing



processes. The subject can reflect on the following: knowledge of cooperative collective groups and their structural importance, imagine the inner world of a teammate, the reasons for his actions and works, know about his activities and personal and individual "I", an object and the ways of their interaction in certain situations.

By A.V. Karpov and V.V. Ponomareva, the reflection process is considered in relation to time in three main forms: situational (situational), retrospective and perspective (prospective) reflection .

1. Situational reflection. This form appears in the form of "motivation" and "self-awareness" and ensures direct involvement of the subject in the situation, understanding of its elements, analysis of what is happening at the moment. The authors pay particular attention to the ability of the subject to compare his actions with the objective situation, coordinate the elements of activity in accordance with changing conditions, and self-control.

2. Retrospective reflection serves to analyze past events. This form of reflection is aimed at a more complete understanding, understanding and analysis of the accumulated experience, which allows to identify mistakes, search for the reasons for the achievements and failures of the subject.

3. Perspective reflection is manifested in thinking about events and situations that may occur in the future, thinking about the course of action, planning and defining the most effective methods for future activities.

It can be said that in the development of the professional culture of school teachers, it is an important mental process necessary for self-analysis by means of reflexive skills, to determine the level of their capabilities and shortcomings, and for the correct implementation of future activities.

In turn, the reflexive culture of a school teacher is a part of his professional culture.

The attributive components of any professional culture are informational, communicative, political, social, psychological, pedagogical, ecological, technological, legal, administrative, methodological, ethical and other types of culture, and the main representative, managerial reflexive culture.

All types of culture are objectively manifested in similar abilities of the subject, where the general is the reflexive ability of activity and its derivatives to an equal extent, all forms of professional culture are a direct product of reflexive culture.

The main task of the teacher's reflexive culture of the general education school is to control and evaluate his own work. The effectiveness of this type of control depends on the teacher's ability to think. This allows to consciously and objectively analyze his actions, opinions, behavior, to understand and revise his activities, to determine the correctness of goals and the use of methods,



methods, tools, experience.

Studying the process of reflection in the teacher's professional activity, many scientists distinguish its communicative and cooperative types.

In our opinion, the teacher's success in pedagogical activity, the teacher's success in education, satisfaction with the results of his work depends on the level of perfect development of reflection. Reflection helps the teacher to find sources of professional self-improvement from his own experiences and opportunities.

Based on the analysis of the essence of the reflexive process, its forms and types, the following structural bases of it were determined:

Retrospection (Lat. retrospectare - "to look back") is a form of re-reflecting or expressing the types of social activities by referring the subject to previous informational data and situations. In this case, the events that happened are analyzed, the accumulated experience is more fully realized, understood and reinterpreted. Retrospectiveness also makes it possible to identify the mistakes made by the subject himself, to explain the reasons for the achievements and failures.

Introspection (lat. introspecto "internal observation") - "self-observation, that is, it is a method of researching the mental and spiritual state of a person, it consists of observing the processes taking place in a person without using any tools or standards"⁹⁰. This is sometimes called the "personal observation" method. Its main two forms are distinguished: analytical (analytical) introspection and systematic introspection method.

Also, introspection is a mental skill that manifests itself as an activity of the mind that includes individual thoughts, perceptions, feelings, experiences, concepts, and the like.

Extrospection (lat. extra - external and spectare - observation) is a form of directing the mind to the objects of the external world, or reflecting the way of action. We can further interpret this component as follows: our relation to another entity and another entity's relation to us it is reflected in our understanding and analysis of how they are being treated. Also, in this, the person analyzes the results of the possibilities of his influence on others. In this respect, extrospective skills are important in the future interaction of teachers with students and individuals.

Perspective component (lat. perspectio - to clearly see and describe) - a system of thinking about events and situations that may happen in the future, thinking about the course of action, designing and determining the most effective ways to achieve success.

Therefore, reflexive knowledge and skills can be defined as one of the main criteria indicating the level of development of professional culture in a teacher.



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