



Content Of The Development Of Reflexive Competency Of Teachers Of Future Professional Education On The Basis Of An Integrative Approach

Hayitov A.I.

Tdpu named after Nizami
Pedagogy of primary education
chair teacher
hayitovanvar7@gmail.com
Tel: (93) 585-13-30

ABSTRACT

This article talked about the content of the development in future professional education teachers of extremely necessary reflexive competence in professional activities on the basis of an integrative approach in higher education classes.

В данной статье рассматривается содержание развития у будущих педагогов профессионального образования рефлексивной компетентности, крайне необходимой в профессиональной деятельности, на уроках высшего образования на основе интегративного подхода

Ushbu maqolada bo'lajak kasb ta'limi o'qituvchilarida kasbiy faoliyatda o'ta zarur bo'lgan releksiv kompetentlikni oliy ta'lim darslarida integrative yondashuv asosida rivojlantirishning mazmuni haqida so'z borgan.

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bo'lajak kasb ta'limi o'qituvchisi, integratsiya, integrative yondashuv, kompetentlik, refleksiya, releksiv kompetentlik, releksiv kompetentlikni rivojlantirish.

Particular attention is paid to the development of a modern approach to the formation of professional competency in future teachers in the world, the improvement of pedagogical mechanisms for creating an integrative educational environment. At the same time, priority is paid to improving the socio-pedagogical mechanisms of ensuring the removal of the educational process of schools to a higher level on the basis of the formation of an intrusive approach to the teaching of subjects[1]. In particular, in the process of expanding the scientific worldview of teachers of future professional education and improving the quality of knowledge, it is important to widely apply the integrative approach to the content of pedagogical education, as well as develop a system for preparing teachers of future professional education for an effective appearance of Education.

The main trends in the development of modern education are: humanization, democratization, intensification, cooperation and integration.

The term "integration" includes:

1. Separate differential systems and functions of the system are a concept that refers to the state of dependence of an organism on one whole, as well as the process that leads to such a state.

2. The processes of their differentiation bilien is a process of convergence and communication of Sciences in a row.

The term "integration" for pedagogical science is relatively new, but, nevertheless, there are studies in the pedagogical literature devoted to the problem of knowledge integration in pedagogy[3].

Initially, the idea of integration in education was introduced by the classics of pedagogical science - Y.A. Komensky, I.T. Pestalotsi, A. Disterweg, K.D. Ushinsky's works were founded and developed in the form of systematic and consistent learning and requirements for the use of interdisciplinary and interdisciplinary communication for these purposes.

Psychologists and educators have repeatedly referred to certain aspects of integration in their research. In modern psychological and pedagogical literature, a fairly wide range of materials are collected on some problems of integration in the educational process:

✓ in philosophical literature: fundamental works that reveal the problem of integration of Sciences and scientific knowledge (B.M. Kedrow, N.T. Kostyuk, M.G. Chepikov, B.G. Yudin et al.);

✓ in psychological and pedagogical literature: I.D. Zverev, V.K. Kirilova, V.N. Maksimova, M.N. Skatkin, Y.S. Tyunnikov, Y.K. Dick, W.V. Usanov, M.N. Berulava[5].

The concept of reflection comes from the Latin word "reflexio", meaning "to look back, to reflect". Reflexive activity is an activity aimed at self-knowledge and understanding, which reveals the specific hidden qualities of the human spiritual world, being considered a form of theoretical activity aimed at comprehending the actions of a person and their laws, harmoniously developed in all respects[6].

The methodological basis for the development of reflexive competence in vocational education teachers is a systematic approach that allows us to interpret this process as a general holistic pedagogical system, consisting of interconnected, complementary and continuing structural foundations.

The formation and development of the abilities of the teachers of the future professional education to conduct integrated classes requires various forms of study that ensure the effectiveness of students' perception of educational materials. The need for the emergence of integrated lessons is explained by a number of reasons:

❖ first, vocational education the world surrounding students is known by them for their diversity and unity, and often the subjects of the educational cycle, which is aimed at studying the individual phenomena of this childhood, do not give an idea of the whole phenomenon, divide it into different fragments;

❖ secondly, integrated lessons professional education develops the potential of students, encourages them to actively understand the surrounding reality, understand and find cause-and-effect relationships, develop logic, thinking and communicative abilities;

❖ thirdly, the form of integrated lessons is considered non-standard and interesting.

The use of different types of activities during the course of the lesson provides a high level of support for the attention of students, which makes it possible to increase the sufficient efficiency of classes[5]. Integrated classes open up important pedagogical opportunities. Such classes, by switching to various activities, relieve fatigue, overexertion of students, sharply increase cognitive interests, serve to develop imagination, attention, thinking, speech and memory in schoolchildren;

➤ Fourth, integration in modern society explains the need for integration in education. Modern society needs highly qualified, well-trained specialists. To meet this dedication, it is necessary to start training educated, well-trained professionals from the lower classes, which is facilitated by integration in the primary classes;

➤ fifth, due to the strengthening of interdisciplinary ties, hours of study are allocated, which can be used for additional practical training;

➤ sixth, integration provides opportunities for self-awareness, self-expression, teacher creativity, helps to reveal abilities.

We can conclude that, as a result, we can conclude that integrated lessons give the student a very broad and vivid picture of the world in which he lives, the interaction, interaction of phenomena and objects, the world of various material and artistic cultures. The main pretext is not to eat into the assimilation of certain knowledge, but to develop imaginary thinking.

Integrated classes also include mandatory development of students' creative activities[4]. It makes it possible to use the content of all academic disciplines, to attract information from different areas of science, culture, art, referring to the phenomena and events of life around them.

Thus, integrated education creates new conditions for the activities of teachers of the future primary class, which is considered a prerequisite for the development of creative activity that helps to immerse themselves in the problems of interconnected disciplines.

The results of an empirical-analytical study on the development of reflexive competency of teachers of future professional education on the basis of an integrative approach serve as the basis for the development of the model and pedagogical conditions for the organization of this process. Let's dwell on these issues in the next paragraphs.

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