



A MODEL FOR DEVELOPING FUTURE TEACHER'S REFLEXIVE POSITION

Karshiyeva Zulfiya Shukurovna

Samarkand region public educators
retraining and advanced training
regional center teacher

Article history:	Abstract:
Received: March 28 th 2021 Accepted: April 7 th 2021 Published: April 29 th 2021	This article analyzes the developing model of the future teacher's reflexive position. It is substantiated that the model design of future teacher development in the professional training process is carried out in accordance with the algorithm.
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The research purpose – is to develop a model for the future teacher's reflexive position development in the professional training process, which based on this process is carried out.

The term "model" is used in the pedagogical literature as a clear structure that is somewhat obvious, definitive, easy to consider and practical; as an imaginary or materially realized system, i.e. it is able to change the position of the research object in such a way that it acquires new information about the object by studying it; is defined as objects and symbols system that replicate important features of the original system and replace the original in the scientific study process. The model repeats the original structure form, simplifies it, does not focus on insignificant aspects; it serves as a generalized event reflection¹; an artificially created drawing, in a pattern form in the physical structures, symbolic forms, and formulas, and in a simplified form that reflects the structure, properties, interrelationships, and that object elements relationships while being close to the object or phenomenon being studied; the facts, objects, and relationships reflection in a particular field of knowledge in the most visual material structure form².

Thus, according to the definitions provided, the model allows for a visual and objective representation of the set of reality objects which is being studied (i.e., to represent it in the system) in order to make the studied phenomenon ideal in practice.

Modeling is the models creating process and is understood as "a very high and specific form of clarity to identify the phenomena being studied"; "a theoretical method of studying processes and situations using their real or ideal models"³.

Consequently, modeling is considered as an indirect study method of processes and events, in which the definite, abstract models are applied at the theoretical level, and the subject models at the experimental level.

Modeling allows four types implementation of structural analysis, namely morphological, structural, functional, genetic, and they reflect the system development level, which is implemented in stages.

In our study, we develop a didactic model based on the principles developed by S.I. Arkhangelsky. Integrity has been identified as the main principle, which serves to reflect constructive-descriptive and symbolic-symbolic expression.

The didactic model of teaching is consistent with the basic law of education theory - the unity and interdependence of content, process and activity aspects and general didactic laws, which determine the relationship between its constituent foundations based on objective laws⁴.

We used a systematic approach to develop a model for developing the future teachers' reflexive position, while a systematic approach that reflects a set of methodological tools serves as its tool, they are used to study complex systems and present them in the models form. The systematic approach involves designing any system in three stages (see Figure 1).

¹Polonsky, V.M. Dictionary of Education and Pedagogy. - M.: Higher school, 2004. – 512 p. – p.158.

²Dakhin A.I. Pedagogical modeling: essence, efficiency and uncertainty // Pedagogy. – 2003. – № 4. – p. 21-26.

³Polonsky V.M. Dictionary of Education and Pedagogy. - M.: Higher school, 2004. – 512 p – p.150.

⁴Arkhangelsky, S.I. The educational process in higher education and its legal foundations and methods: teaching aid. - M.: Higher school, 1998. – 368p.–p.106-107

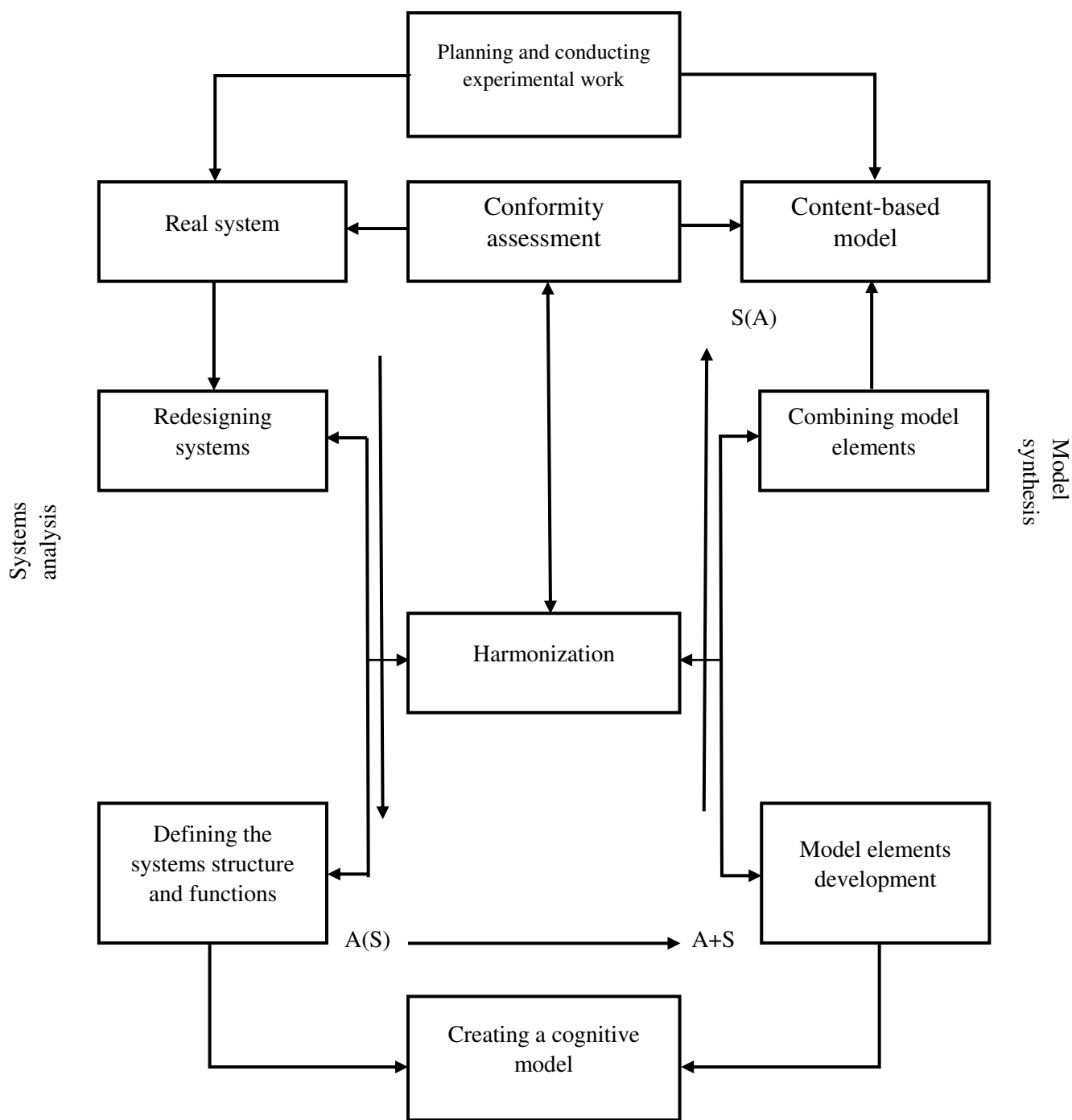


Figure 1. Stages of designing a model for the development of future teachers’ reflexive position

In the first stage, the system is analyzed. The study of the research object is conducted, which result is a cognitive model of the process under consideration. This phase purpose is to isolate the system; identification of goals and objectives that will give a new look to its activities; present the system as a set of components, as well as checking each of the components and the relationship between them.

In the second stage, the model synthesis is conducted, which essence is methodological rules selection, as which result the model design process is generalized and acquires a holistic view. Also, another aspect of this phase is specific models creation of individual components, creating their interactions and transitioning to a holistic model of the process being designed in a sequential manner. At the phase end, the process model is determined.

In the third stage, the model compatibility with the system is checked. This process is carried out at all model development stages. The stage purpose is to ensure the model and the system compatibility under study, which is necessary to achieve the description accuracy of the effective process operation under consideration on specified conditions. In our study, at this stage, we trialed in practice the model developed using complex pedagogical conditions.

The design of the future teacher's reflexive position development model was carried out according to the following algorithm:

- 1) determine the system scope which being modeled;
- 2) setting a model design goal, ensuring that the projected process is consistent with the goals and objectives;
- 3) identification of the process subjects which is under consideration;
- 4) substantiate the principles on which the future teacher's reflexive position developing process is carried out;
- 5) determine the content, method and means of developing the future teacher's reflexive position;
- 6) planning the result to be achieved through this model implementation, substantiating its diagnostic technology and tools;
- 7) development of pedagogical conditions necessary to achieve the designed model purpose.

The selection order of the modeled system boundaries is equated to its object and subject selection. In our study, the future teacher's reflexive position development was the modeling object, and this process model served as the subject.

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