INCREASING THE EFFECTIVENESS OF PROFESSIONAL GROWTH OF STUDENTS BASED ON REFLECTIVE VIDEO TRAINING

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A R T I C L E I N F O.	**Annotation**
	The article discusses the development of pedagogical reflection in a higher education institution and increasing the effectiveness of students' professional growth based on reflexive video trainings. In order to develop pedagogical reflection and optimize the professional growth of students in a higher education institution, it is envisaged to use reflexive video trainings in class processes. http://www.gospodarkainnowacje.pl/ © 2023 LWAB.

The relevance of the issue: in recent years, in order to introduce reflexive video trainings into the educational system, first of all, the normative frameworks for the development of intellectual features of education, the informatization of video trainings in the field of education, and the development of reflexive technologies have been created. Priorities were set in "further improvement of the continuing education system, increase of quality education services, continuation of the policy of training of highly qualified personnel in accordance with the modern needs of the labor market". As a result, didactic support for the application of reflexive video trainings to the educational process, improvement of the educational methodology, and the possibility of increasing the effectiveness of the use of forms, methods, and tools have expanded.

In the conditions of modernization of higher education, there is a need to use innovative methods and technologies in the process of preparing students for future professional activities. Organization of educational processes of higher educational institutions based on the competence-based approach based on the state educational standards of the Republic of Uzbekistan excludes the possibility of using reflexive technologies in the educational process of higher educational institutions and forming reflexive abilities of future teachers in this process. can't.

Reflection (derived from the Latin reflexio - return, reflection) is a form of theoretical activity aimed at understanding one's actions and laws; cognitive activity that reveals the unique features of the human spiritual world. The presence of reflection in a person allows a person to consciously plan, organize and control his thinking; allows to assess not only the truth of thoughts, but also their logical

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correctness; reflection allows you to find answers to problems that cannot be solved without it.

The process of developing pedagogical reflection in a higher education institution is a multi-stage, multi-faceted process, and it is a type of technological and pedagogical system based on the technological and communicative interaction of all participants of the educational activity, diagnosis of the results of the development process. All this helps to perceive the future practical activities of students, to conduct self-analysis and multiple analyses, to form an adequate understanding and regulation of their pedagogical activities and the activities of students (pupils).

Changes occur in the personal development of students, which, first of all, imply the emergence of a stable direction of "feedback" with themselves; taking into account the reflexive experience that is still being collected, the ability to predict their possible difficulties, systematize their results, and model educational activities develops. As a result, students actively participate in practical seminars, problem group work, scientific-practical conferences, competitions and other activities.

The reflexive abilities of future primary school teachers can be formed in the following ways:

1) by introducing special courses of reflexive education into the traditional pedagogical teaching process, for example, "Creative pedagogy", "Pedagogical technologies", etc.

2) through the module of formation of reflexive skills of future teachers presented as an independent special practice, as a result of which students are interested in their future profession, pedagogical orientation is formed, that is, pedagogical sciences play the role of a foundation, on the basis of which professional skills and qualifications are formed in the study of special sciences in future teachers.

Many reflexive methods or technologies used in the educational process today can be divided into the following types:

Methods of communication. They may include methods that are communication-based and involve the author's statement and understanding. Such methods are built on the basis of the first stage of complex communication or discussion. Obligatory conditions for the emergence of dialogue are listening to the author's words, asking questions to clarify or understand what was said. You cannot communicate without understanding the topic, communication without understanding the topic will cause objections and lead to pointless debates from which new knowledge cannot be gained.

The methods of communication are reflexive, because it reveals personal reflection related to the person's personality and his volitional orientation, and the activity expressed in choosing to act with an intellectual and new norm that allows thinking about the opinion of another person. The technique of communication can become a condition of creative activity, because the creative exit from thinking occurs as a result of "unspoken, hidden" communication with the person himself.

A reflexive discussion consists in the fact that one group proposes a project or models a problem situation, another suggests alternative ways to optimize it or solve it, and the third gives constructive additions to its development. During the lesson, groups change roles, which allows them to "live" each role, reflecting the location of both authors and critics, enriching the content and allowing them to experience cultural interactions and reflection on different activities. Reflexive discussion allows not only to form a database of various professional news, but also to ensure the process of their critical analysis.

An effective form of reflexive methodology is reflexive video training. This significantly increases the effectiveness of reflexive processes for personal and professional growth. The effectiveness of reflexive video training is that it creates a holistic reflexive-developmental environment based on personal and intellectual reflection. In addition, during the training, collaborative relationships

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between participants are developed through cooperative and individual reflection, which provides an intensive process of self-development and self-awareness. It helps to review one's own experience and develop professional competence

An effective and widespread form of reflexive technology is reflexive video training. This significantly increases the effectiveness of reflexive processes in personal and professional growth.

The stages of preparation and delivery of reflective video training are traditional and do not differ much from standard training procedures.

The effectiveness of reflexive video training is that it creates a holistic reflexive developing environment based on personal and intellectual reflection. In addition, during the training, collaborative relationships between participants are developed through cooperative and individual reflection, which provides an intensive process of self-development and self-awareness. It helps to review one's own experience and develop professional competence.

The purpose of reflexive video training is to familiarize students with the main characteristics of assertive behavior and to identify the main causes of conflicts in the group.

On the basis of the above, as a result of the work done, the principles of reflection formation based on reflexive video training have been determined:

the consistency shown in the study of reflection as epistemological, axiological, methodological phenomena, which allows us to talk about its ontological status and the possibility of considering these aspects in education. Various types of reflection highlighted in scientific research are elements of a single system in which a person achieves the harmonization of personal, social, and professional development;

integrity, which gives the idea of reflection as a necessary condition for purposeful self-transformation, as a condition for the development of professional skills, competence, and all aspects of life. Reflection brings expediency, orderliness, operability, variability to activity, and on this basis, it can be recognized as the creation of a holistic process of activity that is inseparable from personal and professional;

integrativeness is manifested in the interdisciplinary integration of reflection in the design of various social systems, including a complex socio-humanitarian system such as education. Mechanisms of self-organization of reflection serve as integral mechanisms of human development and self-development;

a development of special importance in innovative paradigms, in which reflection is manifested as a professional ability, personal function, emotional-value category. In educational practice, cooperative, communicative, personal and intellectual reflection helps a person's personal, social and professional development;

synergism, reflection should be considered as a socially significant phenomenon that determines the values and criteria of human development as a whole, open, self-developing system. The theory of self-organization, aimed at the search for universal patterns of self-organization of complex organized systems, answers eternal questions about man, his place in the world, ways of perception, recognition, perception. Mastering the world through the use of reflexive mechanisms of perception.

In short, optimizing the professional growth of students based on reflexive video trainings leads to the formation of a kind of technological and pedagogical system based on introducing students to the main features of assertive behavior, technological and communicative interaction of all participants of educational activities, and diagnosing the results of the development process.

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