

CONTENT OF DEVELOPMENT OF PSYCHOLOGICAL PREPARATION OF FUTURE TEACHERS BASED ON PROFESSIONAL REFLECTION

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Abstract

This article discusses the psychological aspects of the development of the reflection process of future teachers, as well as its necessity and the content of developing their psychological preparation.

Key words

reflection, psychologist, professional reflection, professional activity, creative activity.

In today's advanced era, great attention is paid to the educational process. In the era of rapid development of modern science, technology and technology, great attention is paid to the education system and future teachers working in it. In our country, serious demands are placed on the spiritual image, mental potential and psychological preparation of future teachers. The analysis of the psychological preparation of future teachers and their achievements, shortcomings and directions of scientific research in the future is the development of pedagogical preparation. For this purpose, in this article, attention was paid to the psychological preparation of today's future teachers and the field of analysis of their own activity - the concept of reflection. It consists in analyzing professional psychological preparation in the continuous education system and providing both theoretical and methodological practical support to their future research work. . It should be noted that until now there is no perfect classification of the concept of professional reflection. In this regard, it should be noted that reflection plays an important role in the professional activity of future teachers.

After all, in the process of professional reflection, future teachers prove their capabilities, existing ideas about it to the extent required by their chosen pedagogical profession with the important aspects of their pedagogical experience, and voluntarily form a chain of personal pedagogical training. Teacher

professional reflection is his uniqueness, his professional self-improvement and self-awareness of the personality, the ability to take a unique analytical

position, providing a specific and realized pedagogical activity considered as a psychological mechanism.

G.P. reflection in their work is the main factor in the development of pedagogical activity of future teachers and offers to study reflection from the point of view of the "complex of positive activities" of a person. He believes that if it is impossible to implement some pedagogical activity, based on this idea, a system of "reflexive exit" will be built outside the scope of this activity. In this case, future teachers will move from an unrealized activity to a new activity position and will have the tools to "build concepts", based on which they will understand and describe the primary activity. In this case, the second new activity uses the first as an important "material". Such conclusions of scientists are based on the fact that professional reflection is manifested in self-development of future teachers (it is determined by the fact that it is impossible to be satisfied with the result of their creative work), regular search for news about their professional activities, creativity. So, it can be said that reflection is the basis for professional self-improvement of future teachers. - a modern pedagogue should be able to organize today's psychological process, while being aware of the latest science and technology.

- the pedagogue should constantly reflect on his knowledge, skills, and abilities and prepare for the future. The essence of reflection is also used to optimize professional activity.

One of the main features of psychological training of future teachers is continuity in its development. Therefore, in the reflexive process, it is not necessary to note whether future teachers have pedagogical training and professional qualities, but it is necessary to take into account the stimulation of their development, enrichment, and strengthening. Education this is what the process should serve, it only works when knowledge, skills and competence are consciously accepted with an inner urge to self-improvement. It is the duty of today's intellectuals to reflect on the above-mentioned points and the requirements of today's teachers.

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