

Professional Training in the Personality of the Future Teacher as a Factor Ensuring Professional Reflection

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Abstract. *The article focuses on the role of professional reflection in the formation of professional training in future teachers. In particular, the essence of professional training in the personality of a future teacher and the content of approaches in this area were analyzed. At the same time, the relationship between professional training and professional reflection in the personality of a future teacher was investigated.*

Key words: *professional reflection, professional training, pedagogical personality, autonomy, possession of information, decision-making, planning, emotional attitude, professional vitality, value orientation, knowledge, skills, qualifications.*

It is known that the modernization of the higher professional education system requires a radical revision of the experience of supporting the professional training of students, connecting new sources and resources, and choosing a convenient strategy for its implementation. The change in the directions of traditional professional training of a student of a higher educational institution is associated with a radical change in the value-content foundations of the content of the educational process of a higher educational institution, aimed at obtaining a different level of quality of graduate training. This is carried out simultaneously and at the level of content (expanding the range of access to innovative knowledge corresponding to modern problems; diversity in the choice of convenient methods of managing personal and socio-professional relationships; enrichment of socio-professional experience) and as a result (formation of personal, general cultural, professional competencies and successful integration of the individual into the professional community).

The socio-psychological approach plays an important role in the professional training of students (resources are being attracted as education itself within the framework of the implementation of the ideas of V. G. Bocharova [2], M. A. Galaguzova [3], A. V. Mudrik [4], S. V. Salseva [7] and others). The existence of a large-scale social space for testing, mastering, and developing methods, techniques, and new models of independent professional activity in various spheres of life, as well as in other areas of public practice, which subjectively create broad opportunities for students to study in new forms, consists in the organization of learning - quasi-professional activity - everyday-social practice [8].

We note that the socio-psychological approach in the context of the professional training of a student of a higher educational institution is determined by the fact that it is aimed at expanding the student's interaction with the environment, which ensures the free choice of methods of professional self-awareness and their socio-cultural self-development.

From a socio-psychological point of view, these ideas embody a fundamentally new concept of the professional vitality of a student in a changing society (P.I. Babochkin). For the younger generation to carry out their socio-cultural and professional formation and occupy a worthy place in society, they

must, first of all, be capable of life. Socially, the vitality of the learner implies the social activity of the individual, aimed at overcoming the conditions of the external environment, its transformation and self-formation, the development of their abilities and creative potential. In the professional context, vitality is determined by the quality and advanced professional training of the student, corresponding to the modern problems of the post-industrial society and the innovative economy. The content of a student's life skills consists of being a competitive specialist and an active member of society, forming their life content, worldview, and realizing their talents and abilities in future professional activities. The professional and sociocultural formation of a viable student in society implies not only their conformity to the views of society as a bearer of ideals, values, culture, etc., but also their ability to go beyond the requirements of the present time [1].

Within the framework of the socio-psychological approach, the implementation of the ideas of the concept of professional and socio-cultural vitality of a student in the educational process of a higher educational institution requires the assimilation by the student of fundamentally new socio-professional experience, innovative approaches of society; revision of value orientations; formation of a positive constructive attitude of the individual towards nature, society, professional activity, and himself; accumulation of socio-professional knowledge that allows predicting life success in a new regime or in non-standard social situations.

Determining the specific features of the professional training of a university student, we will focus on the main theoretical and methodological foundations of the socio-psychological approach. This determines another spiritual characteristic of the educational process, necessary for achieving the student's viability in the chosen area of social and professional practice [6].

1. Considering the socio-psychological approach, in our opinion, it is aimed at the actualization of the student's entry into the profession, into society, and the possibilities of the educational process of the higher educational institution (values of self-organization of the student; values of coexistence, recognition and understanding of the point of view of others, communication, cooperation, respect for the individual and his rights; values of social and professional self-awareness and free self-development of the individual; cultural norms, guidelines, ideas, and values of national self-awareness for the student (within the framework of the transition from an object of social influence to a subject of self-education and self-improvement) to acquire socio-professional experience in interaction with the environment, peers, adults, etc.). Therefore, the professional training of the student, in the context of a socio-psychological approach, is oriented towards the logic of updating the range of innovative socio-professional knowledge of the student, updating the content, uniting the efforts of all educational subjects for the value of the content of the future profession.

2. Professional training of a student of a higher educational institution, in the context of the essence of the socio-psychological approach, actualizes the harmonization of the interaction of the individual and the environment, the main direction of which is the formation in the student of methods of assimilation and transformation of the socio-professional environment from himself (changing the surrounding society) in a vector direction and into the student (self-improvement); activation of the inner world of the student in accordance with socially significant professional norms, rules, and standards in the field of communication, behavior, activity in society; stimulation of the development of communication as a basis for social relations, social partnership, interaction and cooperation of various agencies.

When consciously motivatedly involving a student in modern social life, quasi-professional activity, it becomes possible to establish connections (in the context of society, social, professional, and educational institutions) and, in this regard, through the performance of new socio-professional roles, to educate a competitive, active, and responsible specialist, capable of integrating ongoing events, revealing the essential foundations of being, and identifying the value bases of their life activity.

3. The use of the socio-psychological approach consists in organizing the teacher's individual activity, which "caresfully" monitors the professional formation of the student of the higher educational institution. It harmonizes its relationship with society to expand the boundaries of interaction with the surrounding world, macro- and microenvironment (as a social and professional group), prevents

obstacles, negative factors that prevent the activation of the mechanisms of professional self-development of the individual. These positions determine the facilitating meaning of the professional training of a student of a higher educational institution. This consists in the organization by the teacher of "observation relationships," which help the student develop a style of professional thinking, their own orientations and the logic of actions in the profession, individual variants of personal, professional, and social formation, reveal the student's abilities for creative expression, responsible organization, and successful professional self-awareness in modern society. This, in turn, implies supporting the student as a unique self-respecting being, taking into account the socio-psychological-natural integrity of the student. This is necessary at the physiological and psychological levels, as well as at the level of social and professional relations, behavior, social interaction, professional self-expression, self-awareness, for the development of unique, inherently inherent characteristics of this personality.

4. The socio-psychological approach, due to the existing potential, performs a number of important functions, reflecting, on the one hand, the social order of society, and on the other hand, the needs of the individual (S. V. Salseva). We can use them in the context of the professional training of a university student.

The methodological function ensures a holistic unity of the student's knowledge of the general picture of the world, post-industrial society, culture, profession; knowledge of the laws and regularities of professional activity; knowledge of general scientific and professional categories; design - design and reconstruction of the professionally oriented content, methods, and forms of organizing professional training in the context of social changes and problems of the modern economy; diagnostic - study of the social and life situation of students, their personal and professional development, environmental conditions; transformative - activation of a subjective, professionally oriented position; development of individuality, harmonization of relationships, formation of significant interests, motives, and needs for knowledge and work; enrichment of experience in professional creativity; technological - defining the professional-developmental content, means, and technologies for organizing the student's professional training; coordinating-managing - creating a unified professional-socializing space; coordinating the efforts of its subjects, ensuring the socio-psychological comfort of the student's life activity; professional self-determination, psychological support for self-awareness; analytical-reflexive - monitoring, analysis, and evaluation of the effectiveness of the professional training of a university student [7].

5. In the implementation of the socio-psychological approach, the professional training of a student of a higher educational institution is most optimally implemented when the entire complex of the influence of society on the student's consciousness is combined with their involvement in active activity (economic, labor, intellectual-cognitive, socio-political, cultural-leisure, sports-health, etc.), as well as the encouragement of multifaceted and comprehensive communication in various groups, teams, associations. During the student period, it is necessary to provide specific life examples and the individual with the opportunity to choose a system of professional values in society. This develops independent thinking, free professional self-determination and responsibility for one's actions, encourages the preservation and respect for certain values, and forms appropriate behavior.

Under the direct influence of the person's immediate environment, the microenvironment, a system of professional value orientations, a life position is formed. This is expressed in activity, communication, everyday behavior, and, ultimately, in the social and professional position of the student. At the same time, the importance of creating such conditions and situations that ensure the individual's success in various activities and communication is increasing [2].

Thus, in the context of the socio-psychological approach, the professional training of the student is aimed at expanding the student's interaction with the surrounding world, mastering effective methods of professional and social partnership, professional and social relations with social institutions of society, peers, adults, mastering universal and professional culture necessary for professional self-determination, self-expression, self-development in the context of modern society; embodies a fundamentally new concept of the student's vitality in the logic of combining the efforts of all subjects of education and society; determines the facilitating content and organization of relations within the

framework of the student's entry into a new socio-professional reality as a subject of diverse social relations, expanding the boundaries of social experience and internalizing social norms, relations and knowledge, profession and society.

It is known that the professional training of future teachers is determined not only by the knowledge they acquire within the framework of their specialty, but also by the skills and abilities of professional activity. In particular, the development of the characteristics of the system of self-awareness in the personality of the future teacher contributes to the full manifestation of their abilities, capabilities, and abilities. At the same time, the development of reflection and professional reflection in the personality of the future teacher is a factor that ensures their readiness for future professional activity.

In turn, it is important to study the influence of professional training on the development of professional reflection in the personality of a future teacher. From this point of view, the methodology "Professional Training" by A.P. Chernyavskaya and the methodology "Determining the Level of Formation of Professional Reflectivity of Teachers" by O.V. Kalashnikova were conducted with a group of future teachers, and the obtained results were analyzed quantitatively and qualitatively.

Table 1. The relationship between professional reflection and professional training

Types of professional training	Professional reflection	
	1st year	3rd year
Autonomy	0,97*	0,14**
Information ownership	0,17**	0,10**
Decision-making	0,45	0,08*
Planning	0,18**	0,32**
Emotional attitude	-0,92*	0,08*

According to the results of the table, it became known that there is a correlation between professional training and professional reflection. According to it, it turned out that autonomy and professional reflection have a high degree of significance in 1st-year students ($r=0,97$; $p\leq 0,01$) and 3rd-year students ($r=0,97$; $p\leq 0,01$). At this point, the term "autonomy" or "autonomy" actually means philosophical, not psychological, concepts. Autonomy is understood as "the ability of a person, as a moral subject, to determine their own destiny based on their own legislation." Any person will be satisfied with their professional decision (choice or change of profession, study, place of work, specialty, retraining, etc.) only if this decision is not made from the outside, but is perceived as their own.

It turned out that possession of information about the world of professions has a high degree of significance in professional reflection among 1st-year students ($r=0,17$; $p\leq 0,01$) and 3rd-year students ($r=0,10$; $p\leq 0,01$). Therefore, possession of information about professions in future teachers often leads to the emergence of the possibility of self-awareness in the chosen specialty. To choose a profession, a person must have a large amount of knowledge about the world of professions in general. This information includes: a) understanding the division of the world of professions by subject and purpose of labor, means of production; b) knowledge of general labor and general production concepts (labor culture, labor discipline, principles of production planning, enterprise structure, principles of remuneration); c) knowledge of certain professions; d) knowledge or practical skills in mastering a profession; on job search and employment; about the level of education required for various professions; about how to carry out activities at work, how to improve one's professional skills and how to rise up the professional ladder.

According to the research results, it became known that decision-making and professional reflection have a significant correlation in 3rd-year students ($r=0,08$; $p\leq 0,05$). At the same time, it is observed that decision-making and professional reflection do not have a significant interrelationship in 1st-year students. As can be seen from the results, it was established that decision-making in choosing a profession during the student period initially has an ambiguous appearance. At the same time, the gradual increase in knowledge during the student period, the expansion of ideas about the chosen professions, influences the development of professional reflection in them. All major and important

steps of a person's professional life are united by one thing - there is always an alternative option for evaluation and decision-making based on it. An important condition for the ability to make decisions is the autonomy and independence of a person, who assumes responsibility for the decision and its consequences, has the ability to independently propose and evaluate alternatives. Thus, the level of decision-making skills is inextricably linked with the level of maturity of the individual.

According to the analysis of empirical data, it is noted that planning and professional reflection have a high degree of significance in 1st-year students ($r=0,08$; $p\leq 0,01$) and 3rd-year students ($r=0,32$; $p\leq 0,01$). It is known that planning in professional training during the student period is required by the mutual harmonization of the knowledge, skills, and abilities acquired within the framework of professional disciplines in the educational process. This factor includes not only the attitude towards various options in choosing, but also the attitude towards planning, the need to make a certain decision, responsibility for decision-making and planning, showing activity, compromise, etc. Many studies note that a negative attitude towards the need to make decisions related to the future can prolong this process and, as a result, lead to incorrect decisions. Thus, the emotional component of professional maturity manifests itself in the general mood of the individual and is closely related to the emotional component of personal maturity in general, which manifests itself in a positive emotional mood, life optimism, emotional balance, and tolerance for failure.

According to the research results, it was established that emotional attitude and professional reflection have a contradictory significance in 1st-year students ($r=-0,92$; $p\leq 0,05$). At the same time, it was noted that emotional attitude and professional reflection have a mutually significant relationship in 3rd-year students ($r=0,08$; $p\leq 0,05$). Of course, it was observed that the emotional attitude in the student's professional training has a selective nature in the formation of professional reflection. The decision-making period, like the professional path, is always connected with emotions. They manifest themselves in the attitude towards various professions and professional groups (specific people, representatives of one or another profession) and in the need to make decisions about choosing a profession. The role of the emotional factor in a professional decision-making situation has hardly been studied, therefore it is possible to rely only on general rules. Emotional attitude or emotional involvement has a great influence on decision-making.

Based on the studied theoretical sources and research results, it is advisable to draw the following conclusions.

- there is a mutually significant connection between professional training and professional reflection in future teachers. According to him, the development of professional reflection is determined by the development of self-awareness, professional knowledge, imagination, and concepts;
- a high degree of significance is observed in future teachers between autonomy, possession of information, planning, types of professional training, and professional reflection. In particular, the manifestation of professional reflection influences the clear development of the main components of professional training.
- it was noted that the interrelationship of professional training with decision-making, emotional attitude, and professional reflection has a selective nature. In turn, it was established that the development of rational-emotional relations negatively affects the development of professional reflection.

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