METHODOLOGY FOR OPTIMIZING THE PROFESSIONAL GROWTH OF PRIMARY EDUCATION STUDENTS BASED ON REFLECTIVE VIDEO TRAINING
REFLEKSIV VIDEOTRENINGLAR ASOSIDA BOSHLANG'ICH TA'LIM YO'NALISHI TALABALARNING KASBIY O'SISHINI OPTIMALLASHTIRISH METODIKASI
МЕТОДОЛОГИЯ ОПТИМИЗАЦИИ ПРОФЕССИОНАЛЬНОГО РОСТА ОБУЧАЮЩИХСЯ НАЧАЛЬНЫХ ОБРАЗОВАНИЙ НА ОСНОВЕ РЕФЛЕКСИВНОГО ВИДЕООБУЧЕНИЯ

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ABSTRACT
The article discusses the development of pedagogical reflection in a higher educational institution and increasing the effectiveness of professional growth of students of primary education on the basis of 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. 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.

Annotasiya
Maqolada oliy ta'lim muassasasida pedagogik refleksiyani rivojlantirish va refleksiv videotreninglar asosida boshlang'ich ta'lim yo'nalishi talabalarining kasbiy o'sish samaradorligini oshirish haqida fikr yuritilgan. Oliy ta'lim muassasasida pedagogik refleksiyani rivojlantirish va talabalarning kasbiy o'sishini optimallashtirish maqsadida dars jarayonlarida refleksiv videotreninglardan foydalanish nazarda tutilgan. Refleksiv videotreninglarni ta'lim jarayoniga tatbiq etishning didaktik ta'minoti, ta'lim metodikasini takomillashtirish, shakl, metod, vositalarini qo'llash samaradorligini oshirish imkoniyatlari kengaydi.

Аннотация
В статье рассматривается развитие педагогической рефлексии в высшем учебном заведении и повышение эффективности профессионального роста учащихся начальных классов на основе рефлексивных видеотренингов. Педагогическая рефлексия в вузе предусмотрена в целях развития и оптимизации профессионального роста студентов и эффективное использование рефлексивных видеотренингов в классных процессах. Расширилось дидактическое обеспечение применения рефлексивных видеотренингов в образовательном процессе, совершенствование методики обучения, возможности повышения эффективности использования форм, методов и средств обучения.

Key words: *reflection, mastering, modernization, competence, reflexive, creative pedagogy, video training, reflexive experience, result.*
Kalit so'zlar: *refleksiya, o'zlashtirish, modernizasiya, kompetensiya, refleksiv, kreativ pedagogika, videotrening, refleksiv tajriba, natija.*

Relevance of the issue: In Duyo, educational and scientific research institutions are conducting scientific research on improving the methodology of creating reflexive video trainings, improving the methodological basis of introducing reflexive video trainings into the educational process, creating the necessary information infrastructure, improving the teaching methodology based on reflexive video trainings. Special attention is being paid to scientific research on the organization of methods of improving the content of educational and methodological activity of teaching through the assimilation and targeted orientation of advanced foreign experiences, as well as the improvement of the methodology of creating reflexive video trainings in higher education institutions [1].

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. The 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 does not exclude the possibility of using reflexive technologies in the educational process of higher educational institutions and forming the reflexive ability of future primary school teachers in this process [3].

The object of the research is the process of optimizing the professional growth of undergraduate primary education students based on reflexive video trainings, and it is envisaged to carry out pilot studies in several higher education institutions.

The methodological function of reflection is actively developing in connection with the increasing differentiation and integration of knowledge in the conditions of the information society. In this role, reflection is used to solve methodological problems, such as organizing interdisciplinary scientific research, improving the efficiency of managing large systems.

In addition to the philosophical level, reflection is also used at the general scientific level, it is a methodological tool for interdisciplinary developments or an explanatory principle for some social and humanitarian sciences (art history, sociology, linguistics, etc.).

Within the framework of cognitive psychology, mental processes are analyzed as information processing processes, which are systems with input, output, and processing devices. Phenomena described by cognitivists - metamemory (memory of one's own memory) and metathinking (as processes of thinking regulation) are reflexive processes by nature.

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 problem of reflection and the influence of the profession on the individual, attracting the attention of researchers, is considered as an actual problem to this day. Constant interest in various aspects of pedagogical reflection is explained, on the one hand, by the set of psychological and social problems related to people's life, and on the other hand, by many problematic and unsolved important aspects.

The dissertation examines reflexivity, that is, teacher's expert reflexivity, as an integral element of reflection, which is a characteristic of a developing person.

At present, in the scientific literature, there are almost no works carried out by researchers, including issues such as the emergence and development of the professional reflexivity of the pedagogue, correction and elimination of the professional deformation of the pedagogue's personality, as well as the professional development of the pedagogue. Thus, insufficient theoretical development today determines the relevance of the problem of professional reflexivity of pedagogues as a condition for effective pedagogical activity [4].

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 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 [8].

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 goal 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 [5].

The diversity of these studies is characterized by the fact that the principle of historical and scientific order is not very important for new aspects of reflection, given the problem of finding a single substantive basis for conceptual analysis. The main goal of the scientific theory sought here is not understanding, self-observation, self-evaluation, self-control, but the formal principles of scientific theory or the chronology of works devoted to some aspect of reflection. Since reflexive psychology is rapidly developing and its conceptual and methodological approaches have not yet been formed, and the boundaries between the subjects of experimental and empirical research of reflexive processes are unclear, the study of their various aspects through some a priori abstract ontological basis is considered as a kind of abstraction.

If we see here the principle of phenomenological realism, the analytical interpretations of reflection are arranged in some abstract form, because its manifestation prevails in the actual

psychological existence of a person. It should be noted that the phenomenology of reflection has an objective effect. The proposed phenomenological concretization makes it possible to place them in a logically based thematic sequence, while preserving the theoretical specificity of different interpretations of reflection. [7].

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 emphasized in scientific research are elements of a single system that a person achieves to harmonize 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 activity process 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 the 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 [6].

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. Based on the offered reflexive video trainings, the principles of pedagogical-psychological study of the professional growth of students, reflective methods of personality development in the group can be used in training-seminars within the framework of all courses studying in the primary education system. The results of the research work, based on reflexive video trainings, serve the professional growth of undergraduate primary education students, productive and efficient use of students' free time.

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