

**THE ESSENCE OF REFLEXIVE COMPETENCE: CONTENT, COMPONENTS,
LEVELS OF DEVELOPMENT AND STRUCTURAL-FUNCTIONAL MODEL****Ubaydullayeva Sayyora Khasanovna**

Institute for the development of professional education

basic doctoral student

usx.ubaydullayeva@mail.ru

Annotation: Pedagogical reflection is not only a reflective position of the future teacher in relation to himself, but also professional self-realization, in which reflection acts as a means and way to solve the problem.

Keywords: component, student, reflection, teacher

Reflexive competence has a special place and significance in the professional competence of the future teacher of professional education. In most cases, the main function of reflexive competence is considered to be related to self-control and evaluation activities.

The effectiveness of reflexive competence in this case is determined by the ability of the future teacher to analyze his behavior, decisions, behavior, activity, understand and re-understand it, assess whether the goals are set correctly and whether methods, tools and experience are used effectively. However, often the main condition for the appearance of reflex is difficulty in activity, which can be overcome by separation and awareness. Therefore, pedagogical reflection is the professional self-awareness that not only remains a reflexive position of the prospective teacher in relation to himself, but that reflection manifests itself as a means and way to solve the problem.

We include the following in the systematic-substantive components of reflexive competence: Reflection on the valuable aspects of pedagogical activity: the future teacher adequately understands the importance and content of pedagogical activity, their place in professional-pedagogical culture; understands and implements the values of pedagogical activity at an informational, emotional and behavioral level; realizes the personal meaning of pedagogical activity, etc.

Reflection on the professional-personal potential of the future teacher: the future teacher is focused on the development of his creative professional personality; has personal qualities as a developed subject, has a clearly expressed professional position; independently puts and solves

theoretical-practical pedagogical tasks. Professional-pedagogical responsible reflection: the future teacher demonstrates a conscious, mature life and professional position; shows accuracy and accuracy in fulfilling professional obligations; demonstrates the development of self-control and assessment skills of students' educational activities, etc.

Pedagogical-practical reflection: the future teacher evaluates and re-realizes the specific situation of the lesson with the aim of making appropriate decisions; evaluates the effectiveness of methods for controlling the robustness of mastering educational materials; demonstrates the ability to predict the development of the pedagogical situation, analyzes, evaluates and corrects the set goals and objectives of the lesson in the event. Thus, pedagogical reflection is the professional self-realization in which, rather than remaining a reflexive position of the teacher in relation to himself, reflection manifests itself as a means and way to solve the problem.

Future teachers of the person's immediate professional self itself of the chamber means the structural part as following the functions it performs:

- a) design and pedagogical activities of planning and organization to;
- b) organizational-pedagogical process participants between the effective interaction effects of carrying for the most comfortable environment to create;
- c) teaching the communicative process of the subjects between effective communication in terms of;
- d) sense -to create activities and interaction effects of the skills of the meaning of the formation;
- e) motivational-kids learning activities, self - improvement and personal growth, encourage them to necessary conditions to create;
- f) correction — interaction effects and activity possible the changes in stimulation [4].

The above features simbioz in the works, this is a multiple structural parts consist which full teaching is not allowed. kompetentsiyaning complex formation ensures: cognitive, personal , and operating. Their essence is above us by a right-on is not allowed. kompetentsiya function is opened is given.

Future teachers of professional self itself realizing it " " - from the image formed composed of the necessary structural parts of the collection, for example:

- * " I'm actual" - present in the moment self to realize and receive to;
- " Covers including" -selected professional field in relation to yourself to see and evaluate;
- " I am perfect" -the future in their field expert as yourself, show to;

* " Otherwise further"— yourself and professional as evaluation, as well as colleagues, parents, administration , and others by the teacher to the person of the relationship into account take. [3].

Future teachers teaching the process of the internal activity of the formation help to give, self-development and self- educate, too professional, too personal areas based on be should.Of these, all with their own capabilities, the quality to change, thinking adaptation, their activities, creative approach to contribute to it is added, that is.personal and pedagogical potential of society to the modern trends and requirements of the answer provides. This mental health, the completed work from the high - level satisfaction and life, the power of the inexhaustible source keep stay to entire professional travel during help which high - level skills and professional with reach can that means , which is not allowed. kompetentsiya.

Professional self of itself to realize the complexity of difficulty certain a life strategy and it's the place when you appear it will.Otherwise much further the role that iboratki, to himself, look, true desires and needs through the person himself fully be realised and to improve push may that the direction in choosing your help to give.

In so doing, the professional self- consciousness and is not allowed. kompetentsiya between direct issues related to defining the patterns of the appearance is.This pattern in these two forms outlined continuous at a, to each other certain a connection lies, this future teacher's personality gradual full development determines.

Reflexive competence is carried out in solving professional tasks based on certain types of pedagogical strategies (personal approaches).Productive strategies for solving professional-pedagogical situations are characterized by analytics. In the process of performing educational tasks, as well as in professional and pedagogical activities, such a strategy makes it possible to see the smallest details of the pedagogical situation, whereas strategies aimed at accepting the situation only in a general way do not provide such an opportunity. In addition, the productive strategy is characterized by flexibility, emotional stability, conservatism (not radicalism), sensitivity in contrast to toughness.

And the reproductive strategies for solving professional-pedagogical situations are characterized by the inability to distinguish between the professional-pedagogical situation (synthetics), inertia of thoughts, emotional instability, radicalism, toughness in decision-making. From the point of view of a systematic approach, the reflexive competence of the future teacher can be defined as an integral, dynamic, structural-level structure of an individual.

This includes: reflection on the valuable aspects of pedagogical activity, reflection on professional-personal potential, reflection on professional-pedagogical responsibility, pedagogical-practical reflection, reflection formed as a result of the activities of the future teacher as a subject of pedagogical activity and composed in the process of targeted education in a higher educational institution. From a functional point of view, the reflexive competence of the future teacher is an integrated unit of structural components, which have a level description and are carried out by the individual in the form of certain types of strategies for solving professional — pedagogical situations.

Reflexive competence is the ability of an educator to analyze their activities, decisions, methods and techniques used in the educational process. This competence is important for the personal and professional development of the educator, increasing his abilities for self-assessment, adaptation to changes, creative approach and solving pedagogical problems. The components of reflexive competence are divided into four main parts: reflection on the valuable aspects of pedagogical activity: this component is due to the fact that the educator analyzes the meanings and values in his pedagogical activity, determines his professional orientation and reflects social and personal meanings in his activities. professional-personal potential reflexion: this component is associated with the development of the personal and professional potential of the educator, the realization of his strengths and weaknesses, the formation of a professional position and the development of his creative activity. professional-pedagogical responsible reflection: this component includes the teacher's responsible approach to his professional obligations, the ability to effectively organize and manage the educational process.

The analysis, evaluation and self-control of students' learning activities are also studied within the framework of this component. professional-practical reflexion: this component reflects the abilities of the educator to assess and re-understand specific lesson situations. The educator analyzes the effectiveness of the lesson and seeks to improve its activities, using various methods and techniques to solve the problems arising in the educational process. Degrees of formation of reflexive competence: adaptive level: this level is the initial stage of reflection, indicating that the educator has a general idea of their activities and has a partial understanding of the activities.

The educator faces difficulties in realizing problems and analyzing them in the course of the lesson. Pragmatic level: this level represents the middle level of reflection. The educator is characterized by an in-depth analysis of pedagogical situations, effective organization of goals and objectives in the course process and the application of practical approaches to solving

problems. integrative level: it is a higher level, indicating that the reflexive competence of the educator is fully developed.

The professional position of the educator is clear, able to deeply analyze his activities, has a creative approach and can effectively solve various pedagogical problems. At this level, the teacher seeks to constantly develop himself and his activities.

REFERENCES

1. E.L.Ushakova. Pedagogical conditions for the formation of reflexive competence of future teachers as a means of resolving professional pedagogical situations. 13.00.08. Candidate Of Pedagogical Sciences. Lipetsk, 2013. p. 209.
2. Reflection or Philosophical Dictionary. /edited by I.T.Frolov.1986.410 6.
3. A short psychological dictionary. /Ed. -comp. L.A.karpenko. 1998. -318 b

