

## PEDAGOGICAL OPPORTUNITIES OF USING REFLECTIVE APPROACH ON THE DEVELOPMENT OF CULTURAL VIEWS OF FUTURE TEACHERS

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### ANNOTATION

This article focuses on the pedagogical aspects of using a reflexive approach in the developing cultural worldviews of future teachers, the importance of cultural models, cultural knowledge, critical analytical thinking in the developing cultural worldviews of future teachers. This article serves as a resource for the scientific and pedagogical community, teachers, future teachers, researchers.

**Keywords:** future teacher, cultural outlook, reflexive approach, cultural models, objective assessment, analytical activity, historical and cultural knowledge.

### INTRODUCTION

Particular pedagogical importance is the choice of didactic tools that serve to form a cultural worldview in accordance with the cognitive processes of the future teacher. Valuable relationships require a new approach to the pedagogical process. To this end, the need to pay more attention than ever to the development of the cultural outlook of future teachers in higher education institutions became clear in the course of our observations. For this, it is important for the future teacher to acquire independent knowledge, to study the cultural models of the Uzbek people on the basis of a reflexive approach. To do this, it is necessary to identify the requirements for the independent organization of the activities of future teachers in developing cultural models. In order to master cultural models, future teachers need to set goals to acquire a cultural outlook, find the necessary didactic tools and analyze them based on a reflexive approach, find strategies to succeed in mastering cultural models, form competencies to adjust their personal development programs.

Reforms aiming at the development of higher education also require the enrichment of the cultural activities and worldview of the future teacher. In such an environment, first of all, future teachers need to develop the ability to reflect on their own cultural outlook. When approaching from a cultural and pedagogical point of view, special attention should be paid to the reflection of cultural and pedagogical skills of future teachers. Prospective teachers who perform this type of reflection will have cognitive independence. They are able to establish productive communication with community members in the process of cultural relations.

### MATERIALS AND METHODS

As a result of the formation of reflexive skills on students of higher educations, a favorable opportunity is created for regular analysis of their cultural pedagogical activity. In this situation, future teachers will be able to focus on their personal, professional and cultural activities.

Developing reflexive skills on future teachers creates a complex pedagogical process. In this process, existing cultural models and experiences are involved in the pedagogical process and presented to future teachers as an important didactic tool. As a result, students become actively involved in reflection activities. For this purpose, favorable conditions are created in the pedagogical process. And the pedagogical activity of professors and teachers is aimed at involving students in reflexive activities in the pedagogical process which are directed to develop the professional and cultural outlook of future teachers.

The cultural outlook of future teachers depends on the content of knowledge and information about the culture they have assimilated. In this process, prospective teachers make certain career choices based on their socio-cultural experiences. There is a need for future teachers to systematically organize learning activities related to the acquisition of cultural wealth. In this process, their learning activities related to the acquisition of cultural wealth are developed on the basis of the use of convenient means and methods.

In this process, future teachers make specific choices related to the acquisition of a particular type of culture. In this case, the teacher's activity is in a guiding nature. In this context, reflexive skills are not formed as a result of repetition of actions suggested by the teacher, but as a result of analysis of unknown situations and situations, independent search and identification of the causes of failures. It is effective to use situations that encourage success in providing cultural resources, knowledge and information to future teachers. Future teachers will be able to master the knowledge as a result of deep thinking. According to P.G. Shchedrovitsky [1], R.G. Safarova [2], N. Tosheva [3] the acquisition of knowledge in the educational process is a product of reflexive activity.

As a result of developing the ability of future teachers to reflect on cultural processes, it will allow them to understand the historical reality, to form a clear picture of the past life of the Uzbek people. Students will have accurate scientific knowledge about the heritage of our ancestors, the glorious history of our people, the stages of cultural development. They enrich their cultural worldview based on the study and analysis of the contribution of our ancestors to the culture of the Uzbek people.

Reflexive activity helps students understand the nature of cultural indicators of their behavior. Norms of Cultural Behavior help cultural thinking to understand aspects that are important for the personal and professional development of future teachers. Cultural activities, the acquisition of cultural knowledge allows to ensure that future teachers play a leading role in educational activities. Reflection ensures that the processes of understanding the cultural models of future teachers are manifested in a variety of forms. As a result of enriching the cultural worldview of future teachers through the development of reflexive activity, their mental capacity expands and their personal, professional qualities improve. As V.I. Slobodchikov [4] points out truly, as a result of reflection, the attitude of the subjects of the educational process to their cultural activities improves, and as a result, the reorganization of these activities is provided in accordance with the content and form of joint activities. G.S. Sukhobskaya [5] and L.L. Gorbunova [6] giving their opinions on reflection, noted that reflection is an expression of self-awareness of a person and the ability to feel how the subject is perceived by the interlocutor in the process of communication, the ability to analyze problems and their causes.

Educators and psychologists have expressed their scientific views on the professional reflection of the future teacher. In particular, V.I. Slobodchikov [4] emphasized the fact that reflection is the teacher's ability to assess himself and his behavior objectively, to understand how he is perceived by students and other people and above all, with whom he interacts in the process of communication. R.G. Safarova [7] pointed out that the reflexive approach is an important way of thinking effectively in shaping the cultural worldview. Reflection includes a wide range of events, methods and operations of the future educator.

## RESULTS AND DISCUSSION

In order to create a reflexive activity experience on future teachers, it is recommended that they analyze cultural models and encourage them to think critically about them. Because critical and analytical thinking motivates the prospective teacher to assimilate new knowledge and cultural models. The essence of the content of the studied cultural models, the analysis of their specific features by future teachers serves to enrich their cultural outlook, ensuring that they have a reflexive experience of activity. The new knowledge of culture, the content of information, the importance of personal development, which are presented to students, will be thoroughly analyzed by future teachers. as a result, future teachers will develop reflexive activities that will enrich their cultural outlook.

A reflexive approach plays an important role in organizing the process of forming a cultural worldview on future teachers and providing scientific and pedagogical support. The reflexive approach allows students to systematically present to students the pedagogical processes associated with the centuries-old way of life, culture, cultural civilizations of the Uzbek people. As a result, students will have the opportunity to feel more deeply the past and present of the Uzbek people by comparative analysis of the past and present development of the culture of the Uzbek people. This type of cultural reflexive approach helps prospective teachers to analyze themselves, enrich their own cultural worldview, and evaluate it objectively.

Based on the reflexive approach, the cultural outlook of future teachers is enriched by:

- Be able to analyze their cultural and pedagogical knowledge and practical activities;
- Be able to analyze their cultural worldviews, concepts and ideas;
- Be able to compare their actions, cultural concepts, knowledge with others;
- Be able to analyze their cultural behavior and attitudes comprehensively; be able to analyze how they are perceived by their peers and others;
- In the process of cultural dialogue, they must be able to understand and respond to the feelings of their interlocutors, study historical and cultural realities, compare them with today's cultural realities, draw clear analytical conclusions, enrich their cultural worldview on the basis of national and universal values.

In the formation of a cultural outlook on the basis of a reflexive approach on future teachers is intended to organize pedagogical processes that encourage analytical activity. Creating such an environment involves taking into account the students' existing knowledge and skills related to the culture. As a result, they begin to get interested in the cultural events.

## CONCLUSION

Based on the effective organization of the pedagogical process aimed at the development of cultural worldview on the basis of a reflexive approach on future teachers, it is planned to enrich this worldview, the systematic presentation of cultural knowledge, the use of convenient methods and techniques. In the process of mastering the elements of cultural worldview based on reflection, their independent analysis, objective assessment of their pedagogical significance, allows the future teacher to form a clear idea of certain cultural concepts and models.

The reflexive environment based on cultural studies created in the process of higher pedagogical education has an effective impact on the development of students' cultural worldviews and is the basis for their professional and cultural formation.

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