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TÍTULO: Modelo informativo de gestión reflexiva de educar a futuros docentes en la etapa de preparación universitaria.

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RESUMEN. El presente documento revela el problema de la educación profesional del futuro docente, así como la formación de docentes con un alto nivel intelectual de autoconciencia capaz de pensamiento conceptual y actividad creativa, listo para la gestión independiente de su propia actividad profesional, lo que le permite interactuar. Más efectivamente con el ambiente de aprendizaje, y ser un sujeto activo de la actividad pedagógica profesional.

PALABRAS CLAVES: Gestión reflexiva, formación profesional, modelo esencial e informativo, reflexión, futuro docente.

TITLE: Informative Model of Reflexive Management of Educating Future Teacher at the University Preparation Stage.

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ABSTRACT: The present paper reveals the problem of professional education of the future teacher, as well as teacher training with a high intellectual level of self-consciousness capable of conceptual thinking and creative activity, ready for independent management of his own professional activity, allowing him to interact more effectively with the learning environment, and to be an active subject of professional pedagogical activity.

KEY WORDS: reflexive management, professional education, essential and informative model, reflection, future teacher.

INTRODUCTION.

The higher pedagogical school has the duty of preparing a teacher with a high intellectual level of self-consciousness, capable of conceptual thinking, creative activity and ready for independent management of his own professional activity, allowing him to interact more effectively with the learning environment, and to be an active subject of professional pedagogical activity.

Today, the school needs such a teacher more than ever. The solution of these tasks involves creation of a flexible, open and variable educational system, requires transition to new pedagogical technologies ensuring not only future teacher's mastery of the accumulated large amount of knowledge, but also the development of his self-development ability as well as being ready to manifest his essential forces.

Given the above, the need for deep reform of the educational sphere consists of not only a deep change in the pedagogical paradigm, but also a fundamental review of its content and technological basis, as well as a change in value orientations in teacher preparation. The present paper is aimed at developing theoretical, praxeological substantiation, and experimental approbation of the concept of reflexive control on the process of becoming a future teacher.

At present, productive approaches have been laid for creating the theoretical and technological fundamentals of pedagogical education. This problem has been studied by I.F. Isaeva, N.V. Kuzmina, Yu.N. Kulyutkina, A.I. Mishchenko, A.A. Reana, V.A. Slastenina, E.N. Shiyanova et al. (Isaev, I.F., 1993; Kuzmina, N.V., 1990; Kulyutkin, Yu.N., 1986; Mishchenko, A.I., 1992; Rean, A.A., 1990; Slastenin, V.A., 2000; Shiyanov, EN, 1991). At the university training stage, there is an active process of studying the course of professional development of a specialist.

Although the system of higher pedagogical education has been intensively developing in recent years, there are a number of inherent shortcomings in it, such as technological insufficiency of the formation of professional activity, its focus on the communication of ready-made knowledge, the strictly disciplinary nature of the educational process, the authoritarian management style, the weak interdisciplinary connections, separation of the logic of learning material from the upcoming professional activity, weak professional and pedagogical orientation of the educational process, as well as the incomplete use of the potential of the personal potential of the future teacher.

Having received education as part of the traditional system of training, this makes young teachers not only have difficulty in mastering new technologies, but also turn out to be psychologically unwilling to work in new ways. Naturally, this situation reinforced the need to search for new approaches not only in pedagogical education itself, but also in determining ways to improve the professional development process of a future teacher at the university preparation stage.

The above allows us to identify a number of contradictions between:

- The society needs the development of higher education as a center of education, culture, science, new technologies and insufficient development of the theoretical foundations of the professional development process of a student without the required experience of combining management, co-management and self-management in mastering a profession.
- It is objectively presented by the society to the teacher by the requirement of constant orientation in the problem of valuing self-determination, requiring him to be ready to reflect to his own place and purpose, as well as the others' - a typical teacher training system that does not create conditions encouraging a self-determination, does not search for a personal meaning of the profession, that is, not providing mastering one of the most important socio-professional functions - the reflexive functional analysis of pedagogical activity.
- The abovementioned requirements are for the realization of the abilities and potential possibilities of students and the need to ensure such an implementation of certain methods in the process of the professional development of students.

Analysis of scientific literature, educational programs and pedagogical practice shows that the pedagogical installations are formed for improving the quality of professional training of the university students (Isaev I.F., 1993; Kulyutkin Yu.N., 1986; Vajravelu, 2018; Issaliyeva et al, 2018; Saygushev N.Ya., 2017; Shiyarov E.N., 1991). However, specifically setting the abovementioned goal and its implementation do not yet guarantee an optimal result. It means that the goal setting itself

and the degree of its achievement in pedagogical sciences (the connection between goal setting and the degree of its achievement) are not clearly traced; hence, the results do not always coincide with the actual objectives, creating a contradiction between the target predictive attitudes of the society and the quality of the results. Moreover, this, in turn, causes the goals of professional training for the future teacher to oppose the modern requirements for the result of this training - the formed field of student's personal self-construction (Jahani et al, 2016; Elmes, 2018). Such contradictions can be resolved by introducing the reflexive control of the student's professional development process. At the same time, the works we analyzed cover only certain aspects of this problem, indicating that there is no holistic approach to its solution.

DEVELOPMENT.

Methodology.

With all the breadth and diversity of contemporary research, the problems of professional development of a future teacher, its focus on resolving the above disadvantages and contradictions, and the prerequisite for professional development and self-development of a teacher as a professional - a student's reflection of their own educational and upcoming professional and educational activities - seem to be insufficiently studied. Historical and logical analysis of this issue shows that due to the regularities of a teacher's professional development, scientists have not wanted to see the urgent need of a personality in teacher's reflection for many years (Kulyutkin Yu.N., 1986; Shiyanov E.N., 1991). Scientists began to actively propose and consider this problem in order to develop the theory and technology of the reflexive-active organization of the educational process in higher education (Kuzmina N.V., 1990; A.I. Mishchenko 1992; Saygushev N.Ya., 2017; Shirvani et al, 2015). It should be particularly noted that the process of training a specialist could not function effectively without using reflexive mechanisms, contributing to the introduction of optimization adjustments to management processes at various stages of social organization. In this regard, adjusting the process

of studying the disciplines of the humanities, and especially pedagogy is of particular relevance (Tereso et al, 2018).

On the one hand, this implies implementation of the ideas of culture cultivation and humanization, bringing valuable knowledge to the forefront with the formation of a socially demanded personality, and on the other hand, the presence of a new educational paradigm within which these tasks would be solved. The removal of this contradiction determines the problem of updating the content of the process of professional development of the future teacher.

Results and discussion.

In accordance with the hypothesis of the research, effective pedagogical support of the reflexive management of professional development of the future teacher is ensured by fulfillment of provisions within the concept's framework (Saygushev, 2017).

1. The professional development of a future teacher is a developing, self-organizing system, in which the interrelation of elements is specified not by static, but by dynamic factors based on modern approaches to self-organizing systems. This implies considering not only the foundations of the system's elements, but also the fundamentals of the activities of the subjects of management at their university professional training stage.

2. The reflective management of the professional development process of the future teacher is ensured through the implementation of an essential-content model, the development of which is carried out based on the following ideas:

- The process of professional development of future teachers is based on methodologically sound principles of reflexive control.
- The goals of the reflexive management of the future teacher's professional development are subordinated to the reflexive analysis of the functional components of pedagogical activity.

- The content of the professional development of the future teacher is built in the logic of their personal-semantic and reflective development as stakeholders.

- The means of reflexive control of professional development process of the future teacher is intensifying technologies, including the technology of textual and figurative representation of pedagogical knowledge, technology of designing reflective-pictographic tasks, and game simulation technology.

3. Continuity and complementarity of educational and cognitive, educational and professional, research, simulation and modeling activities and educational practice of the future teacher are ensured by the unity of methodological, theoretical, methodical, practical and reflexive training. Pedagogical disciplines in the practice of the work of classical universities are human-forming disciplines as well as carriers of general cultural knowledge.

4. Reflexive management of the professional education of the future teacher proceeds more effectively through the complex observance of pedagogical conditions:

a) Psychological and pedagogical support of the transition of management to self-management of the process of the personality formation of the future teacher.

b) Self-actualization and inclusion in the process of vocational training of the subject experience (personal meanings) of the future teacher.

c) Designing by students of the content of educational subjects of pedagogical disciplines through modeling.

d) Teaching students how to compose and synthesize solving reflexive-pictographic pedagogical tasks in a simulated situation and in real professional-pedagogical practice.

e) The use of gaming technologies as an integrative method of reflexive control in the professional development process of a future specialist.

f) Basic (dialectical unity of methodological, theoretical and technological) readiness of university teachers to implement reflexive management of the professional development process of a future teacher.

g) The focus of the technology of pedagogical education on the harmonization of integrative-differentiated processes in solving general and special tasks in the course of the professional development of the future teacher.

h) Humanistic personality-oriented diagnosis and self-diagnosis of the process of professional development.

CONCLUSIONS.

Analysis of literature and pedagogical practice (Saigushev N.Ya., 2017; Turaev RR, Vedeneeva OA, 2017) allowed us to conclude that there is an objective need for effective reflexive management of the professional development process of a future teacher. At the same time, we defined the professional development of a student as a purposeful, specially organized process of preparing a student for pedagogical activity, the result of which is an integral, dynamic personality trait, reflecting its professional orientation and expresses readiness to engage in various types of pedagogical activity based on reflexive-functional analysis.

In defining the reflexive control concept, we proceed from the fact that the reflexive control of the process of teacher's professional development is a phased, dialogical, subject-subject interaction, whose contents are intensifying technologies for preparing students facilitating the transition to the self-managed development of the future teacher.

Based on the abovementioned, the reflexive management of the professional development process of future teachers can be defined as follows: This is a purposeful, flexible interaction of the teacher with students, developing based on a phased transformation of the positions of the teacher and students

into the personality-equal positions of collaborating individuals because of the implementation of reflective principles and technologies of the intensifying learning.

Considering the specifications of the management process of the future teacher's training, we highlight such integral parts of management as purposeful activity, organization, planning, leadership, and feedback. At the same time, management, in its essence, should be guided by the personality of the student, teacher, and manager.

Solving the reflexive control problem, in our opinion, is impossible without considering the requirements of such procedural, problem-oriented, systemic, situational, optimization, research, personal, cultural, synergistic, reflexive-additional approaches. From the standpoint of these approaches, we single out and consider the features of the model of reflexive control of the professional development process of a future teacher.

Construction of the substantive-content model of reflexive control requires the implementation of certain actions:

1. To consider the interaction and justify the relationship through which the reflexive control of the professional development process of the student is possible.
2. To identify and substantiate the principles of reflexive management of the professional development process of the future teacher.
3. To designate the technology of intensifying education that contributes to the reflexive management of the professional development process of the future teacher.
4. To highlight the stages of the reflexive management of the professional development process of the future teacher.
5. To carry out feedbacks of the reflexive control of the professional development process of the student.

As a result of our experiment, the study goal was achieved, the hypothesis was confirmed and the tasks were generally solved (Sajgushev N.Ya., 1997. 98; Sajgushev N.Ya., 2000.182; Sajgushev N.Ya., 2010.162.).

We assessed the level of effectiveness of the model we have proposed for the reflexive management of the professional development process of the future teacher, considering the selected pedagogical conditions to be highly complex, and the effectiveness level of reflexive control to be effective and efficiently creative.

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