

OPTIMIZATION OF PROFESSIONAL GROWTH OF STUDENTS BASED ON REFLEXIVE VIDEO TRAINING

Karaev Abduvafo

Teacher of Samarkand State Institute of Foreign Languages

ANNOTATION

Studies have shown that the use of reflexive video training increases the likelihood that students will gain a more effective professional approach and memory recall. The visual and auditory properties of the videos attract a wide audience and allow each user to process information uniquely. Reflective practice increases the potential of students to improve at least for the following reasons: to create the opportunity to learn from educational practice on an ongoing basis, as well as to study the flow of professional demands and suggestions.

Keywords: *reflexivity, training, professional experience, research scope, innovative style, traditional videography.*

Today, due to the rapid socio-economic and existing cultural changes in society, the conditions for effective professional growth of a person have changed dramatically. On the one hand, the social practice puts new requirements on the specialist, which are not supported by cultural roots, to ensure vital activity, personal growth, and professional activity in the conditions of market relations, on the other hand, it is often personal and social experience and guidelines for ensuring new conditions and meeting these requirements.

It defines the following contraindications in the following direct actual professional activity:

- 1) Its main objectives (specific general or specific, depending on the type of activity) are to improve the quality of labor and its output, organizational development, profit-making, etc. k. and—the current state of uncertainty, continuous changes, a complex deep crisis, the lack of clear normative-legal provision, social protection of citizens;
- 2) Less effective stereotypes of professional activity and new tasks facing professionals;
- 3) The need for a holistic understanding of professional experience in the process of work and the absence of methodological tools for its organization.

It is important that in this dependence (among other similar ones) there is a reflection of professional growth, and its activity is psychological to create innovation at different levels of professional growth, based on the principles, tools, stereotypes of activity, their critical and vertical review. The objective process of community development sooner or later requires compliance with the main criterion for the selection of professional personnel and the evaluation of its activities. The increase in professional skill and independent professional growth is sluggish, which in turn is a reflex that is not sufficiently formed in a full, harmonious form.

The relevance of the study is determined at the present stage by the socio-cultural characteristics of the development of the society. A quick transition to market Relations puts new demands on professionalism. Professional growth, the formation, and the implementation of professional skills require certain psychological and pedagogical assistance. One of the effective ways to solve this problem is reflex and playing reflex (Semenov I. N., 1990), including reflexive education, reflexive practice, reflexive games, videography of the Larin are educational technologies that enable the development of professionalism in special groups by activating and communicating the reflection of their participants in developing situations.

The object of the study is the interaction of partners within the group in the conditions of reflective video training.

The subject of the study is the psychological and pedagogical aspects of professional growth in the group through reflex video training.

The purpose of the work is to study the psychological and pedagogical aspects of optimizing professional growth in the group in the conditions of reflexive video training.

Research objectives:

1. Theoretical analysis of the various approaches to the organization and optimization of Professional growth and systematization of the basic principles and methods of constructing reflex and reflexive practice.
2. Analysis of the basics of socio-psychological training from a psychological-pedagogical and reflexive-acmeological point of view and development of contextual rules for the construction of reflexive video training.
3. Develop methodical procedures and organize experimental reflexive video training.
4. To examine the psychological and pedagogical characteristics of optimizing the professional growth of an individual in a group in the conditions of reflexive video training.
5. To organize a reflexive video training and develop methodological recommendations for testing them in experimental professional training.

Research methods: 1) Historical-Scientific and theoretical-methodical analysis; 2) psychological modeling; 3) methods and technologies of reflexive training; 4) reflective game video Education 5) active observation; 6) question section; 7) questionnaire; 8) expert assessments; 9) experiment; 10) mathematical statistics.

Scientific innovation, the theoretical significance of the study, and the author's contribution are that the psychological and pedagogical aspects of optimizing professional growth in the group are analyzed and systematized from the point of view of reflexive-psychological research, as well as the experimental-educational implementation of innovative play-reflexes in the process of concomitant-methodological development and reflexive video training.

As a result of the study, the subjects and objects of the process of optimizing professional and personal growth in the group were identified in the context of video training, in which the functional role of the coach, the group leaders, and its participants were determined. This made it possible to distinguish the main features of optimizing professional growth in the group through reflective video training, as well as to identify the main components and stages of this process of igroreflexics. The systemic factor of the integrated interaction of participants in the process of optimizing professional and personal growth in the group is the reflexivity of social emotions, which makes it possible to more effectively create models of reflexive interactions based on the reflexive psychology of thinking and perception.

The model of the organization of video-igroreflexics, which includes programs and technologies for the development of various elements of collective and the group "I", was built. Based on this model, it is possible to optimize the choice of adequate technologies for the design of organizational activities, in particular through reflective video training, to create a variety of active reflex development tools.

In the conditions of reflexive video training, the criteria for optimizing professional growth in the group, indicators, and the level of effectiveness were determined. Evaluation of the level of its effectiveness by social, psychological and logical, and pedagogical criteria objective assessment of the level of professional implementation of video training methods provides an opportunity to objectively assess the level, comparative analysis of various reflexive video training, orientation to the desired university and increase the effectiveness of their development and implementation of measures for the organization.

The necessary factors for increasing the effectiveness of the algorithm of reflective video-training methods are the following: support in the development of programs on the symbolic basis of the collective unconscious participants of the reflective video-training group; comparison of their needs, motivations, and preferences with the goals of the process of organization of educational programs through psychological-pedagogical and reflexive; in the process of solving creative problems, the use of intensive reflexive-training methods to increase the readiness of group participants for interaction. Optimization of professional growth in the conditions of reflexive video training is a specific basis for increasing efficiency, its implementation against the background of the growing reflux environment, and the cultivation of the main types of reflection (visual, emotional, figurative, personal, communicative, cooperative, existential, cultural). The distinctive feature of reflexive video training is that it helps the unique impact of the altered video feedback, through which additional conditions are created to understand self-expression by providing participants with the opportunity to examine and revise the concepts of the object and neutral reflection on their behavior and their knowledge.

The organizational conditions that help to increase the effectiveness of optimizing professional growth in the group are as follows: competent organization of interaction between organizers and mentors who conduct direct training work; coordination of all participants in the reflecting video training; development of the program and the involvement of specialists in the relevant fields (philosophers, culturologists, archeologists, sociologists, historians, economists, sellers, linguists, teachers).; to create a monitoring system to monitor the indicators of changes in the dynamic formation of the reflexive group.

In the conditions of reflecting video training, the social-ecological and psychological-pedagogical conditions of optimizing professional growth in the group were determined, that is, to take into account the content of unconscious small groups, their level of reflexivity, to coordinate the goals of the process of organizing reflecting video training and its participants, to the dynamic structures of the mental processes of planning the activities of the team and its leader, in general, allowed to create a psychological and pedagogical description of the reflexive-psychological characteristics of professional growth in the conditions of reflexive video training.

Thus, for the first time in reflexive psychology, theoretical-experimental research was carried out within the framework of the interaction of Humanitarian-Scientific and scientific-technical methodological directions inherent in modern humanity and education by constructing and applying reflexive video training. Reflexive processes were investigated based on their cultivation using individual-oriented technical means (video cameras, VCR).

The practical significance of the study is to draw the attention of research, management, entrepreneurship, and education staff to the problem of targeted optimization and to study the combined intensive re-training programs as one of the decisive factors for the success of the organization's activities based on the psychological and pedagogical provision of professional and personal growth of members of various social and

Educational programs for psychologists, archeologists, teachers, specialists in practical fields, psycho-pedagogical activities in the socio-cultural design of special courses, and methods of reflexive-ideological work (including the implementation of a concerted development program, a reflexive video-training, and special training courses scenario) can be used from the proposed experimental-based systems: in the field of organization and optimization of labor, management, marketing, advertising.

In the final analysis, it can be noted that the study confirmed the hypothesis we have put forward, that under the conditions of reflexive video training, the effectiveness of optimizing professional and personal growth

in the group has been significantly increased, and the combination of different reflexes with a modified video report determines the self-organization of professional growth.

As a result of the study, the subjects and objects of the process of optimizing professional and personal growth in the group were identified in the context of video training, in which the functional role of the coach, the group leaders, and its participants were determined. On this basis, it was possible to distinguish between professional growth in the group through video training, which reflected the main features of optimization, as well as to identify the main components and stages of the baroreflex process.

The systemic factor of the integrated interaction of participants in the process of optimizing professional and personal growth in the group is the reflexivity of social emotions, which allows for more effectively creating models of reflex interaction based on the reflexive psychology of thinking and perception.

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