



FORMATION OF REFLECTIVE SKILLS OF STUDENTS IN THE EDUCATIONAL PROCESS

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Annotation. This article examines the development of reflex skills of future teachers through organizational and activity games in the learning process.

Keywords: reflex skills, play, students, pedagogical activity, educational process.

ABSTRACT

INTRODUCTION: As a result of the change in strategic directions for the development of the education system in Uzbekistan, educational and training goals are changing, and a transition is being made from the "knowledge-based" paradigm of education to the "competence-based" paradigm. This involves the formation of knowledge, skills, and personal qualities that ensure students' readiness for self-development and professional self-determination in modern conditions.

Personal development cannot be achieved without a person's understanding of his qualities and potential. Understanding and rethinking individual experience is provided by reflection, which is one of the main mechanisms of self-awareness. Modern society requires a person to be able to develop their own identity through reflective thinking about their capabilities, knowledge, skills, and the results of their activities.

RESEARCH OBJECTIVE: As a result of the change in strategic directions for the development of the education system in Uzbekistan, the goals of education and training are also changing. There is a shift from a traditional "knowledge-based" paradigm to a "competence-oriented" one. This ensures not only the acquisition of knowledge and skills by students, but also the formation of independent development and professional self-determination skills.

Personal development is impossible without knowing one's own capabilities and personal qualities. Understanding and rethinking experience is achieved through reflection. Reflection is one of the mechanisms for self-awareness and analysis of one's own activities. Modern society requires individuals who can assess their abilities, knowledge, and the results of their activities through reflection.

Philosophical foundations of reflexive processes R. Descartes, G. Hegel, E. Husserl, I. Kant, D. Locke, D. Hume, M.M. Bakhtin, W.A. It has been studied by scientists such as Lektorsky. Methodologically, V.V. Kraevsky, G.P.



Shchedrovitsky and others have studied the problems of reflection.

The importance of developing reflective skills**

Reflexive skills play a key role in the formation of the reflection process. K.A. As Abulkhanova-Slavskaya points out, the ability to constructively reflect and work reflectively on problems is most effectively formed during the student years. Therefore, it is important to develop these skills in the educational process.

Philosophical, pedagogical and psychological aspects of the concept of reflection

In philosophy, the question of reflection has been studied since ancient times (Aristotle, G. Hegel, R. Descartes, I. Kant, Plato, Socrates, D. Yum et al. From a philosophical point of view, the following aspects are important:

- Reflection is a mental process that is directly related to the cognitive process and can be considered as a means of it.

- Reflection is a process of the mind directed at itself and can only occur in interaction with other subjects.

- As a result of reflection, the individual changes his or her self-awareness system and individuality develops.

From a psychological point of view, reflection is inextricably linked with the consciousness and activity of the individual (B.G. Ananyev, L.S. Vygotsky, V.V. Davydov, A.N. Leontiev, A. Maslow, K. Rogers, S.L. Rubinstein, N.F. Talyzina).

DISCUSSION AND RESULTS: Structural structure of reflective skills

Reflective skills are divided into three main areas:

1. Self-awareness-oriented reflection - the ability of a person to understand his inner world, abilities and personal qualities, to distinguish between "I" and "not I".

2. Activity analysis and evaluation reflection – understanding the goals and conditions of one's activity, identifying available experience and resources, and developing personal strategy and tactics.

3. Behavioral analysis and evaluation reflection – seeing one's actions from the outside, self-assessment, and understanding one's interaction with others.

Conditions for the formation of reflective skills

L.S. Vygotsky and A.N. As Leontyev points out, the formation of reflective skills should be based on an activity approach. Therefore, the following pedagogical conditions are important:

1. Forming a positive motivation for self-knowledge in students.

2. Create situations that activate reflective actions.

3. Gradual complication of the educational process (transition from a reproductive approach to a creative approach).

4. Development of subject-subject relationships among students.

Reflective skills are developed in the learning process through the following



methods:

- Problem-based learning methods
- Dialogic and assessment methods
- Reflective analysis methods
- Innovative teaching forms (trainings, seminars, discussions)

To organize such a learning process, it is necessary to activate the communicative component of educational and cognitive activity, which ensures the transition from external dialogue to internal dialogue. The use of self-assessment and peer assessment situations ensures the development of the form of subjective control from external to internal, that is, it leads to an increase in the level of formation of reflexive skills.

CONCLUSION: In summary, reflective skills play an important role in an individual's cognitive process. They provide self-awareness, intellectual development and professional development. Therefore, it is important to include elements of reflection in the educational process and develop students' analytical and thinking skills.

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