

The Method of Improving The Pedagogical Ability of Students Based on Reflexive Educational Technologies

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Abstract

Around the world, in the studies of pedagogy and psychology, reflection is considered as the ability of a person to consciously "look from the surface" of his thoughts, feelings and actions, to evaluate his decisions and to set a perspective. This is a reflection of a person's attention to himself, his critical and analytical thoughts about himself. A person looks at himself, his inner world "from the outside". That is, it is figuratively divided into the inner "I" and the outer "I". This situation increases the pedagogue's internal management and self-control skills and increases his activity in the teaching process. In this sense, the issue of reflection is very important in the modern education system and can be the subject of extensive research. First of all, a teacher should know how to address himself. He needs to fully understand his inner world, to be able to foresee the driving factors, causes and consequences of his actions.

We can see that important tasks for the self-development of pedagogues have been defined in the reforms implemented in the field of education in our country today. In particular, in order to improve methods for improving pedagogical education and teachers' competence, "stimulating research and innovation activities, creating effective mechanisms for the implementation of scientific and innovation achievements in practice, specialized scientific training at higher educational institutions and research institutes - creation of experimental laboratories, high technology centers and technology parks" is defined as one of the priority tasks. In essence, the profession of pedagogy requires constant social activity from a person.

Keywords: team, team lesson, reflexive skill, formation of reflexive skill, models, reflexive methods, innovative method, reflexive approach, reflexive education design.

Introduction

In the world, we can observe that in the researches on improving the education system, fundamental studies are being conducted in two areas, one of which is no less important than the other. The first direction covers all links of the educational system and consists of retraining all pedagogical staff working in these links based on special programs that provide for the organization of lesson processes with the introduction of modern pedagogical technologies and innovations. Therefore, this direction is a process that requires a lot of time and human resources. The second direction is the active involvement of young pedagogues who have received training based on a new approach to pedagogical practice. The unity of the main goals and the generality of research objects can be included among the factors that unite these two directions. Reading and teaching, understanding and understanding are important in the process of self-improvement of a pedagogue, as the main need.

As in other spheres of social life, rapid changes and large-scale innovations are taking place in the field of education. As a result of these changes and updates, it is necessary to fundamentally change the form, method, style and teaching tools of general secondary education schools. At the same time, the demands placed on the teachers of modern general education schools by the public and the participants of the educational process are increasing in terms of content and quantity. This, in turn, places new demands on HEIs engaged in the training of pedagogic personnel. Today's young

pedagogue has enough knowledge in his specialty, reasoning, pedagogic and psychological skills, he can start his activity based on research and research, and the innovations implemented in the national education system. It is not considered sufficient to have other qualities and characteristics required by the requirements of new pedagogical technologies. In addition to the qualities listed above, higher education graduates are required to have reflexive skills. So what is reflection, reflexive skills and reflexivity? Reflection is derived from the Latin word "reflexio", which means "looking from the surface", "looking back". Reflection is a thinking process aimed at self-awareness of a person, which serves as a basis for evaluating one's own feelings, inner possibilities, consciously performed actions, and as a result, accepts an optimal strategy for further actions. It is a phenomenon of drawing conclusions.

Literature analysis and methods

Pedagogical, methodical and psychological aspects of the process of preparing future teachers for pedagogical activity, developing their professional competence, improving pedagogical training of students with the help of information and communication technologies have been studied in the works of a number of researchers. In particular, A.Akramov, S.Zokhidova, K.Inokov, N.Muslimov, D.Khakimova, A.Khalikov, T.Gafforova, R.Shodiyev, Sh.Nurullayeva, N.Oripova, B.Khodjayev, N.Egamberdiyeva, In the studies of E. Ghaziyev, M. Maqsadova, we find analyzes and practical recommendations on the problems of pedagogical education.

In the studies of scientists of the CIS countries, it is noted that reflexivity is based on the knowledge, skills and experiences gained at the higher educational institution, as well as pedagogical and psychological characteristics. This conclusion is based on a number of scientists who conducted research and research on the issues of pedagogical reflection, in particular, it is expressed in the works of N.G.Alekseyev, A.B.Karpov, V.N.Myasishev, V.V.Ponomareva, S.L.Rubinshtein, G.P.Shedrovitsky, B.D.Elkonin, A.A.Verbitsky, B.S.Gershunsky, Y.N.Yemelyanov, A.K. Markova, Y.V.Senko, V.A.Slastenin, N.K.Sergeyev.

Foreign researchers such as A. Brockbank, S. Brookfield, A. Green, N. Henke, Dj. Moon, S. Hall, F. Korthagen, V. Risko, K. Seifert, D. Schon organize pedagogical education, critical thinking, self-education, manifestation of reflexivity in pedagogical activity, reflexivity and professional self-development in pedagogical training, researched possibilities of pedagogical practice in teacher training.

Discussion

The introduction of reflexive technologies into educational processes is carried out in the following sequence:

1. Clarify the object of reflection and the time of reflection of the lesson. In this place, as an object of reflection [1]:

- the goals of the lesson;
- the basic meaning of learned concepts and educational activities;
- methods of activity implementation considered as work tools;
- applicability of acquired knowledge in practice;
- perception of changes in the field of a person's inner world and professional qualities, etc. can be determined.

II. To have an individual mechanism for analyzing and monitoring one's field of knowledge.

III. Emphasizing the importance of the results of reflection for the effective organization of future pedagogical relations [5].

The following conclusions can be drawn regarding the application of flexible educational technologies to the teaching process [4]:

- the introduction of reflexive technologies into the educational system simultaneously requires similar educational and personal qualities from both the teacher and the student: that is, reflection is the basis for the effectiveness of the teaching process only when it is not one-sided creates;

- when using flexible technology, it is important that the relationship between the teacher and the students is impartial and transparent: this allows for an open assessment and control system, and consequently, the creation of a healthy competitive environment among students. provides;
 - establishment of a unique "feedback" during the lesson serves to organize communicative debates among students;
 - in the reflexive educational technology, during the course of the lesson, the phenomenon of the teacher's transition from a monologic position to a communication position occurs [13].
- Thus, reflexive educational technologies are divided into the following types according to the duration of time [16]:

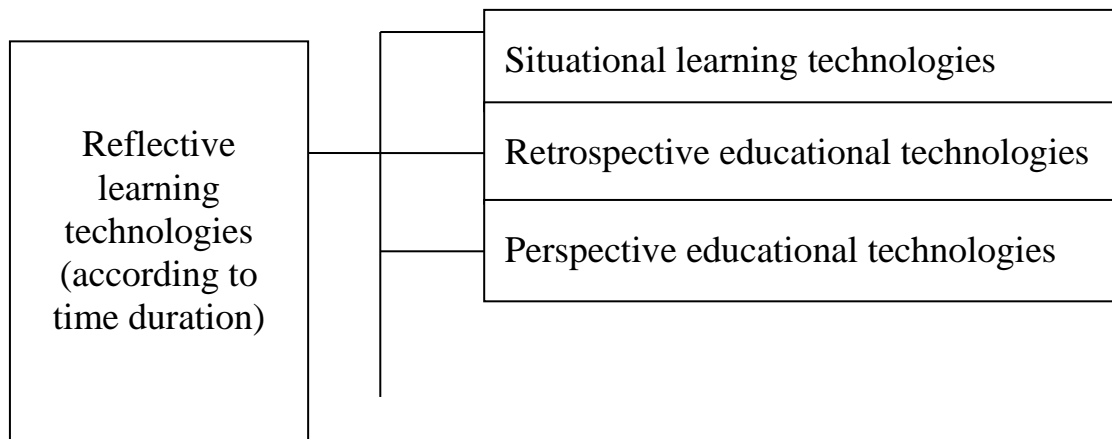


Figure 1. Types of reflexive educational technologies

Situational (current) educational technologies - imply positive resolution of educational and non-academic situations that arise during classes. Although the teacher-pedagogue achieves partial or complete independent education of students using modern educational technologies, in some situations it is necessary to intervene in the situation [7]. Situational educational technologies were introduced primarily as a result of considering students as future teachers, and the sequences used in situational educational technologies in the future activities with primary school students ensure the successful continuation of this activity. provides [9].

Retrospective educational technology is based on retrospective reflection. Retrospectiveness is formed from the combination of the French words "retro" (past) and "spective" (look), and its essence is also known from its name. Retrospective education assumes that the student can constructively analyze yesterday (from an educational point of view, past topics) and connect it with today [14]. Retrospective education technology depends on the qualities of the student as a person, first of all, his memory, besides, retrospective education is of great importance in changing the current situation in a positive direction. It should not be forgotten that retrospective reflexive education is not a mechanical look back, it is a phenomenon that ensures making an important decision as a result of summarizing and combining yesterday's intentional objects in order to find a solution to the existing reality, situation, educational and non-educational issues [8].

Perspective educational technologies. Reproductive features of reflection are manifested not only during the student's analysis of educational and non-academic problems of "yesterday", but also in solving reproductive problems in the expected situation. That is, the student's attention as a person should be focused not on "past day", "now" and "at this moment", but also on tomorrow. The virtual landscape created by means of reflexive vision and reflexive imagination is realized as a result of perspective reflection [11].

It should be said that retrospective reflection arises from situational (contemporaneous) reflection, that is, if the "past day" is analyzed from the point of view of the current situation, in perspective reflection, retrospective and situational reflection are combined.

According to the interaction of the subjects of the educational process, reflexive educational technologies are divided into two types:

1. Internal reflection of the person.
2. Interpersonal reflection.

Personal (internal reflection of the person) reflection. This type of reflexivity, which is the basis of reflexive education technology, is more manifested in the form of psychological behavior of a person, that is, when he analyzes the processes taking place in his inner world, their norms accepted in society realizing how different it is, falls into a certain state. If we apply this phenomenon directly to educational processes, it can be related to the experiences of the learner in the process of mastering educational materials.

Interpersonal reflexive technology. The advantages inherent in personal reflexive technologies are not fully reflected in interpersonal reflection. This is also reflected in its definition and the fact that it belongs to the process field: that is, interpersonal reflection is the phenomenon of the subject's analysis of his relations with others [19]. Interpersonal communication is an analytical view of practical relations, it is a psychological and in some cases intellectual phenomenon aimed at evaluating the analysis of the subject's own experiences in relations with others. Interpersonal reflection, like personal reflection, is manifested in various forms of human activity. In educational processes, interpersonal reflexive technologies take place in the form of communicative connections of students. The importance of this reflexive educational technology is not different from personal reflection, but it is carried out in a relatively longer period of time [20].

Below we will focus on some methods that can be used in the practice of higher education.

"What do you see?"- This method is used at the beginning of the lesson and helps the student to develop his imagination. If the topic of the lesson is related to the psychology of the individual and its place in society, then this method will be of double importance.

The teacher shows the students a white sheet with a small black dot in the middle and asks: "What do you see now?" Students look carefully and give different opinions. Among the given answers, there are more options such as: "I see a teacher holding a sheet of paper", "I saw a black dot in the middle of the sheet". The teacher allows discussions and debates. Students divide into two or three groups and continue their discussion. Each side tries to prove its opinion through the mysteriousness of the teacher's tone, signs of hinting at some hidden meaning. The reflective process is completed by the teacher. Teacher: "The answer was simple: I just showed you the white paper, which is one of the most precious tools for you. You saw the black dot on it, the insignificant stain, but you didn't pay attention to the large white paper." Then some of the students objected to the teacher: "I see the teacher holding the paper" was the answer, right? The teacher intensively discusses how close this answer is to the option proposed by the teacher. A discussion becomes a discussion. Students analyze the words mentioned in both sentences separately. The teacher draws an educational point from this situation, that is, "It's the same in life: we often see a person's small flaws, but take his high qualities for granted. However, without paying attention to the white sheet, you noticed an insignificant black dot", it is in accordance with the educational and educational purpose of the lesson [6].

The "mood indicator" methodology is also important because it aims to determine the teacher's pedagogical skills through the mental and emotional state of students. This method can be used by any subject teacher in any field of education. Before the beginning of the lesson, the teacher distributes sheets to students that determine their "mood index". This action should be carried out in a way that does not interfere with the organization and progress of the teaching process.

Results

Experimental work was carried out in the academic years of 2020-2021, 2021-2022, 2022-2023 at Termiz, Kokan and Jizzakh state universities.

A total of 596 respondents-students studying in the field of primary education took part in the experimental work.

It is planned to conduct the experimental work in three stages. These are named: clarifying, main and generalizing stages, and their goals and essences have been clarified.

At the preliminary stage, the mathematical competence of all future elementary school teachers involved in the pedagogical experiment was studied through tests, written work and questionnaires.

In the formative stage, training sessions were organized with 398 students assigned to experimental groups based on a special methodical program.

At the concluding stage, the final results of the experimental groups trained on the basis of a special methodical program with the control groups, which were trained in the traditional teaching method, were obtained and analyzed in a mathematical statistical method.

At the final stage of the experiment, an efficiency of 10.34% was achieved.

This result is consistent with the hypothesis H1, and the truth of this result was checked using Student's test below.

The determined empirical value was found to be greater than the critical value of Student's test with 95% probability:

$$t_{t,n} = 8,57 > 1,96 = t_{kr}$$

Conclusion

Since reflection is a phenomenon that is important for all aspects of human activity, for all areas that are important and insignificant in his life, this phenomenon is an important part of all social and humanitarian sciences, including pedagogy, philosophy, psychology, sociology, social studies, and so on. has become the object of study of sciences. However, the established positions regarding the phenomenon of reflection are different in different disciplines. In the course of our research, it was proven through sources and literature that reflection is a process, and reflexivity is a quality (characteristic, ability) that the participants of the educational process should acquire, and that there are certain methods of acquiring this quality, and also that reflexivity is a characteristic of a person. , therefore, comments were made that it is logical to use the concept of "reflexive skill".

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