Forms of Reflexivity and the Importance of Using them in Pedagogical Practice

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Annotation: In the fundamental improvement of the education system, it is necessary to carry out basic research in two directions, one of which is not less important than the other. The first direction covers all links of the education system and consists of retraining all pedagogical staff working in these links on the basis of special programs that provide for the organization of lesson processes with the introduction of modern pedagogical technologies and innovations. Experts who research pedagogical practices at all levels of our national education system should be involved in this direction. Consequently, 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. This direction includes research on ways to improve educational processes in higher and secondary special educational institutions, which are responsible for training pedagogic personnel for the lower and middle levels of education.

Keywords: reflexivity, reflexive education, forms of reflection, reflexive technologies, importance of reflection, pedagogical importance of reflection, innovative processes.

The use of reflection in educational processes, which is considered as one of the effective manifestations of the thinking mechanism, shows the following results in the harmonious activity of the student and the teacher-pedagogue:

➢ effective performance of planned educational tasks and knowing the results in advance;

➢ comparison of tasks planned for the implementation of activities in the near future with educational needs;

➢ providing motivation in educational processes;

➢ mastering the subject provided in the plan by understanding the logical connections between separate parts of the educational materials on the subject;

➢ Students can evaluate their results and correct them if necessary.

Another importance of reflection is that a conscious attitude towards educational activity is formed and stabilized in the student, which increases the effectiveness of the processes of realizing his identity as a person. The use of reflection in harmony with modern educational technologies creates the ground for the student's critical self-analysis as a person and understanding of the shortcomings and advantages associated with educational processes.

In order to form reflexive ability in students, researchers conduct reflexive trainings in educational processes in higher education institutions, create reflexive details (for example, "write a letter of gratitude to a person who is retiring"), analyze the progress of the educational process - from the point of view of a teacher-pedagogue, the professional skills of a teacher from the position of a student They suggest using such methods.

G.S. Pyankova, commenting on the importance of reflexive education, not only demonstrates the knowledge levels and skills of students in academic subjects, but also positively affects all aspects of the collaborative activities of the teacher-student team, writes:

➢ as a result of establishing a "feedback" environment during the lessons, the self-management and internal control activity of the teacher-pedagogue will be activated, that is, he/she will have to respond to any kind of information obtained as a result of reflexive activity;

➢ during the lesson, the rules such as "in this group" and "right here" are obeyed, that is, the teacher-pedagogue monitors the knowledge and skills of the students on the subject, if someone starts to lag behind, he immediately helps;

➢ the student consciously adjusts the knowledge he is getting on the subject and subject, fully understanding their future importance, and as a result, the student's valuable attitude towards the educational process is formed and developed;

➢ the environment created in reflexive education emphasizes the task of protecting the health of the participants of the educational process: in this case, the opportunities to control the creation of a mutually negative atmosphere between the teacher + student team expand, that is, the reflexive process takes place under the direct control of the teacher;

➢ During reflexive education, students acquire educational and professional skills such as critical thinking, reasoning, analyzing the elements of the studied object into separate components, engaging in mutual debates, forming a culture of debate.

Summarizing the opinions mentioned on the important aspects of the use of flexible technology in educational processes, we come to the following conclusion:

➢ Reflexivity increases the effectiveness of educational processes and increases student motivation (that is, students consider learning processes not only as a source of learning, but also as a way of self-development);

➢ The student fully understands the goals and tasks of the studied subject and the overall state of the subject, as well as its importance for the future professional activity of the person;

➢ The student develops the skills of learning the fundamental essence of things, events, processes and objects, discovering their defects and advantages, evaluating, correcting and editing;

➢ As a result of the implementation of the "feedback" method during the lessons, the student learns his weaknesses and strengths and strives to acquire the necessary qualities and skills for self-development;

➢ Teachers and students will have the opportunity to turn their monologic characteristics into speech characteristics in the course of lessons conducted on the basis of reflexive technologies, which, in turn, will be the basis for students to acquire scientific skills such as expressing their thoughts, using scientific facts in the preparation of oral speech texts, substantiating their opinions with the help of sources loves.

Another important aspect of the development of reflexive ability in students is that it teaches the future specialist to effectively manage his professional activity, to edit his behavior, to show his personal and professional qualities in interactions with society and members of the work team.

It is known that during education and self-development, the student's intelligence increases in two important directions.

1. Information and data received by the student will increase in quantity.

2. According to the received information, the student edits and reorganizes his inner structure.

As the student's level of intelligence increases, several types of reflection appear in different forms. At this point, there is a need to focus on the classification of reflexivity according to

certain characteristics and the formation methods of reflexive ability focused on performing a specific function.

Experts classify reflection according to the following signs:

1. According to the function (personal and generalized reflection).

2. According to the purpose (emotional state reflection, activity reflection and reflection on the content of the educational material).

3. According to the form of activity (collective, individual, large-scale, group reflections).

4. According to the content (oral and written).

5. According to the form of the lesson (reflection after the mastery of IMC, intermediate reflection, control and final reflections).

6. According to the procedure (questionnaire, question, symbol, table, problem situation, picture, and graph).

Personal reflexive activity should not be focused only on the knowledge of one academic subject, but should be focused on many aspects, and the reflexive ability of the student should be evaluated not by one person, but by many. Generalized reflection implies the analysis of the behavior of the teacher-pedagogue during the lesson by the students and the formation of a general conclusion of the student group as a result of the analysis. Emotional state reflection is recommended to be conducted before the beginning of the lesson, to ensure the establishment of relationships between the participants of the educational process in accordance with the educational goals.

Reflection of practical activity allows to determine the form, method and style of the lesson suitable for the essence of the subject to master the educational material provided for in the plan of the lesson. The use of this type of reflection at the end of the lesson serves as a necessary criterion for evaluating the students' activities during the lesson. Reflection on the content of the educational material facilitates the work of determining the level of students' mastery of the studied topic. In order to effectively use this type of reflection, it is recommended to continue with unfinished thoughts, aphorisms, and unfinished definitions of the topic.

From the above opinions, it can be concluded that in order to use reflexivity in educational processes, it is a necessary condition for each of the participants of the educational process to have a certain level of reflexive ability, knowledge in the form of information and data, and thoughts on the subject being studied. In addition, it is desirable to use reflexivity in combination with interactive technologies of education or forms of education in which the participation of the teacher-pedagogue during the lesson is reduced as much as possible.

It should also be said that all the forms and manifestations of reflexivity that we are familiar with require from the student such qualities as deep reasoning, analytical skills, the ability to summarize thoughts and express them fluently, as well as take place in a dialogic or written way.

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