

PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF STUDENT REFLECTIVENESS IN THE EDUCATIONAL PROCESS

Murtozaeva Makhfuza Murtozaevna,

Doctor of Pedagogical Sciences, acting Professor Uzbekistan State University of World Languages Uzbekistan, City Tashkent

Abstract

In this article, the authors sought to consistently introduce secondary school students to the truths of the past (history) and express scientific thoughts about the development of reflective skills based on the development of objective thinking within History classes. The results of the survey are also described in order to ensure the effectiveness of the research.

Keywords: Education, school, pupils (learners), History, lesson, past, thinking, development, reflective.

Introduction

History classes in general secondary schools mainly serve to introduce historical facts to students and to form their objective thinking towards the past. Young people form an understanding of what the dignity, national traditions and values of the peoples during historical times, along with religion, language, and circumstances for valuing the past or forcing to forget them. Students also develop reflective skills based on the development of their worldview.

Researchers have different interpretations for the concept of reflection: theoretical activities aimed at understanding one's own behavior and their justifications; a particular form of knowledge; thinking, self-control; the theoretical form of human activity aimed at thinking about one's own actions and their norms; and thinking about one's own mental state, imagination, thinking, and analyzing capabilities [1]. In some publications, the concept of reflection is interpreted as a form of thinking, self-awareness, self-control; activities aimed at understanding one's own behaviour and their consequences, human theoretical activities, that is, addressing the past [2].

Thus, the reflective approach not only encourages students to self-analyze and objectively evaluate their own concepts, activities, and activeness, but also it creates situations that encourage them to learn, analyze, and objectively evaluate the history of the past events and our ancestors' ancient lifestyles.

Therefore, in our research, we considered the following processes as areas of formation and development of students' reflective skills:

1. Self-analysis and objective evaluation.
2. Comparison of the past (history) with the present day, analysis, objective evaluation and conclusion [3].

One of the peculiarities of processes for forming and developing students' reflective skills is the need for organizing these processes and having reliable and accurate information about students by the management. The reason for this is that in the processes of organizing students' reflective activities, information serves as factors of ensuring their activity, objective evaluation and encouragement of their activities.

Thus, it is essential to consider the need for establishing an educational atmosphere where it is possible for learners understand and analyze the functional tasks, to activate their personal development needs in the field of self-study and vocational training. Besides, there is need for pupils to tend to read and learn, which leads to the improvement of the processes for forming and developing pupils' reflective skills in students (Model-I).

The components presented in the model are system-specific, each of which has the effect of transforming an entire system as a component of the process for forming and developing learners' reflective skills.

Although the purpose for developing and forming pupils' reflective skills is objective, given the fact that today's learners will be working as an expert in their field soon, the model emphasizes the need for learning the common corporate frameworks and setting tasks for it.

The main components of the model for improving the processes of developing and forming students' reflective skills are the basic forms of education, self-study, and upbringing processes, as well as the extra-curricular educational process conducted in the non-school related institutions.

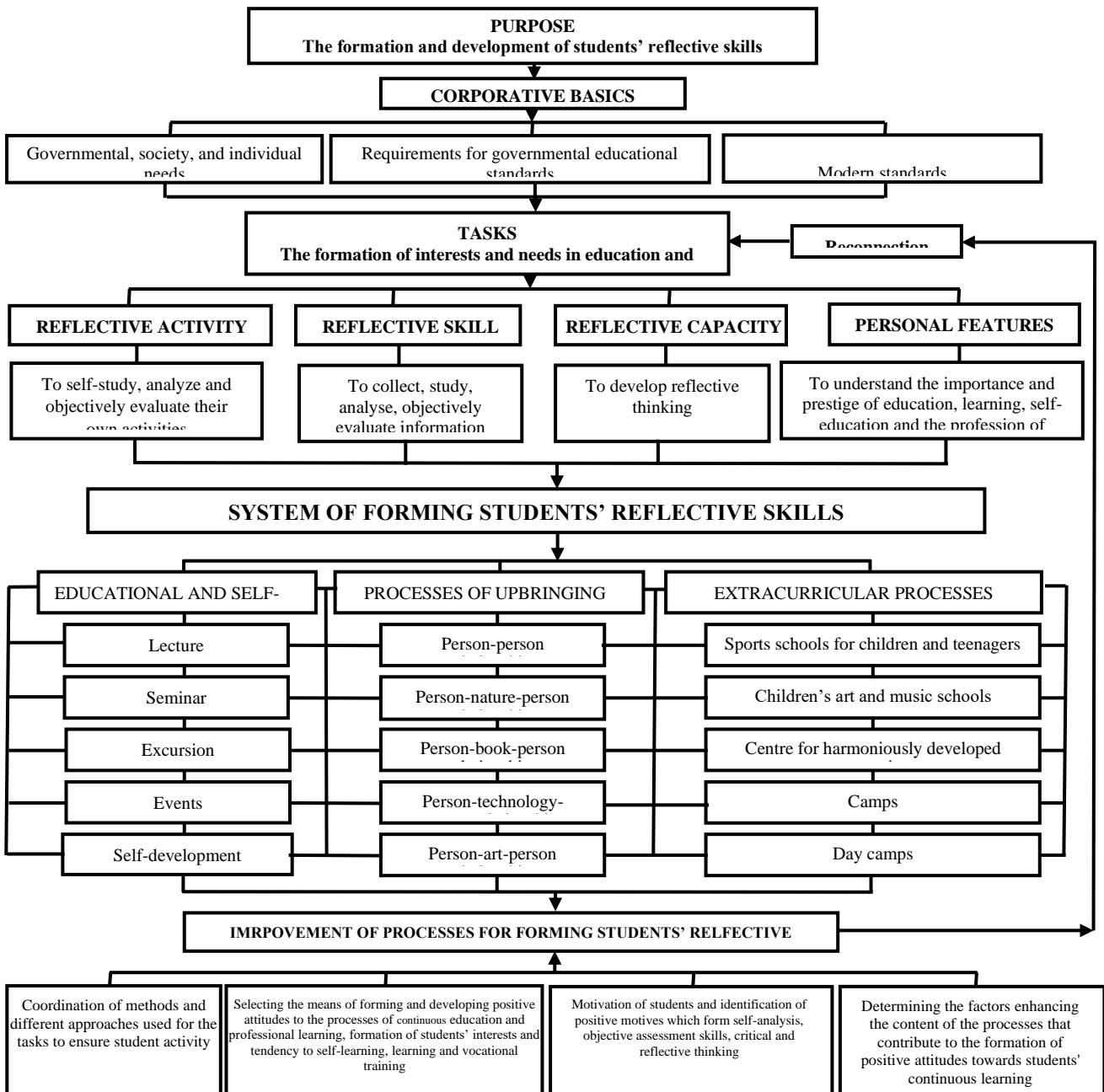
In order to improve the processes of forming and developing students' reflective skills, first of all, it is necessary to consider the purpose of these processes, the nature of the outlined tasks and the available opportunities. The succession of outlined tasks is identified to achieve the overall objectives. Also, in order to accomplish these tasks, teaching methods and main approaches to be used for the formation and development of reflective skills in students are selected and adapted according to the nature and the context of the subject.

After identifying the effectiveness of school and extracurricular educational processes to improve the processes of forming and developing students' reflective schools, it is essential to establish feedback after the thorough analysis and improvement of assigned tasks in which the best pedagogical expertise, modern teaching tools, the most appropriate methods and effective approaches are applied into practice. It is also important to consider what capabilities, needs and interests learners possess for receiving education and becoming the master of their profession.

According to the analyzed results of the questionnaires conducted among secondary school teachers, 391 (about 73.6%) of the 531 teachers, who participated in the survey,

underestimate students' own understanding in the aspects of organizing the processes of forming students' reflective skills and management.

The teachers, who participated in the survey, justify the insufficient level of students' own understanding in the aspect of organizing the processes of forming students' reflective skills and management with the following reasons:



Model-I: A model for the development of the process forming reflective skills in students

165 respondents (31%) claim that the insufficient level of students' own understanding in the aspect of organizing the processes of forming students' reflective skills and management is mainly due to the fact that "organizing and managing the processes of forming students' reflective skills" is not taught as the as a separate topic/class in higher education institutions. 281 teachers (53%) believe that the concepts of organizing and managing students' reflective skills should be taught in the teacher training institutions, whereas 85 respondents (16%) think that they do not need the concepts of organizing and managing students' reflective skills in practice.

The results of a survey administered among 459 secondary school teachers in the field of ensuring the effectiveness of students' reflective skills showed that most teachers (69%) do not find necessary to promote the interdependence and connection of these processes to ensure the efficiency of forming students' reflective skills. Meanwhile, 75% of participants claim that the individual psychological characteristics of students, apart from the specific features of the upbringing relational processes, are only taken into consideration.

Only 19% of participants claim the following conditions essential to ensure the efficiency of the processes for forming students' reflective skills: the establishment of interconnection between education and upbringing, the performance of tasks in collaboration, the creation of circumstances for coordinating upbringing processes, the consideration of the students' initial concepts, knowledge and qualifications.

The results show that these teachers do not analyze their professional performance and the effectiveness of the processes for developing students' reflective skills. They do not pay sufficient attention to the changes that occur during the educational process and to the activeness of students. They do not have sufficient understanding on how to implement the technologies and teaching methods, the ways of interaction to organize individual reflective activities.

This, in turn, confirms that most secondary school teachers do not have sufficient understanding on how to organize and manage the processes for developing students' reflective skills. Instead, most teachers use traditional methods which do not promote the personality-centered interaction features in the educational process.

Round tables, training sessions and surveys were organized involving teachers with different levels of pedagogical experience to use the suggestions and feedback received from them.

The following indicators were considered by experts to have a significant impact on the effectiveness of processes for developing students' reflective skills and ranked highly: considering the specific features of innovations (innovative approach); teacher and student readiness and commitment to innovation; students' orientation to independent decision-making to solve occurred problems; student activeness, collaboration; the distribution of tasks according to students' abilities and capacities; the formation of subject-subject relationships; the existence of possibilities for expression of ideas, suggestions and

thoughts freely; encouraging students to be active; reliability, transparency, reliability and novelty of information.

The following categories from the questionnaire received low scores: the organization of motivation processes by expert teachers in the process of developing students' reflective skills; dividing students into various categories; the organization of the process impacting on the formation of students' reflective skills; students' predisposition to impact; considering the peculiarities of the upbringing processes as a process of developing students' reflective skills; ensuring the interconnection and relevance of processes for forming students' reflective skills in (systematic approach); the coordination of students' activities according to situations (situational approach).

According to experts, the indicators with low scores will depend on the individual psychological characteristics of the students, the knowledge of the teacher, and the activeness of the students. These data indicate the need to develop programs that allow teachers to develop their understanding of how to organize and manage the processes for developing students' reflective skills.

Based on the teachers' self-assessment results and the information collected during the process of observing teachers' activities, pedagogical council and methodological associations, the level of understanding in the field of organizing and managing the processes of forming students' reflective skills is evaluated.

The analysis of the results shows that:

- the level of teachers' perceptions in the field of organizing and managing the processes of forming students' reflective skills is an average of 3.35 points, which is 67%;
- teachers have developed interests in the organization of reflective skills based on innovative approaches of forming students' reflective skills and formed the tendency to innovate;
- teachers take students' capacities and abilities into account in the distribution of tasks;
- most teachers encourage students' activeness;
- teachers try to form subject-subject relationships in educational processes;
- most teachers try to create opportunities for the expression of ideas, suggestions and thoughts freely;
- most teachers participate in educational processes actively and cooperate with one another.

The problems existing in the organization of processes for forming students' reflective skills according to modern requirements can be seen in the following cases:

- most teachers cannot objectively evaluate the importance of motivation;
- the importance of the process the individual-oriented impact is not sufficiently taken into account;
- the peculiarities of the educational processes as the processes of forming students' reflective skills are not adequately taken into account;

- no special attention is paid to the interconnection and relevance of processes for forming students' reflective skills;
- the concepts of implementing the situational approaches are not insufficiently formed;
- most teachers do not have enough knowledge on how to organize and manage the processes for forming students' reflective skills.

References

1. Vulfov B.Z. (1997). Reflection: teach, manage. (The world of education), 1, - P. 63-65.
2. Kodjaspirov G.M., Kodjaspirova A.Yu. (2000). Pedagogical dictionary. – Moscow: Academy, - P.130.
3. Murtozayeva M.M. Talaba-yoshlarlarda refleksivlikni milliy qadriyatlar asosida rivojlantirish strategiyalari. Tarbiyaga oid xalqaro tajribalarni to'plash va transformatsiyalash strategiyalari. Xalqaro ilmiy-amaliy konferensiyasi materiallari. – Toshkent: TPMI, 20-fevral. 2025-yil. – B. 362-365.
4. Obukhov A.S. (2005). Reflection from the project and research activities. 3, - P. 19-38.
5. Odanovich M.V. (2012). Didactic means of realizing problem-reflective situations in the lesson. (Biology at school), 3, - P. 39-40.
6. Qurbonov Sh.E., Seytkhalilov E., Quronov M., Ahlidinov R., Madjidov I., (2002). Organizational and methodological approaches of forming national independence idea. – Tashkent: (Academy), - P. 280.