

THE MANIFESTATION OF REFLEXIVE ACTIVITY IN PRESCHOOL CHILDREN

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Abstract. *This article provides information on methods, conditions, motivational education and learning processes that can be used to demonstrate the reflexive abilities and competencies of preschool children in activities in the organization of preschool education.*

Keywords: *reflexive activity, reflexive skill, reflexive educational and training process, reflexive methods, innovative method, reflexive approach.*

INTRODUCTION. Preparing preschool-aged children for quality school education, introducing effective methods and techniques into the education and upbringing process, developing innovative ideas, and fostering children's psychological, intellectual, and social development through the formation of reflexive competencies are among the pressing issues that need to be addressed in preschool educational institutions today. This can be considered a demand of the modern era. Reflexive activity involves children revisiting and consolidating the knowledge they have acquired. Specifically, implementing reflexive activities for children up to the age of 7 lays the foundation for the knowledge they can acquire throughout their lives.

Reflexion (from Latin *reflexio* – turning back) is not only the subject's ability to think about, understand, and analyze their own mental state, but also their inclination to comprehend how others perceive their personal traits, emotions, and cognitive representations, as well as to analyze and understand these perceptions. In preschool-aged children, reflexive activity can be defined as an activity aimed at contemplating their internal psychological states, emotions, thoughts, self-control, and personal actions, as well as the rules governing these actions during the process of cognition. To identify children's reflexive competencies in the education and upbringing process, one example is recording their behaviors on video cameras and replaying them to allow the child to reflect on their thoughts, identify successes and shortcomings in their activities, analyze them, and address these in their future life.

As stated in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 23, 2020, on approving the State Standard for Preschool Education and Upbringing, reflexive activity is considered a process in which a child forms conclusions based on understanding and independently analyzing their own concepts and behaviors.

REVIEW OF LITERATURE. The simplest form of organizing reflexive activity in the preschool education and upbringing process involves asking children what they learned in the previous lesson. The distinctive feature of such reflexive questioning, compared to traditional questions, lies in the educator teaching children to reflect on comparative questions such as: "What was supposed to be learned as a result of mastering the previous topic, what was actually learned, and what was left unlearned?" Difficulties encountered during the study of unfamiliar words, concepts, or definitions are analyzed by each educator based on the principle of individuality. In a reflexive environment, the previous lesson should feel like an engaging, unfinished movie or an

unread book that captivates the child and sparks curiosity about the concepts to be explored in the next topic. As noted above, reflexivity is considered a skill. Since it is a skill and a quality of an educator, it is advisable to develop it. Before forming reflexion, it is recommended to learn reflexivity. A. Karpov suggests organizing the learning of reflexion through a plan that includes four stages:

Stage 1: Analyzing one's mood and reviewing achievements over a specific planned period (e.g., one week), while reflecting on what else could be achieved.

Stage 2: Daily self-analysis (this can be done through keeping a special journal. Consistency, continuity, objectivity, and self-discipline in journaling are advisable).

Stage 3: Analyzing the achievements and shortcomings of peers (classmates, group mates).

Stage 4: Noting the average results of the work team (class or group) and comparatively analyzing one's own results against them.

A teacher-educator with a highly developed reflexive ability achieves a pedagogical culture and informally earns the status of a "wise educator." According to experts (P.Y. Galperin, V.L. Danilov, B.D. Elkonin, and others), to attain the informal status of a "wise educator," a teacher-educator who has enhanced their experience in a reflexive environment must possess qualities such as keen observation, timely comprehension, quick understanding of the essence of things, making appropriate decisions, rapidly processing and analyzing information, being open to alternative perspectives or hypotheses, demonstrating exemplary behavior and professionalism in interactions, and other personal and professional qualities.

METHODOLOGY. A child's reflexive activity involves understanding the perspective of a conversational partner during communication, i.e., trying to evaluate themselves from the other's standpoint, essentially acting through someone else's perspective. This facilitates the learning process for children and ensures they acquire effective knowledge about their environment without excessive strain. Developing reflexive competencies not only helps form solid knowledge in a child's mind but also fosters logical thinking, a broad worldview, enhanced intellectual potential, and curiosity toward new experiences. The following approaches can be used to develop reflexive abilities in children:

- When children ask questions, respond with guiding questions that lead them to the answer, encouraging them to clarify their thoughts by asking further questions based on their responses.

- Help children get accustomed to completing tasks they struggle with by connecting them to their existing skills.

- Explain the reasons behind a child's mistakes.

Due to the highly flexible nature of children's nervous systems, they are easily influenced. Mechanical memory poses no difficulty for them, but it's important to remember that overwhelming children with excessive information at once is not feasible. Children may confuse large amounts of information. Raising children is a complex process that demands immense patience and sharp intellect from parents and educators. Any educator aiming to raise a well-rounded, fully developed individual without using physical force or harsh attitudes must master effective teaching and upbringing methods, continuously work on self-improvement, and consistently broaden their worldview.

In the education and upbringing process of preschool-aged children, reflexive activities are crucial for professional growth. Reflexive activity involves adaptability and awareness and is highly dynamic. Educators in preschool institutions are required to be observant, patient,

knowledgeable, and capable of broad thinking. They notice when reflexive activity manifests in children and respond immediately—either adjusting the activity or directing it in a way that aligns with the children’s interests. Such adaptability requires self-awareness and an understanding of how their behaviors and beliefs impact interactions with children. Regardless of personal stress or external pressures, educators must strive to maintain positive and sensitive relationships with children. Joint outings and trips with children also help enhance reflexive activity. Reflexive activity may seem deep and sometimes complex, but it is highly beneficial. Children, with their openness and curiosity, often become the best teachers.

Implementing reflexive activity is crucial as it can enhance an educator’s influence within a group. Therefore, educators must be skilled and creative, ensuring conditions that allow children to express their thoughts freely. A sensitive approach by the educator fosters a smoothly developing educational environment, supporting each child’s interests and engagement. Modern educators should pay greater attention to children’s mental health and well-being, ensuring reflexive activity aligns harmoniously with contemporary educational standards. This promotes the development of emotionally intelligent educators capable of meeting children’s needs.

Creating a developmental environment in preschool educational institutions is a mandatory condition that includes the reflexion stage. The goal of reflexive activity is to recall, identify, and comprehend the main components of the process—its meaning, types, methods, challenges, solutions, and outcomes. In education and upbringing processes, role-playing and dramatization activities also help manifest a child’s reflexive activity, as they recall, revisit, and reinforce acquired knowledge. By embodying a given character, a child begins to understand themselves, comparing their moral understanding and behaviors with ethical norms. Comparing their moral “self” with norms and others’ “selves” creates significant emotional and intellectual strain, but it marks the beginning of their reflexive abilities’ manifestation.

Reflexion emerging in preschool-aged children is essentially the first ontogenetic form of personal reflexion. During this period, speech, thinking, imagination, and memory continue to develop rapidly. Based on the functions of reflexion, the following classification is proposed:

- Reflexion of mood and emotional state.
- Reflexion of activity.
- Reflexion of the content of educational material.

Reflexion of mood and emotional state is advisable at the start of an activity or educational process to establish emotional connections within a group and at the end to reflect on outcomes. Tools such as cards with facial expressions, colorful mood representations, or artistic elements (drawings, music excerpts) are used. Typically, at the end of a session, conclusions are drawn, discussing what was learned and how it was accomplished. Children sit in a circle and share their thoughts in one sentence, choosing from prompts displayed on a reflexive screen, such as:

- Today I learned...
- It was interesting to learn...
- It was difficult to do...
- Now I can solve...
- I learned...
- I succeeded in...
- I managed to...
- I will try it myself...

ANALYSIS AND RESULTS. Reflexive activity can be implemented not only at the end of the education and upbringing process but also at any stage. The concept of developmental education involves teaching preschool-aged children to work in various modes (individual, group, collective). Therefore, like any other activity, reflexive activity can be organized in individual or group forms.

A key factor influencing the effectiveness of reflexive activity in education is the variety of its forms, which should align with the age and other characteristics of children. Thus, it is essential to start implementing reflexive activity from preschool age, with particular emphasis on teaching children to understand what they are doing and what is happening within them.

All efforts to organize reflexive activity in education and upbringing processes are not an end in themselves but serve as preparation for conscious internal reflexion to develop vital qualities of a modern individual. However, the reflexion process must be multifaceted, as evaluation should occur not only by the individual themselves but also by those around them. Thus, reflexion in a lesson is a collaborative activity between preschool-aged children and the educator, aimed at improving the educational process while focusing on each child's individuality.

The following exercises help develop reflexive activity:

“Self-Portrait”

Objective: To develop skills for recognizing unfamiliar people and describing others based on various characteristics.

Imagine you are meeting a stranger who needs to recognize you. Describe yourself. Identify traits that distinguish you in a crowd. Describe your appearance, gait, speech style, clothing preferences, and possibly any attention-grabbing gestures.

The exercise is conducted in pairs. While one partner speaks, the other may ask clarifying questions to enrich the “self-portrait.” Pairs are given 15–20 minutes for discussion. After completing the task, participants sit in a circle and share their impressions.

“Yes” Exercise

Objective: To enhance empathy and reflexion skills.

The group is divided into pairs. One participant expresses a statement about their state, mood, or emotions. The second participant asks questions to clarify details and understand better. For example: “Surprisingly, I noticed that when I’m in this state, the color of my clothes is almost always the same.” The exercise is considered complete when the responding participant gives three “yes” answers to the questions.

“Carousel” Exercise

Objective: To develop quick reaction skills in initiating communication and foster empathy and reflexion in the learning process.

The exercise involves a series of brief encounters with new people. The task is to easily initiate contact, sustain a conversation, and say goodbye.

Group members stand according to the “carousel” principle, facing each other in two circles: a stationary inner circle and a moving outer circle.

Example scenarios:

- The person in front of you is a good acquaintance you haven’t seen in a while. You’re happy about this meeting...
- The person in front of you is a stranger. Introduce yourself...
- The person in front of you is a small child who is scared. Approach and comfort them...

- You're reuniting with a loved one after a long separation and are thrilled about it...

Participants are given 3–4 minutes to establish contact and converse. The facilitator then signals, and participants move to the next person.

“Qualities” Exercise

Objective: To help participants develop objective self-assessment skills.

Each participant writes down 10 positive and 10 negative qualities about themselves and ranks them. Special attention is paid to the first and last qualities listed.

“Three Names” Exercise

Objective: To foster self-reflexion and build a relationship oriented toward self-awareness.

Each participant receives three cards and writes three variations of their name (e.g., how relatives, colleagues, or close friends address them). Then, each group member introduces themselves using these names, describing a corresponding personality trait or explaining the origin of each name.

“Tree” Figurative-Reflexive Procedure

1) The facilitator asks participants to imagine a tree and poses questions: What kind of tree is it? Where does it grow? Is it tall or short? What season is it? Day or night? What are the smells, sounds, and sensations?

2) After each participant visualizes their tree, the facilitator asks them to approach it, touch its trunk, hug it, and... enter it, becoming the tree. What is it like to be this tree? What does each person feel in this role? Do the roots go deep into the ground? Are the branches dense? Does the tree stand firmly? Does rain wash it? Does the sun warm it? Does the earth support it?

3) After completing the exercise, the group discusses the visualization results.

In addition to the above exercises, one method for developing reflexive activity is dance therapy. Dance serves to express a person's deepest emotions through imagery and unique forms of expression. Today, dance is used to convey all emotions, thoughts, and attitudes. When performed, emotions are expressed through highly structured movement forms. In dance therapy, emotions are freely released through spontaneous movement and improvisation, without the stylization that turns dance into a performance or art form. Dance is communication through movement, so dance therapy has no standard forms, and all styles can be used for personal expression: tribal dances, folk dances, waltz, rock, polka, etc.

CONCLUSION. In conclusion, properly organizing the development of reflexive activities in preschool-aged children should be one of the primary goals for every educator. To achieve this, an educator must possess the following competencies: behavior, knowledge, skills, attitude, and the ability to motivate children. Providing education and upbringing to preschool-aged children, preparing them effectively for future life and school education, and reinforcing their acquired knowledge through various innovative methods, pedagogical technologies, and exercises fosters the manifestation of their reflexive activities.

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