

## DEVELOPMENT OF REFLEXIVE COMPETENCES IN EDUCATION

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<https://doi.org/10.5281/zenodo.10403227>

**Abstract.** *Formation of reflexive competence is the process of searching for and establishing mental connections between the current situation and the worldview of a person; activates control for independent regulation of activity, communication and behavior.*

**Keywords:** *reflection, skill, pedagogical problem, competence, motivation, ability, interactive model.*

Nowadays, the success achieved by pedagogical teams of educational institutions as a result of reflexive activity shows that reflection is becoming one of the important criteria of education and training. In the present situation, when the conflicts and problems faced by the pedagogical team are becoming more and more serious, it is necessary to use different methods and tools to objectively and creatively evaluate their solution. It is worth noting that the development of pedagogical reflection helps future teachers to find their own individual skill styles in the further development of pedagogical skills, gives them the opportunity to professionally evaluate themselves, predict and analyze the results of their activities, increases the level of effective organization of their activities, as a result, the solution to any pedagogical problems is short and will be resolved positively at the time.

When performing reflection, the teacher determines how consistent, goal-oriented and effective his influence on students is, evaluates the extent to which the intended result has been achieved.

The future teacher should not only choose appropriate methods and tools of education, but also improve them in the conditions of increasingly developing computer and information communication technologies, update them as a result of his knowledge and pedagogical skills. This can only be done if the teacher has appropriate training, has mastered the methods and means of reflection on his work, knows the means of transitioning to a critical approach, and can compare the method he has developed with existing methods.

The overall process of forming reflexive competence reflects its stages, the sequence of theoretical and practical exercises. In this process, we distinguish four stages, in which the formation of all elements of reflexive competence in future teachers is carried out at the same time, in which individual elements gain priority at each stage.

At the first stage, the task of forming personal elements is a priority. In future teachers, the need to acquire basic knowledge on the theory of professional-pedagogical communication, to form stable motivation and personal interest is actualized.

In the second stage, the intellectual element rises to the first level. Pedagogical knowledge of future teachers is enriched, socio-psychological culture is formed.

The third stage is focused on the formation of communication skills. At this stage, reflexive-communicative exercises are performed, pedagogical problems are solved.

In the fourth stage, the need for self-expression and the ability to influence a partner is formed in future teachers. Proportion to the real conditions of practical activity provides an

opportunity to comprehensively develop the student's personality, expands their worldview, deepens their theoretical and practical knowledge. The creative character of the game activity, the maximum involvement of all game participants in the educational process creates the necessary conditions for the increase of personal motivation in future teachers, the interest in finding non-standard solutions to professional issues.

The development of a new approach and interactive models for the preparation of future teachers for pedagogical activities requires taking into account the modern realities of the development of the higher education system, as well as the specific requirements for the integration of existing models and directions for the training of specialists in various disciplines [94]. Effective formation of reflexive competence can become one of the conditions that ensure the successful implementation of new educational tasks. However, despite the existence of various models of professional training, professional programs are not distinguished by their diversity and flexibility. Reflection is the process of searching for and establishing mental connections between the current situation and the worldview of a person; activation of control for independent regulation of activity, communication and behavior. From the point of view of the control function, reflection is the process of establishing, checking and using connections between the current situation and the world view of the individual; is a mechanism for reflecting or using results to control oneself in an activity or communication. In the researches of I.N. Semenov [178] and V.R. Stepanov [185], three forms of reflection are distinguished, which differ in terms of the object: reflection of self-awareness, reflection of behavior and reflection of professional activity. The first two forms are the basis for the development of the third form.

Reflection of self-awareness- is a form that directly reflects the improvement of emotional abilities in a person. It differs in the following levels: 1) it is related to the reflection of personal meanings and their independent structure in the future; 2) related to the realization of oneself as an independent person different from colleagues; 3) requires understanding oneself as a subject of communicative communication, analyzing the possibilities of influencing others and its results.

Behavioral reflection- analysis of technologies used by a person to achieve this or that goal. Behavioral reflection is the process responsible for the correct use of the principles of behavior known to a person. This analysis reflects the reflection presented in psychology, in which the user of direct reflection analyzes the order of behavior, his feelings, results, and draws conclusions about achievements and shortcomings.

In the formation of reflexive competence, several forms of education can be distinguished:

- application of problem-based approach;
- analysis of similar problem situations;
- use of interactive educational methods;
- modeling of pedagogical situations;
- creating cases in the educational process.

Reflection of professional activity is important in education in the following aspects: first, reflection is used in mastering professional activity; secondly, management and control of the appropriation process is carried out on its basis; thirdly, reflection directly plays an important role in the changing conditions of professional-educational activities; fourthly, reflection is one of the main mechanisms of pedagogical skill development.

A.A. Bizyaeva understands professional pedagogical reflection as a complex psychological phenomenon manifested in the teacher's ability to enter into an active research position in relation

to his activity and himself as its subject in order to critically analyze, understand and evaluate the effectiveness of activities for the development of the student's personality. Therefore, it should be noted that professional pedagogical reflection is understood as the mechanism of professional self-improvement and knowledge of one's capabilities, which is manifested in the ability of a specialist to have an analytical view of himself and his professional activity.

Actually, reflexive processing pedagogical activity, it is considered reflexive according to its nature. The object of the teacher's activity, the object of its management and organization is the student's activity. Any pedagogical issue is aimed at managing student activity. It should be such a management in which the students move to the subject position and are also able to manage their own activities. Processes of this type are called reflexive processes in psychology. Reflexive processes are the teacher's reflection of the "inner world" of another person (that is, the student).

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