Use of Reflective Technologies in Education

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Annotation: This article discusses the use of reflective technologies in teaching. It is argued that reflective technologies are very useful for the teacher and the student. The article analyzes the fact that reflective technology is the sum of all psychological and pedagogical relations, and the main goal is to highlight the scientific research conducted in this regard by the teachers of our world and Uzbekistan.

Key words: Reflexive technology, education, objectification, pedagogical activity, teacher, student, analysis, reflection.

INTRODUCTION

Reflexive technologies, as a special group of pedagogical technologies, perform the function of revealing, "crystallization of meaning" in relation to the content, although it is their carrier, meaning will not be valuable by itself until it is "opened" for the student. University education is, first of all, preparation of a student for professional life. Preparation for professional life "with soul" is especially important for the future teacher. Therefore, within distance education, we use reflexive technology, which allows us to consciously approach the understanding of meanings in the educational process.

Several stages include the implementation of reflective learning technology.

The first stage: goal setting (practical understanding of one's activity, setting these goals and achieving them; goal setting helps to determine the main educational goals, sets priorities and increases the student's personal success). Targeting occurs by comparing the following sets: the first set is the needs of the subject, his interests, needs, etc.;

The second is an external (for the subject) order, assignment, assignment; the third - means of the subject, its qualifications, capabilities, etc.; fourth - restrictive conditions; conditions under which the goal must be realized, obstacles - should be taken into account as given.

The second stage: step-by-step implementation of educational activities (the main concept is activities that are considered as a form of human activity aimed at changing the world around us and ourselves).

Third stage: fixation. At this stage, the student's educational activity stops (ends, stops). The student has doubts about the correctness of the chosen path, and sometimes the feeling of "insurmountable difficulty" appears.

A very difficult fourth stage: problematization (finding problems (sources of difficulties) in order to solve them). Usually at this stage, the student experiences a state of discomfort, and it is difficult to observe this in the conditions of distance education, so we organize support for each of them through individual educational programs.

The fourth stage: objectification (objective analysis of one's activity). Usually this happens by restoring the sequence of actions ("own steps") and their connection with the goals of the actions. The result of living at this stage is the generalization of the objectified mode of activity, which the student expresses in ideas, assumptions, principles or rules for organizing his activity, etc.

The fifth stage: redeveloping the goal of educational activity (or clarifying it).

But to implement the full technological cycle of reflective learning technology, "different" is needed. Another (teacher, tutor, counselor, student, etc.) who acts as the objective subject of the interaction. The basis for the emergence of the future teacher's reflection, in our opinion, can be the interaction of activity subjects that require understanding in the coordination of goals, methods and methods to achieve results. Reflection of pedagogical activity can be manifested in the following cases:

➢ in the conditions of the practical interaction of the teacher and the student in the adequate understanding of each other;

➢ in the process of designing the student's activity, taking into account his/her performance and his/her age and individual psychological characteristics;

➢ in the process of self-analysis and self-evaluation of the teacher's activity and as a subject: "What kind of teacher am I?", "What are my personal qualities?", " Am I doing the right thing? The situation in terms of my general principles?", "What is my attitude?", "What is the motivation of my activity?"

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etc. Such and similar questions, in our opinion, describe the reflexive attitude of the teacher to himself as a subject of professional pedagogical activity. Actions by the teacher on introspection, analysis of subjects of pedagogical reality and analysis of the pedagogical situation in general are carried out in a complex way in thinking.

LITERATURE ANALYSIS AND METHODS

Today, among the innovative pedagogical technologies, reflexive technologies stand out, their general direction is clear: to change one's mental and practical activities through the psychological mechanisms of reflection. Many researchers (O. S. Anisimov, V. I. Zagvyazinsky, V. V. Kraevskiy, V. A. Slastyonin) write that they must have the ability to think scientifically or methodically, capable of creating innovative content. Reflective educational technology, like any pedagogical technology, "forms , is a set of psychological-pedagogical relations that determine a special set and location of methods, methods, teaching methods, educational tools; it is an organizational and methodological tool of the pedagogical process" (B.T. Likhachev)

RESULTS AND DISCUSSION

It should be noted that certain methods corresponding to this technology have been used for a long time, but the modern philosophical understanding of the phenomenon of reflection, the psychological study of its mechanisms, and the experience of implementing pedagogical methods based on reflection allow us. to tell about methodical and methodological understanding and generalization of these groups of methods and formation of technologies. reflective education.

Reflection as a phenomenon implies a developed self-awareness, which is a condition and product of its development, so the main methods should be focused at least on the adolescent period. Currently, these methods have been developed and are mainly used in post-secondary education and retraining, which is primarily due to the availability of professional experience that serves as the material of reflexive methods.

CONCLUSION

Reasoning has a significant impact on the procedural and result aspects of pedagogical communication, interpersonal interaction in the "teacher-student" system, currently it is integrated with other psychological characteristics as a component of the characteristics of the teacher's professional activity style. works. To this description of reflection as a necessary quality of the future teacher, it should be added that in order for reflection to appear, there must be difficulties in the direction of "I and the other" in various situations of interaction, because reflecting this order. it enables the development of pedagogical activity by reflecting pedagogical experience. A teacher who has mastered a famous pedagogical experience, in our case a student of a higher educational institution of pedagogy, creates pedagogical situations, moves, analyzes activities, creates an individual pedagogical experience.

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