

FORMATION OF EXPERIENCE OF REFLECTIVE ACTIVITY IN FUTURE TEACHERS IN THE PROCESS OF TEACHING

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Abstract. The article reveals important issues of formation and development of reflection in future teachers. The author includes a reflexive component in the content of training and considers the main techniques of reflexive thinking. In the context of reflexive learning, there is a shift in educational emphases towards the integration of cognitive and personal experience, that is, the task arises to perform the reverse operation: to introduce a personal context into a cognitive task and put students in a reflexive position in relation to the educational material, to fellow students and to themselves. Therefore, we include a reflexive component in the content of training future foreign language teachers, which provides for the formation of reflexive thinking techniques.

Key words: reflective methods, retrospective reflection, current reflection, prospective reflection, personal orientation of students, mastering the rules of activity, self-assessment and self-analysis

One of the indicators of the quality of education, as is known, is the competitiveness of a graduate of an educational institution. But the main problem, in our opinion, is not so much what should be achieved - this is reflected in the educational standards of professional education and the qualification characteristics of future teachers, but also in how the achievement of the set goals is ensured. We believe that the quality of education will be higher if our student, through a set of the same exercises, but with a special selection of their material, will reflect. Traditional education, as is known, exaggerates the importance of assimilating ready-made information. The changed position of public self-organization has demanded the ability to adapt, to productive knowledge, to a new model of social behavior. The technique of reflective thinking includes three main techniques: entering a reflective position, reflective display of the situation, and reflective justification of the activity [2].

Technique of entering a reflexive position: The essence of the technique is to change the point of view on the situation in which the difficulty arose, from internal to external, to go beyond the situation, to a position that allows you to understand the situation and find a way to resolve it. Awareness of the difficulty in the activity and recording the situation in which it arose. If everything is going smoothly, then there is no need for reflection. Awareness of the difficulty is the starting point of reflection. It is important to define the boundaries of the situation in which the difficulty arose. For example: "I don't understand what is unclear to the interlocutor in this matter?" or "What is the next step?" A reflexive exit is necessary in order to find a way to overcome the difficulty in the activity, and for this you need to mentally go beyond the situation that has arisen.

Method of reflective display of the situation: One of the methods is reflexive reasoning of the individual when comprehending the situation and the reasons for the difficulty, i.e. reasoning with a clear fixation of the position from which they are produced. For this, appropriate speech formulas are used, constructed, in particular, according to the scheme of a thought experiment ("If, then ..."): "If I were in the place of ..., then I would ...". In this case, it is very important to



take into account the rule of "nesting", when the information extracted from the situation is strictly associated with a certain position (for example, according to the principle of nesting nested dolls). An illustration here can be a well-known riddle about the caps put on the wise men. Its simplest version is as follows: there are three caps - two white and one red. Two people take part in the game. The leader explains to them that he has three caps and shows them. Then he says: "Now I will put a white or red cap on each of you so that you will not know which one. But try to answer, what kind of cap are you wearing?" They both wear white caps. One reasons: "He is wearing a white one, so I can be wearing a white or a red one." The other also sees a white one and reasons in exactly the same way. At this point in time, neither one of them can say anything about their cap and remain silent. Then either of them can reason like this: "If the other is silent, then he does not see a red cap on me. And if so, then he sees a white one on me." The first level of depth of reflection is present in the reasoning here. Thus, the essence of the technique of reflexive display of the situation is in organizing the understanding of the difficulties that have arisen through reflexive reasoning.

Method of reflexive justification of activity: Reflection provides not only an objective idea of the situation and the causes of difficulties, but also a basis for activity that corrects the situation. The essence of the method is precisely in the transformation of the reflexive picture of the situation into a basis for such activity. Usually this is associated with reflexive management. V. A. Lefebvre calls reflexive management the process of transferring the grounds for making a decision by one of the characters to another. This management is carried out not as a result of directly imposing one's will on another, but by transferring "grounds" to him, from which he, as it were, deductively derives a decision predetermined by such a basis. "Any deceptive movements, provocations, intrigues, disguises, the creation of false objects and, in general, lies of any type represent reflexive management. A lie can have a complex structure: for example, the transfer of truthful information to an opponent so that he, considering it false, makes an appropriate decision" [3]. In the concept of reflexive management proposed by V. A. Lefebvre, the controlled object has its own goals, different from the goals of the manager. It is no longer sufficient to represent the actions of such an "object" according to the behaviorist "stimulus-response" schemes. V. A. Lefebvre emphasizes that the "object" tries in every way to be inadequate to the manager's knowledge of it, "calculates" this knowledge and continuously "departs" from it, making it incorrect. The concept of reflexive management implies that the "object" is not deprived of free will, but in the process of developing a decision it accepts grounds that allow it to deductively "derive" a decision predetermined by the manager.

In the concept of reflection proposed by V. A. Lefebvre, all abilities - to be aware of oneself, to be aware of the course of one's thoughts and actions, the ability to control them - are related by the manager not only to himself, but also to the "character" he is trying to manage (so that the manager could understand and "calculate" the managed). Such a construction of the educational program determines the inclusion of everyone in the problem, a creative approach in modeling, design, the desire to express, "discover" oneself and learn constructive communication. In the process of learning, students acquire the ability to expand and then reduce their knowledge, master the schemes of such actions, but the rules that govern their activity often remain unconscious. Reflection on this activity allows us to become aware of these rules and identify them. Mastering the rules of activity, turning its creative components into certain rules - all this is associated with the mechanism of reflection, expanding our capabilities, developing us. When studying the connections of modern activity with its previous states and their means, it is necessary to reconstruct past experience, describe the schemes and

means of the activity that was once carried out. At the same time, a plausible reconstruction is possible provided that the system of rules, i.e. the mechanism of this activity, is recreated. It is known that students are far from always able to independently isolate various situations in educational and professional activity that require reflexive comprehension. They were identified by us and given to students as special methods of activity that require specific mental activity from them. Such methods were called reflexive. By reflexive we mean methods that activate the process of students' reflection of various aspects of professional activity. Methods that ensure students' entry into reflection are reflexive tasks that create situations for self-assessment and self-analysis of their communicative and professional activity.

Based on the concept of V. G. Bogin, which formulates the following provisions:

- implementation of the ideology of doubt;
- implementation of the ideology of pluralism and the equality of different positions;
- implementation of the ideology of critical thinking;
- implementation of the ideology of sign-basedness;
- formation of the attitude towards "reporting"

We have developed reflective tasks adapted to the formation of professional skills in future teachers. When developing the typology of reflective tasks, we identified tasks associated with retrospective reflection when solved; tasks solved based on situational or current reflection and tasks related to prospective reflection when solved. We believe that an important aspect in the implementation of retrospective and current reflection is the reproduction and systematization of all information that appeared as a result of free statements of future teachers. This is necessary so that they can, on the one hand, see the collected information in a "large" categorical form, and this structure can include all opinions: "correct" and "incorrect". On the other hand, the ordering of the expressed opinions will allow you to see contradictions, unclear, uncertain aspects, which determine the directions of further search in the course of studying

new information. Moreover, for each of the students, these directions can be individual. Future teachers will determine for themselves what aspect of the topic they should focus on, and what information only requires verification for reliability. The main task is to track their understanding when working with the material being studied. The role of the teacher at this stage of work is to stimulate future teachers to remember what they already know on the topic being studied, to facilitate the exchange of opinions in groups, recording and systematization of information received from themselves [1].

The material for prospective reflection is knowledge obtained in current and retrospective reflection. Prospective reflection is not only anticipation, but also desires, plans, hopes, etc. Tasks related to solving with retrospective reflection: Reproduction of the completed activity with its analysis. The essence of this technique is that it allows not only to eliminate misunderstanding, but also ensures the correct selection for fixing in long-term memory of significant information. The purpose of such presentation is to concentrate the students' attention on the most essential, the main thing in the new material, to emphasize the most important connections between its components, similarities and differences between close concepts. For clarification, you can use the following keywords:



- Could you repeat that again?
- What do you mean?
- Could you explain it?
- Expand that thought (that judgment).
- How difficult is it to do that?
- Sorry, I didn't quite get it... etc.

Interpretation of the completed activity. Interpretation is a way that gives the student the opportunity to see and understand his own behavior and that of others in a different way. Here, questions were introduced that awaken reflection, which are aimed both at the activity of each specific student and at the activity of the entire group as a whole: "What did we do?", "What did you do during this period of time?", "Why did we... (do/do this)"?, "What new did you learn?", "What did you learn to do?", "What did you understand?" etc.

Tasks associated with the solution of current reflection: Summarizing the main points during the course of the educational activity is a technique for understanding the educational material. Summarizing is the presentation of intermediate and final conclusions on the conversation. The essence of this technique is that we summarize our main thoughts or the thoughts of the interlocutor in our own words. The summarizing phrase is the interlocutor's speech in a



condensed form, its main idea. For example, before expressing disagreement with someone's point of view, you can first highlight the main thing in it, summarize what was said and then you can immediately respond to the interlocutor's objection. You can also ask him to make a summary himself: he will have to rid his objection of everything secondary, which will make the task much easier.

Consideration of the problem from different positions. It is necessary to teach future teachers the ability to take one or another position, to be able to see the object not from one single point of view ("side"), but the way students-positioners see it, that is, from different "sides". Understanding the possibility of considering the same thing from different positions is best achieved not through explanation, but in the activity: "Let's try to solve this problem as teachers. And now - students. And now let's look at it from the position of parents." In collective actions with different points of view, the following questions are asked:

- ✓ How do I think about it?
- ✓ How do you think about it?
- ✓ How does he think about it?
- ✓ How do you think about it?

To do this, it is necessary to ensure the presence of different positions. For example, doubter-self-determiner, critic-expert, agreeer-disagreeer, researcher, observer from the outside, etc.

Positions:

1. "For" - You are right. - I completely agree with ... - Of course...
2. "Expert" - I am convinced that ... - What seems important to me is ... - It must be said that ...
3. "Against" - I absolutely disagree with ... - You are wrong when: It is not true ...
4. "Persistence" - You know very well that ... - I repeat to you that ..
5. "Concession" - In principle ... - If you want ... - I must admit that ...

Tasks solved with the support of prospective reflection, which acts as a mechanism of awareness and is carried out in the conditions of identifying a new cognitive task, identifying new features of objects and forming new concepts: Forecasting. Learning from the text to subject-practical activity by means of targeted questions. In order to answer the questions "What will happen next?", "What do you think the text with this title (beginning with the following words) is about?", "How will this story end?" etc., it is necessary first of all to answer the following questions such as "What is this?", "What is happening?" and similar questions that directly lead the learner to a reflective position. Analysis of texts makes it possible to transfer existing reflective positions to the learners themselves and to model existing reflective relationships. The questions are: the hero, as he sees himself, the hero as the author describes him, the hero as other characters in the work see him (there are many options here), the hero, pretending to be the hero as this or that character sees him, etc. So, in order for the quality of the educational process of the future specialist to be higher, so that the student masters not only knowledge, skills, abilities, but also experience, we have introduced special reflective tasks into the training. It is necessary to emphasize that the tasks highlighted above were used in the speech-thinking activity of students in a foreign language.

The educational process at the present stage is aimed at creating an atmosphere of intense mental activity within the walls of educational institutions, controlled by rational algorithms, stimulating individual activity, rivalry, healthy competition in the struggle for high achievements, and cultivating such qualities as efficiency, organization, discipline, and enterprise.



We believe that the development of reflective abilities of future teachers can be carried out through immersion in professional reality. The development of professional reflection of a teacher is based on the analysis and comprehension of their practical experience. The acquisition of such experience for a future teacher is possible both in the conditions of a real professional environment and in conditions that closely simulate professional reality.

The semantic core of teaching professional reflection is the student's personal orientation in the sphere of professional values through his comprehension of priorities in the "teacher - subject - student" system and the turn of his consciousness to the personality and individuality of the student. This is achieved through the actualization of the personal position of the future teacher when solving professional problems by analyzing his scale of values and understanding the extent of his responsibility in managing the process of developing the student's personality. Thus, in particular, a special place in the training program is occupied by operational training and reflective understanding of one of the main aspects of the teacher's professional activity - the constructive and methodological one, revealed in the teacher's readiness to organize the content of educational material and the methods of its presentation to students.

Reflexive support of the functional role of a teacher as an expert in the presentation of information consists in the ability to clearly recognize his position as an intermediary, i.e. a person who does not simply transmit his knowledge to another, but provides conditions that facilitate the process of learning what he knows himself. Such a reflexive position is manifested in the teacher's ability to separate himself from the learning other and clearly differentiate the essence of the professional positions "I explain to another how to act" and "I help him find a solution himself". An important methodological principle of this type of training is the controllability of reflexive processes, the level of which is regulated by special tasks.

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