



## **TYPES AND FORMS OF REFLEXIVE LEARNING TECHNOLOGIES IN THE PEDAGOGICAL EDUCATION SYSTEM**

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<b>Received:</b> 11 <sup>th</sup> February 2023 <b>Accepted:</b> 11 <sup>th</sup> March 2023 <b>Published:</b> 17 <sup>th</sup> April 2023	In modern education, against the background of radical renewal of the goals and tasks of education, the relationship in the form of "teacher-learner" is becoming completely different. Today's teacher's performance of the functions provided for in traditional education is not enough for the quality and effective organization of the lesson process, and the learning activity of the modern learner consists only of his behavior as an "excellent", "active", "disciplined" child. not. In the course of the lesson, the teacher and the learner are raised to the level of subjects of the educational process, in which the learner has the right to analytically accept the quality, quantity, content, presentation tools, methods, methods and forms of the educational materials presented to him and to directly or indirectly convey his conclusions to the teacher.
<b>Keywords:</b> pedagogical system, reflexive education, forms, personal reflexive activity, emotional state, generalized reflection.	

**INTRODUCTION.** At the same time, the teacher cannot avoid the problems of "whom he is teaching" and how to use learners in creating an educational environment for successful performance of his functions. Therefore, it is one of the most basic requirements of today's education system that subjects of the educational process critically analyze their activities and take the next step based on the results of this analysis. In the first chapter of our research devoted to this most urgent pedagogical problem, we have achieved certain results in the following directions regarding the phenomenon of reflection [12]:

1. Since reflection is a phenomenon that is important for all aspects of human activity, for all areas that are important and insignificant in his life, this phenomenon has become the object of study of all social and humanitarian sciences, including pedagogy, philosophy, psychology, sociology, social studies and similar sciences. However, the established positions regarding the phenomenon of reflection are different in different disciplines. If psychology studies reflection as a phenomenon, and reflexive skills as a form of manifestation of the phenomenon in a person, philosophy considers reflection as a perfect manifestation of interpersonal relations. In the course of our research, it was proven through sources and literature that reflection is a process, and reflexivity is a quality (characteristic, ability) that participants of the educational process should acquire, and that there are

certain methods of acquiring this quality. comments were made about the logic of using the concept of "reflexive skill".

2. When the learner performs reflection, in this process, he performs dozens of psychological, such as analysis, thinking, comparing the opinions of others with his own, evaluating his own performance, correctly assessing the current situation, clearly and clearly imagining the future, and making an acceptable decision in a short period of time. performs intellectual, educational activities[11]. In our research, reflexivity is not only an ability of a person: it is a real means of acquiring new qualities, abilities, skills and abilities, and as a result of this, it was justified through analysis.

3. For the formation of reflexive skills in the participants of the educational process, certain pedagogical and psychological conditions, an educational environment with a priority of communicative features are necessary. By analyzing the functions that the teacher-pedagogue and students should perform in these conditions, it was shown how important the effective manifestations of "pedagogue-learner" relations are in the formation of reflexive skills[12].

4. As long as reflexivity is a quality and ability of a person, it will be achieved. Participants of the educational process should go through certain stages in order to develop this skill. In the first chapter of this research, the most optimal and convenient stage



consisting of three levels, which ensures the formation and continuous development of reflexive skills in teachers and students in the modern state of the education system, was developed, and the level of effectiveness of each stage of this stage was justified[9].

5. Different forms of reflection are manifested in different spheres of human activity. In educational practice, there is an experience of using the reflexive skills of the learner in educational technologies. It is expected that teachers will apply some form of reflective practice to their teaching practice. In our research, the division of reflection into types and forms according to various indicators and signs was studied, and recommendations were given on which part of the lesson to use these types and forms. Also, the possibility of combining reflexive educational technologies with all forms, methods, methods, methods and methods of teaching was justified by means of analysis[12].

### **ANALYSIS AND RESULTS.**

Experts classify reflection according to the following signs:

1. According to the function (personal and generalized reflection).
2. According to the purpose (emotional state reflection, activity reflection and reflection on the content of the educational material).
3. According to the form of activity (collective, individual, large-scale, group reflections).
4. According to the content (oral and written).
5. According to the form of the lesson (reflection after the mastery of IMC, intermediate reflection, control and final reflections).
6. According to the procedure (questionnaire, question, symbol, table, problem situation, picture, graph)[11].

Personal reflexive activity should not be focused only on the knowledge of one academic subject, but should be focused on many aspects, and the reflexive ability of the student should be evaluated by many people, not one person. Generalized reflection implies the analysis of the behavior of the teacher-pedagogue during the lesson by the students and the formation of a general conclusion of the student group as a result of the analysis.

Emotional state reflection is recommended to be conducted before the beginning of the lesson, to ensure the establishment of relationships between the participants of the educational process in accordance with the educational goals[14].

Reflection of practical activity allows to determine the form, method and style of the lesson suitable for the essence of the subject to master the educational material provided for in the plan of the lesson. The application of this type of reflection at the end of the lesson serves as a necessary criterion for evaluating students' activities in the course of the lesson. Reflection on the content of the educational material facilitates the work of determining the level of students' mastery of the studied topic. In order to effectively use this type of reflection, it is possible to recommend the method of continuing unfinished thoughts, aphorisms, and unfinished definitions of the subject[2].

Reflexive educational technologies make it possible to use all forms of reflexive skills in harmony with different methods, methods and methodologies of teaching. It is in this aspect that reflexive educational technologies are of great importance in preparing students for future professional activities, developing their abilities to create a communicative-analytical learning environment, to develop their scientific thinking, critical thinking, to generalize students' thoughts and assumptions, and to distinguish the important from the unimportant[13]. It also serves as a basis for developing such skills as self-awareness, self-management and control, ability to make the most correct decision in conflict situations. At this point, there is a need to dwell on reflexive educational technologies, their main functions, implementation stages. I believe that before we talk about the fundamental nature of reflexive educational technologies, we should have a sufficient idea of the important psychological and pedagogical phenomenon that forms its basis, that is, pedagogical reflection. Pedagogical reflection is a psychological-pedagogical phenomenon that forms the basis of reflexive educational technologies, and it embodies the process of recording the state of development of the participants of the educational process and the root causes of this state. In order to further clarify the nature of pedagogical reflection, we need to study its structural composition, types and forms more widely[5]. We look at the structural composition of pedagogical reflection based on pedagogical processes, pedagogical interactions and relationships between teachers and learners (in our research - students). As long as the goal of organizing and conducting the pedagogical process is to ensure the development of students as individuals and future specialists, then all components of reflection in the pedagogical process should be aimed at the student's conscious perception of his place in the pedagogical



process. For this, a conditional "exchange of places" should take place between the pedagogue and the student. According to the expert, pedagogical reflection in this process consists of the following components[6]:

- the teacher's analysis of students' activities;
- analysis of the teacher's own pedagogical activity;
- students' analysis of their activities;
- students' analysis of the teacher's activity;
- consists of pedagogical-psychological and educational behavior, such as the analysis of pedagogical interactions of students.

Based on this, it can be said that reflexive educational technologies are a systematic set of pedagogical interactions of students and teachers, behaviors and educational actions aimed at self-critical analysis. The introduction of reflexive technologies into educational processes is carried out in the following sequence[8]:

1. Clarify the object of reflection and the time of reflection of the lesson. Here as the reflection object:

- goals of the lesson;
- the fundamental meaning of the studied concepts and educational activities;
- methods of activity implementation considered as work tools;
- applicability of acquired knowledge in practice;
- perception of changes in the field of the person's inner world and professional qualities, etc. can be defined[9].

II. To have an individual mechanism for analyzing and monitoring one's field of knowledge.

III. Emphasizing the importance of the results of reflection for the effective organization of future pedagogical relations. It is possible to cite the following article on the application of reflexive educational technology to the teaching process:

- the introduction of reflexive technologies into the educational system requires similar educational and personal qualities from both the teacher and the student at the same time: that is, only if the reflection is not one-sided, it creates the basis for the lesson to be comprehensive[12];
- it is important to be impartial and transparent in the relationship between the teacher and students when using flexible technology: this ensures the open evaluation and control system, and consequently, the creation of a healthy competitive environment among students;
- establishment of a unique "repetitive communication" during the lesson serves to organize communicative debates among learners;
- the phenomenon of the teacher's transition from a monologic position to a communication position during

the course of the lesson in flexible educational technology[11].

At the beginning of our comments in this paragraph, we talked about the uniqueness of reflexive learning technologies, which can be used in harmony with all methods, methods and methods of teaching. This uniqueness is due to the fact that reflexive learning technologies can be classified according to various criteria and characteristics. That is, it is appropriate to use various forms and forms of reflexive education technologies according to specific criteria and features, combining them with certain methods, forms, forms and methods of teaching. This situation prompts us to reflect on the forms and types of reflexive educational technologies. Vasiliev V.G. reflexive educational technologies:

- according to the duration of time;
- according to the subject of the process based on reflexive educational technology;
- reflexive educational technologies are proposed to be classified according to such signs and criteria according to the goals of their implementation[7].

**CONCLUSION.** In the recommendations given by on the classification of reflexive educational technologies based on signs and criteria, there were no specific recommendations on the integration of these technologies with a specific method, form, style and methodology of teaching. , at the same time, in the classification proposed by V.G. Vasilev, the possibility of variation in the teacher is preserved and this possibility can expand the scope of reflexive technologies in teaching higher education students, so we consider it correct to use the classification of V.G. Vasilev for our research.

Thus, reflexive learning technologies are divided into the following types according to the duration of time:

- situational (in time) educational technologies;
- retrospective educational technologies;
- prospective educational technologies.

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