

## FORMATION OF REFLECTIVE SKILLS IN PRIMARY CLASS STUDENTS BASED ON GAME EDUCATIONAL TECHNOLOGY

I. A. Uzakov

Associate Professor, Candidate of Pedagogical Sciences,  
Department of "Pedagogy and Psychology" Non-State Higher Education  
Organization "ALFRAGANUS UNIVERSITY"

### Abstract

Pedagogists and psychologists emphasize that it is important to develop students' thinking and analytical abilities. The basis of these abilities is reflection. This article talks about the formation of reflexive skills in elementary school students based on game-educational technology.

**Key words:** pedagogue, teacher, person, society, upbringing, education, study, activity.

Due to the fact that in the conditions of globalization that is happening all over the world today, our country requires an all-round modernized systematic approach in order to achieve sustainable development, to further increase the effectiveness of the ongoing reforms, to create conditions for the comprehensive and rapid development of the state and society, to modernize our country and in order to implement the priority directions for the liberalization of all spheres of life, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev set the priority directions for the systematic reform of general secondary and extracurricular education in the Republic of Uzbekistan, growing in order to raise the spiritual, moral and intellectual development of the coming young generation to a new level in terms of quality, to introduce innovative forms and methods of education into the educational process, as well as in accordance with the decree of the President of the Republic of Uzbekistan on September 5, 2018 "People According to Decree No. PF-5538 "On additional measures to improve the education management system", the concept of developing the public education system of the Republic of Uzbekistan until 2030 was approved, the 2030 plan of the Republic of Uzbekistan by the year PISA (The Program for International Student Assessment) it is planned to carry out a number of activities in order to become one of the first 30 advanced countries of the world according to the rating of the international student assessment program.



The word reflection (lat. «reflexio» - to go back) is a form of theoretical activity aimed at understanding the behavior of a fully developed person and their laws. It is an activity aimed at self-knowledge and understanding, which reveals the unique hidden features of the human spiritual world."

Many scientists rely on the classification of reflection proposed by I.N. Semyonov. He comments by suggesting the following types of reflection:

1. Intellectual reflection: Determines positive problem solving based on thinking.
2. Personal reflection: The conflict (conflicts) of the teacher provides a way out of pedagogical conflicts without quarrels on the basis of thought research.
3. Communicative reflection: It ensures mutual understanding of partners in the communication process.
4. Cooperative reflection: An activity related to the coordination of joint regular work activities of team members.

The importance of pedagogical reflection in the development of the student's knowledge is incomparable. Therefore, in the opinion of research scientists such as Y.N. Kulyutkina, Y.S. Turbovsky, P.V. Khudominsky, the constant pedagogical activity of the student has a reflexive nature in content, and it covers all reflexive processes. It should be noted that until now there is no perfect classification of the concept of pedagogical reflection.

Perhaps, the study of this phenomenon will be solved in connection with the implementation of such disciplines as psychology, pedagogy, pedagogical psychology, philosophy. B.C. Scientists such as Wolfov and V.N. Harkin describe reflection as a person's self-awareness.

This is exactly what the educational process should serve, when knowledge, skills and abilities are consciously accepted with an internal urge for self-improvement. The information and knowledge collected by humanity over the centuries should be assimilated and enriched by each new generation and serve the development of society. The assimilation of collected information and knowledge is a very complicated process, and it should be specially organized only on a scientific basis. The process of knowing is endless. In it, unexplored areas of laws of nature, society and human thinking are discovered.

Acquiring knowledge and skills at school has an integral character. If today's learned knowledge requires previously acquired knowledge, it is the basis for future acquired knowledge. As a result, the level of mastery of the educational



content by the student, the scope of knowledge formation, and the effect will have a new appearance.

The stages of acquiring knowledge are based on the psychological characteristics of each person, that is, the characteristics of a person's perception, perception, understanding, generalization, conclusion and practical application of information are different.

In this case, the teacher must perform the following tasks:

- Creating motivating reasons (motives) for reading based on students' knowledge;
- Creating conditions for understanding the given information;
- Encourage children to understand, compare, analyze and draw conclusions based on the knowledge and experiences they have in the educational process;
- Forming skills and competencies of students by applying the acquired knowledge in practice and strengthening and improving them;
- Ensuring the constant use of knowledge, skills and qualifications in practice;
- Analysis of educational results and diagnosis and planning of students' future prospects.

It is known that the lessons in which students' cognitive activity is combined with game activity are called didactic game lessons. Didactic game technologies consist of combining the learning activities of students with game activities. Didactic games are conducted in the form of competition, competition, mutual assistance, and cooperation.

For this, the teacher determines the purpose of the didactic game, the ways of its implementation, the content of the game and the activities of the participants. Didactic game classes have the function of providing education and training, directing the activities of students, directing them to the profession, developing communication and speech culture of students, deepening their knowledge and developing their personality.

Didactic game lessons can be divided into staged role-playing games, creative business games, conference and game exercises based on their content. All students, regardless of their role, should prepare for this lesson.

The criteria for choosing types of didactic games can be as follows: - according to the composition of the participants - games for boys, girls, teenagers, adults; - by the number of participants - individually, in pairs, small group, large group class team, competitive teams, interclass and public games; - on the game process - games focused on thinking, thinking, gathering, actions, competition



and others; - according to the standard of time - a part of the lesson, training time allocated according to the plan, games that continue until the goal of the game is achieved, the winner or winners are determined, and other games. Each didactic game process uses its own types of tools, and during the training process, they should be used in a variety of ways, productively and safely.

These tools can be divided into the following types: stationery - white and colored papers of various sizes, scotch tape, felt-tip pens, pens, pencils, rulers, scissors, glue, etc.; technical means - projector, microphone, computer; video camera, VCR, TV, etc.; educational equipment - educational laboratory and workshop equipment, measuring instruments, educational tools, device, mechanism, model, etc.;

Improving the quality of education is the most urgent issue facing pedagogues, as the knowledge gained in primary school serves as a foundation for the next level. For this purpose, pedagogues working in educational institutions, especially primary school teachers, need to pay great attention to the development of students' knowledge and worldview by bringing a new spirit and a new breath into the lessons. Because the attention of elementary school students is unstable and they cannot patiently listen to a lesson designed for an hour. Repetition of previously acquired knowledge is a particularly important tool for acquiring knowledge, but it is a boring process for children. Especially in elementary grades, children get tired of writing in their native language and mathematics classes, and repeating the same topic in reading classes is boring for children. Various didactic tools and games are effective in forming reflexive skills in students in order to raise the mood of the students and make their tired hands busy with writing. Didactic tools include puzzles, crosswords, rebuses, riddles, tasks, etc.

### **References:**

1. Ishmuhammedov R, Abduqadirov A. Innovative technologies in education. T.: Talent. 2008. Page 180.
2. Ishmuhammedov R. Innovative technologies in education. T.: Talent. 2010. 141 pages.
3. Ishmuhammedov R.J. Ways to increase the effectiveness of education with the help of innovative technologies. - Tashkent 2004
4. Use of interactive methods. //Primary education, 2008. №11, 2631 pages Kto yest kto v mire, Moscow-2005
5. Comensky Y.A. Great didactics. - Tashkent: Teacher, 1975.

