

# Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25<sup>th</sup> Oct., 2023

ISSN: 2835-396X

Website: [econferenceseries.com](http://econferenceseries.com)

## BASIC METHODS AND PRINCIPLES OF REFLEXIVE EDUCATION IN HIGHER EDUCATION

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One of the most convenient aspects of using modern technologies of education in harmony with reflection is that it involves two-way activity. The activity of the teacher-pedagogue controls the reflexive processes during the lesson and shows that it is a guarantee of the non-emergence of negative relations, at the same time, it maintains the health importance of the lesson. As a result of reflexive activity of students, the teacher realizes the level of his personal and professional qualities, and the opportunities to determine the level of activity of students during the lessons expand even more. According to the definition of G.S. Pyankova, the activity of students in reflexive education takes place in two stages:

- the teacher-pedagogue manages the activities of the students by monitoring them (first level);
- the student, in his reflexive activity, independently develops his own goals, tasks and action plans in accordance with them, and becomes a subject of the educational process (second stage) [21]. It should be said that these two stages of the educational process take place simultaneously: if the management or control process occurring at the first level is activated, this leads to a slowdown of the reflexive activity occurring at the second level (for example, if the teacher-pedagogue exerts excessive influence on the student during the control of reflexive activity or interferes excessively with his judgments).

In direct proportion to the positive activation that takes place in the second stage of the lessons where reflection is used, activation is also observed in the first stage, and on the contrary, when a passive level of reflexivity is observed in the student who has become the subject of the educational process, the teacher-pedagogue tries to increase his intervention and stimulate reflexive activity. It can be seen that both stages of the lesson in reflexive education have a positive effect on each other and form an effective educational process in harmony [24]. Based on the above considerations, we can say that in order for reflexive education to achieve its goal, the activation of reflection processes is necessary, because in order to determine the quality and effectiveness of the lesson conducted on a specific



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educational topic, it is necessary to introduce reflexivity into this process, at the same time a "reflexive ring" is formed. This "reflexive loop" creates a stable basis for setting plans and tasks for the next lesson, developing measures to eliminate previously committed shortcomings, as well as motivating students and developing a sense of interest in the learned knowledge [24].

Based on the experiences of the enterprising teachers-pedagogues who have introduced innovations in their activities, we can say that the level of reflexive ability of students can be increased with the help of various forms and types of lessons and the use of new pedagogical technologies. At the same time, there are opportunities to successfully integrate students' reflexive activities with educational technology of every shape, form, type, and style. Let's take the form of a lecture as an example: in this case, the lecturer-pedagogue refers to the essence of philosophical dialogues within the scope of the topic, the wisdom underlying them as an object of reflection to the students, or during the lecture on a specific topic of the subject of the "Elementary Mathematics" group of subjects, the method of digital games may be used. (Khalilova N. I., "Psychological aspects of the application of reflective technologies to the educational process", "Modern Education" magazine, 2018 No. 7).

The application of reflection in educational practice, combining it with modern educational technologies, requires an emphasis on the most basic principles of reflexive education. These principles are:

- scientific (information on the subject in reflexive education, use of the latest scientific facts);
- existentiality (organization of lessons taking into account the results of understanding and analyzing information on the subject);
- creativity (readiness of the teacher-pedagogue to apply reflection in all respects)
- goals and tasks (harmonizing the educational process organized as a result of the reflection of the teacher-pedagogue's own professional activity with the student's self-management mechanism and creating a reflexive environment at the necessary level for the manifestation of students' reflexive abilities);
- communication (increasing motivation in students in setting tasks in the near future based on knowledge and knowledge) [18].

In modern scientific literature, reflection is considered as a means of establishing an effective connection between the human psyche and the external environment. Applying the same idea to educational processes, we can call reflexivity a factor that



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ensures the mutual integrity of the subject of education (that is, a student who can perform independent reflexive activity) and educational activities.

As we use reflexive technologies in educational processes in higher education institutions, we should look for ways to effectively use the above-mentioned specificity of reflexivity. First of all, we ask ourselves the following questions: what factors and methods can a person rely on to become an active participant in the educational process? To what extent does the student feel free in what forms of educational activities? To what extent should a student's freedom in educational processes be ensured in order for the student to develop first of all as a person and, moreover, as a future professional?

While searching for answers to these questions, we need to monitor the active manifestation of the internal control and self-development factors of a person, that is, we need to take into account that the internal control of a student in the educational process limits his freedom, and at the same time, a student who does not feel free at the necessary level it becomes a problem to acquire sufficient knowledge independently. To find answers to these questions, we approach the goals and tasks of education from the perspective of reflexivity.

Any education has a certain purpose, and this purpose is important because of its features such as perspective orientation and ensuring the development of a person, that is, education is the most important factor that ensures the future of a mature person. And the future is considered as a product of experiences, acquired skills, acquired skills, accumulated knowledge during the past day (that is, the past of a person in a relative sense). That is, in the words of A. Bizyukova, "the future is the renewed yesterday" [18].

Therefore, a person can manage his own life, critically analyze his past, draw conclusions from the mistakes made, and build his future with the help of such considerations. Therefore, the internal management based on reflection has a positive and effective impact on the development processes of the individual, and stimulates learning activities, which are the main means of development. There is also the fact that the internal management characteristic (like other psychological characteristics of a person) has a "feedback" characteristic: that is, it is based on protecting one's activity from many factors (A. Sharov). For example, during group lessons, in particular, when a lecture on the topic is given in large auditoriums, students follow the prohibitions of the internal administration and are unable to enter into an active relationship with the teacher-pedagogue. Sometimes, after analyzing



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the environment in the lecture hall and comparing it with the environment in the opinions of his partners, there are situations where he hesitates to express his position in educational processes. Here, it can be noted that the supervisory function of the teacher-pedagogue is strengthened more than necessary, or that the required level of reflexive environment does not exist in the audience. In any situation, there should be sufficient reflexive conditions for the student as a person to gain more knowledge of his internal management, to use the opportunities that arise in increasing information on the subject, to actively communicate with the "teacher-pedagogue + students" team. That is, according to A. Bizyukova, "the environment of reflexivity should not negate the student's internal control, which primarily depends on the skills of the teacher-pedagogue, as well as the system of requirements set by the student and his level of reflexivity" [18].

The conclusion is that the teacher who introduced reflexivity to the educational process should ensure that the internal control of the student does not become the main factor, and that the student has real freedom in learning. This is one of the most basic conditions of reflexive education. It should be said that internal management in the student also has many important aspects for reflexive activity. As an active participant in the educational process, the student feels the need to compare his goals and desires with his achievements: he tries to understand the nature of his work, to constantly monitor the ratio between achievements and shortcomings. It also tries to clarify its levels of freedom and dependence in the educational process and determine the necessary level of these factors [24]. At this point, several questions related to reflexive education arise: as long as the lesson processes are limited in time, is it important to give the student more information on the subject, in the form of information, or is it more important to create conditions for him to acquire knowledge independently by developing his reflexive ability, i.e. "What and how should the student be taught?" (A. Sharov).

The answer to these questions is related to the principle of introducing the optimal one between "dependence" or "freedom" when choosing a particular educational method. By "freedom" in this place, we understand elements such as the ability of the student to form his educational direction independently, which of the methods of acquiring knowledge he considers acceptable. The concept of "relevance" implies that the learner should take into account the social and cultural conditions, the possibilities of the material and technical base of the educational



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institution and the level of staffing, as well as factors such as the level of development of this science [28].

Reflexive activity can be cited as the most optimal mechanism for effective application of the principles of "dependence" and "freedom" in educational processes. According to A.S. Karpov, a student who can demonstrate his reflexive ability, on the basis of the principle of "freedom" of education, chooses the most appropriate educational routes for his motivation, goals and plans in the future with the help of analytical reasoning. Also, following the requirements of the "dependency" principle, he adapts to the conditions of higher education institutions where he is studying based on reflexive considerations [6].

It can be seen that compliance with the requirements of both of these important principles in education is achieved through the exercise of reflexive ability. The principles of learning that we have considered define the essence and theoretical framework of a reflexive approach to learning in higher education institutions and further increase the possibilities of introducing reflexive activities into education. In particular, as a result of a reflexive approach to educational processes, HE creates a basis for solving many of the problematic problems that have accumulated in traditional education. One of such problems is related to the nature of the knowledge that the student of higher educational institutions receives in the educational process. I.I. In his works, Ilyasov [6] raises the problem of what should be the essence and specific characteristics of the knowledge, skills and abilities formed during higher education. In traditional higher education, knowledge is acquired as definitions of certain concepts, a system of terms related to the studied field of science (Ya.A. Komensky). Based on these views, we ask the question: what approach should be implemented so that the knowledge that a student should acquire in higher education does not consist of a set of definitions of concepts or systems of terms related to the field of science? If the complex of concepts is another tool that connects the systems of terms, how can it be introduced into pedagogical practice? What qualities should be formed in students to ensure the interaction between the activity of educational subjects and the effectiveness of acquired knowledge? And finally, what exactly do we want the student to learn and how to learn in the educational process? The opinions expressed in response to these questions consist of interpretations that take into account the influence of many factors. In particular, in this place, the experience of the participants of the educational process (J. Piaget), behavior (D.R. Cross), mental and moral structures (Y. Lingart), mechanisms of controlling their behavior



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(E. Tolmen), self- Factors such as perceptions of means of self-development (A.N. Leontev), educational actions (Galperin) are taken into account (A. Sharov).

In our opinion, knowledge itself is, in essence, the reflection of the subject's perceptions of a specific object in terms of value and content as a result of the subject's interaction with the object, reflexively formed by means of symbols, symbols, signs, concepts, definitions, criteria, etc. [7, 86]. It follows that the subject of education reflexively learns the basic content of knowledge by demonstrating his educational activity. This is where it works best for students to "move" from theory to practice and reflexively note the commonalities and differences between these two forms of education. Experts recommend three forms of this activity to make it easier for the student to smoothly "pass" from theoretical subjects to practical activities. A student who reflexively implements these three types of activities will have the opportunity to design the three stages of acquiring knowledge in accordance with his goals and plans - mastering knowledge, acquiring skills and learning in the future.

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