

Psychological Approaches to the Formation of Reflection in Students

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ABSTRACT

This article is about reflection, which is one of the modern pedagogical requirements. In it, the teacher's reflective skills are formed, their shortcomings are identified, the results of having reflective skills, the results of the interpretation of the situation of reflection in the pedagogical and psychological aspects, and the opinions and opinions of world psychologists and pedagogical scientists are mentioned.

In the fundamental improvement of the education system, it is necessary to carry out basic research in two directions, one of which is not less important than the other. The first direction covers all links of the educational system and consists of retraining all pedagogical staff working in these links based on special programs that provide for the organization of lesson processes with the introduction of modern pedagogical technologies and innovations. Experts who research pedagogical practices at all levels of our national education system should be involved in this direction. Consequently, this direction is a process that requires a lot of time and human resources. The second direction is the active involvement of young pedagogues who have received training based on a new approach to pedagogical practice. This direction includes research on methods of improving educational processes in higher and secondary special educational institutions, which are responsible for training pedagogic personnel for the lower and middle levels of education. includes Among the factors that unite these two directions, one can include the unity of the main goals and the generality of the research objects.

The nature of reflection as a phenomenon, its uniqueness, opportunities for educational development and its internal structure have been proven in many studies to be very important for the practice of organizing lesson processes based on the requirements of the modern education system. The study of the essence and specific aspects of reflection is carried out at different levels. We explore the importance of these levels by dividing them into theoretical, methodological and practical. In addition, studying based on this approach allows determining the forms of manifestation of reflection in specialists belonging to different classifications. Reflection is considered as a criterion in evaluating the quality of activity of teachers-pedagogues and other types of specialists related to the field of education. That is, a specialist with a high level of reflexivity will have higher skills of critical thinking, self-satisfaction and

the desire to be in constant search. In essence, the profession of pedagogy requires constant social activity from a person. That is, in the active part of every working day, the teacher-pedagogue is in constant communication with students, colleagues, and parents regarding his duties. Each form of these communications has a two-way character, in which the teacher always participates as a listener and a speaker. In order for these dialogues to gain positive significance for the teacher's work, it is necessary to have a high level of reflexive skills.

As a result of having reflexive skills, the teacher: - learns the scope and level of all the educational, educational and social tasks he must perform; - forms a mechanism of activity that affects students and parents in a positive way; - has work experience that can be formed on the basis of students' requirements in the organization of lesson processes. So, we can say that reflection is not only a teacher's assessment of his own activities and educational, educational and social behavior, but also how he is perceived by others (students, parents, colleagues). 67 features that allow you to identify what they are doing. A teacher-pedagogue who is capable of self-reflexive analysis improves his pedagogical processes as he consciously improves. Taking into account that the interpretation of reflection in the same form is important in pedagogical activity, the significance of the analytical and critical psychological phenomenon consciously performed in the sciences of pedagogy and psychology in the organization of lesson processes in educational institutions is studied.

Many researchers believe that reflection in thinking reflects the attitude of a person's imagination to the same person. In most cases, when a person analyzes his behavior, he discovers new features, skills and habits that he has acquired so far, but the psychological conditions for their emergence have not been created. A person becomes aware of the new founders of his thinking and imagination. Such organizers include such psychological features as sorting tasks that are intended to be solved, but not solved, moving from insignificant to important in thinking, understanding new aspects of surrounding objects and events, conducting reasoning by means of symbols. Experts (Galperin P.Y.A., Danilov V.L., Elkonina B.D., etc.) note that a teacher-pedagogue who has increased his experience in a reflexive environment in order to gain the unofficial status of "sage-pedagogue" should be able to observe and to understand in time, to quickly perceive the essence of things and make appropriate decisions, to be able to quickly receive and analyze any information and information, to be able to accept any point of view or hypothesis in the place of information, in the place of service Must be courteous and exemplary in behavior and possess similar personal and professional qualities.

Reflection is a necessary trait for anyone who seeks to build their activities on the basis of plans that envisage the near future and the long term.

To sum up, reflection helps the teacher in forming his professional activity to improve his profession, his colleagues, his students, to have a good relationship with all the people he meets in his professional activity, to increase their professional interest, and to improve the psychological state of a person and to learn them for learning. serves to open the door of opportunity to the teacher.

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