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TYPES OF REFLEXIVE LEARNING TECHNOLOGIES IN THE PEDAGOGICAL EDUCATION SYSTEM

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Annotation
Personal reflexive activity should not be focused only on knowledge of one academic subject, but should be focused on many aspects, and the student's reflexive ability should be evaluated not by one person, but by many. 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. It is recommended to conduct the reflection of the emotional state 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.
Reflection of practical activity allows to determine the form, method and style of the lesson suitable for the essence of the subject in order 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 the activities of students during the lesson.

Keywords: pedagogical system, reflexive education, forms, personal reflexive activity, emotional state, generalized reflection.

Introduction

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 topic.
Reflexive education technologies make it possible to use all forms of reflexive skills in harmony with different methods, methods and methodologies of teaching.
With this aspect, reflexive educational technologies prepare students for future professional activities, develop their scientific thinking, critical thinking, the ability to create a communicative-analytical learning environment, the ability to generalize students' thoughts and assumptions, and the ability to distinguish the important from the unimportant. plays an important role in education. It also serves as a basis for developing the future teacher's skills such as self-awareness, self-management and control, and the ability to make the best decision in conflict situations. .[7]
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.

Analysis and Results

In order to further clarify the essence of pedagogical reflection, we need to study its structural composition, types and forms more widely. We look at the structural composition of pedagogical reflection based on pedagogical processes, pedagogical interactions between the teacher and learners (in our research - students), and the structural composition of relations. 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. 11] 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:

- the teacher's analysis of students' activities;
- the teacher's analysis of his 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 the conscious and purposeful behavior of students and teachers aimed at pedagogical interactions, self-critical analysis, educational actions. is a systematic complex.[12]

The introduction of reflexive technologies into educational processes is carried out in the following sequence:

I. Clarify the object of reflection and the time of reflection of the lesson. In this place as an object of reflection.

- the goals of the lesson;
- the basic meaning of learned 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 a person's inner world and professional qualities, and the like can be determined.[7]

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.

The following conclusions can be drawn regarding the application of flexible 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 when the reflection is not one-sided, the lesson will be comprehensive creates the ground;
- when using flexible technology, it is important that the relationship between the teacher and the students is impartial and transparent: this allows for an open assessment and control system, and consequently, the creation of a healthy competitive environment among students. provides;
- establishment of a unique "repetitive communication" during the lesson serves to organize communicative debates among learners;
- in the flexible educational technology, the phenomenon of the teacher's transition from a monologic position to a communication position occurs during the lesson.[12]

At the beginning of our comments in this paragraph, we talked about the uniqueness of reflexive learning technologies that can be used in harmony with all methods, methods and methods of teaching. This uniqueness is different criteria of reflexive learning technologies. and is related to the ability to be classified by characteristics. That is, it is appropriate to use various forms and forms of reflexive education technologies according to certain 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. [11]

- according to the duration of time;
- according to the subject of the process based on reflexive education technology;
- offers classification of reflexive educational technologies according to such signs and criteria as according to the goals of implementation.

In the recommendations given by experts on the classification of reflexive educational technologies based on signs and criteria, there were no specific recommendations on the harmonization of these technologies with a specific method, form, style and methodology of teaching, at the same time, in the classification proposed by V.G. Vasiliev, the teacher Since the possibility of variability remains and this possibility can expand the scope of the use of reflexive technologies in teaching higher education students, we believe it is correct to use V.G. Vasiliev's classification for our research.[7] Thus, reflexive educational technologies are divided into the following types according to the duration of time.

- situational (on time) educational technologies;
- retrospective educational technologies;

- prospective educational technologies.

These types of reflexive learning technologies are shown schematically in Figure 1.1.

Situational (current) educational technologies provide positive solutions to educational and non-educational situations that arise during classes. Although the teacher-pedagogue achieves partial or complete independent education of students using modern educational technologies, in some situations it is necessary to intervene in the situation. The sequences introduced as a result of the teacher's view and applied in situational educational technologies in his future work with primary school students will ensure the successful continuation of this activity. Psychologists note an interesting period in the development of a child: that is, children grow up quickly, and it seems to them that the environment is changing accordingly.

This leads to an increase in their interest in learning about the world, and to the fulfillment of their knowledge needs. Also, the child lives with the life of this moment, and tomorrow his ongoing interests and actions towards understanding the environment may lose their meaning: tomorrow he will continue his life with completely different moods and interests.

In such situations, the primary school teacher cannot be an outside spectator, but on the contrary, adapts and coordinates this uniqueness in the child's nature to the existing realities and situations through situational education technology.[12]

That's why we believe that future primary school teachers should learn more about situational learning technologies as an important form and type of reflexive education.

Situational educational technology is a collective problem short-term process related to the study and analysis of momentary (temporary) behavior of learners in problem situations.

It should be said that concepts such as "pedagogical situation" and "pedagogical problem" entered the pedagogical practice during the introduction of situational educational technologies and created the basis for further improvement of these educational technologies.[7]

Pedagogical situation is an educational and non-educational situation that creates a pedagogical problem that must be solved in the daily work of a teacher. The teacher can use situational learning technologies at every moment of the lesson when the pedagogical situation arises: the correct assessment of the situation, the ability of the teacher to make correct and quick decisions, and the stabilization of the pedagogical situation are situational. is a factor that indicates the successful use of educational technology. For future teachers, that is, higher education students, to use situational educational technologies in the teaching process, the following interrelated factors are required to perform actions:

1. Understanding the fact that caused the pedagogical problem.
2. The pedagogue who appeared on the basis of this issue should deeply feel the situation and be able to imagine every detail of it.

3. Analyzing the pedagogical situation by determining the nature of the pedagogical issue, the causes of its origin, its root cause.
4. To fully imagine and prepare for other pedagogical issues that may arise if the current pedagogical situation is not stabilized.
5. Making a decision on the method of stabilizing the pedagogical situation.
6. Reflexive analysis of the decision made.

Retrospective education technology is based on retrospective reflection. Retrospectiveness is formed from the combination of the French words "retro" (past) and "spective" (look), and its essence is also known from its name. Retrospective education assumes that the student can constructively analyze yesterday (from an educational point of view, past topics) and connect it with today.[12]

Retrospective education technology depends on the qualities of the student as a person, first of all, his memory, besides, retrospective education is of great importance in changing the current situation in a positive direction. It should not be forgotten that retrospective reflexive education is not a mechanical looking back, it is a phenomenon that ensures making an important decision as a result of summarizing and combining yesterday's intentional objects in order to find a solution to the existing reality, situation, educational and non-academic issues.

It should be noted that retrospective educational technology can be used in harmony with any method, style, form and methodology of teaching and can be introduced in each separate technological part of the educational process.

The effectiveness of retrospective educational technology depends on such factors as the ability of the teacher to combine past educational processes with the current situation and educational materials, the development of personal and educational qualities of students, and the activity of the communicative environment in the group[7].

Perspective educational technologies. Reproductive features of reflection are manifested not only during the student's analysis of educational and non-academic problems of "yesterday", but also when solving reproductive problems in the expected situation. That is, the student's attention as a person should be focused not on "past day", "now" and "at this moment", but also on tomorrow. The virtual landscape created by means of reflexive vision and reflexive imagination is realized as a result of perspective reflection.

It should be said that retrospective reflection arises from situational (contemporary) reflection, that is, if the "past day" is analyzed from the point of view of the current situation, then retrospective and situational reflection are combined in perspective reflection. So, it can be said that the two initial reflections in the cross-section of the period serve as a source of support for the perspective reflection. Compared to perspective reflection, the first two types of period reflection are more practical, because the student's fantasy, imagination, virtual vision skills play an important role in perspective reflection.

Perspective education technology is based on perspective reflexivity. [12]

Like the first two types of reflective education in the time section, perspective reflection can be freely introduced into the classroom and used in any part of the educational process. Perspective reflexive education develops the student's ability to expand his imagination, analyze past and present realities, generalize, and define his future strategy. The productivity of the perspective education technology depends on the level of development of abilities and characteristics of the teacher and especially the students, such as imagination, analysis, generalization, quick decision-making.

According to the subjects of the educational process, two types of reflexive educational technologies are distinguished. That is, reflexive educational technologies are divided into types according to the number of participants of the educational process and according to the relationship of the subjects of the educational process.

According to the number of participants in the educational process, there are types of reflexive education technologies, called individual reflection and collective reflection.

The individual form of reflection is manifested when students have a direct relationship with the teacher. In this case, the teacher chooses the method of reflection used for the learner, taking into account the characteristics of the learner's age, psychological characteristics, mastery level and other educational aspects. In this situation, the skill of the teacher is seen in the fact that the reflexive method he uses is "not noticed" by other learners.[11]

The use of individual reflection in the direct educational process is carried out in several sequences:

- to determine the exact level of activity in the field of study;
- to restore the actions performed within the studied topic in a clear sequence;
- study of mistakes in the sequence of actions committed by the student (or learner);
- analyzing the obtained results by summarizing;
-making decisions for next actions.

5 minutes of the lesson can be spent for this reflexive technology in any methods, methods, forms and styles used in modern classes. There are also cases where up to 25% of the total lesson volume is allocated for individual reflexive education in classes where individual learning processes and communicative environment are not highly developed.

During collective reflection, the learners of the learning group (or class) communicatively discuss the extent to which the goals set in the lesson have been achieved. The importance of this reflexive technology makes the interaction of learners in a group (or class) transparent and ensures the strength of communicative ties. The main goal of group reflection is to increase the level of activity of each learner in the group (class), to teach that each learner is consciously aware of his contribution to the achievement of the intended goal of the organization and conduct of the lesson. consists of riding.

Active participation of each learner, mutual control and mutual evaluation is assumed in the organization of reflection of collective educational activity. For this purpose, evaluation cards are distributed, and students write short notes on these cards: in the notes, the student evaluates his own behavior and that of other group members. It is desirable that the entries consist of short words or exclamations that express approval, denial, or some degree of indifference (ie, "Great", "not bad", "shallow", "maybe"). . [7]

The sequence of actions performed by the pedagogue in collective reflection can be as follows:

-repeating the purpose of the lesson in a short and concise way;

-repeating the list of actions that the students of the educational group (class) performed and may perform during the lesson (that is, who showed what activity and should have done it);

- to demonstrate the actions of each learner in the study group that are important in achieving the goal envisaged in the lesson;

- After that, he makes a plan that shows what learning activities should be implemented and which learning activities should be used less.

Group reflection, as part of interactive technologies, is used at the end of the lesson, giving a more effective result.

According to the interaction of the subjects of the educational process, reflexive educational technologies are divided into two types:

1. Internal reflection of the person.
2. Interpersonal reflection.

Personal (internal reflection of the person) reflection. This type of reflexivity, which is the basis of reflexive education technology, is manifested more in the form of psychological behavior of a person, that is, while analyzing the processes taking place in his inner world, they are accepted in society. Realizing how different he is from the others, he falls into a certain state. If we apply this phenomenon directly to educational processes, it can be related to the experiences of the learner in the process of learning educational materials.[12] For example, there is a difference between the personal reflection of the most active student in the group, who has a high level of mastery, and the reflection processes of a relatively passive student who learns educational materials moderately.

Therefore, experts emphasize the role of personal reflection in the form of cognitive or cognitive assessment and emotional manifestations. When the cognitive form of personal reflection (that is, assessment through knowledge) is manifested, the learner compares the knowledge he knows and deeply perceives about the educational material with the knowledge that the teacher conveys to other peers in the group, and thereby evaluates his share in the educational achievements of the group. Also, the teacher will have a clear conclusion that he is able to organize the lesson processes in accordance with the educational needs of the group.

Personal reflection manifested in an emotional form is related to the fact that the student feels certain mental experiences in relation to one or another relationship with him in the group. We recommend that personal emotional reflection should not be allowed to dominate the inner world of a person. After all, according to the strict warnings of psychologists, the excessive priority of personal emotional reflection in the inner world of a person creates a psychological state of neurosis and self-limitation [7].

Personal reflection can be manifested in various aspects of a person's life. No matter what aspect and form it manifests, personal reflection takes place through the following intellectual-psychological functions:

- a person compares and controls his emotional state;
- makes a comparative and absolute assessment of one's intellectual and educational capabilities: in such cases, motivation to reveal one's own potential appears;
- in the course of the lesson, as a result of personal reflection, the student is able to find new things from the educational materials provided and to qualitatively update his existing knowledge.

It should be noted that the technologies of personal reflexive education can be introduced in the types and forms of individual and collective education using different methods and methodologies. Personal reflection does not affect the duration of the lesson in terms of time [7].

Interpersonal reflexive technology. The advantages inherent in personal reflexive technologies are not fully reflected in interpersonal reflection. This is also reflected in its definition and the fact that it belongs to the process field: that is, interpersonal reflection is the phenomenon of the subject's analysis of his relations with others. Interpersonal communication is an analytical view of practical relations, it is a psychological and in some cases intellectual phenomenon aimed at evaluating the analysis of the subject's own experiences in relations with others. Interpersonal reflection, like personal reflection, is manifested in various forms of human activity. In educational processes, interpersonal reflexive technologies take place in the form of communicative connections of students. The importance of this reflexive educational technology is not different from personal reflection, but it is carried out in a relatively longer period of time.[15]

From the above considerations, it can be concluded that each type and form of reflexive education is aimed at almost the same general goals, and we have stated what exactly this goal is in our comments based on the literature and sources related to the topic of our research. However, there is another type of reflection that implies other "specific" goals in addition to the general goals we have described. These reflexive learning technologies, which differ from each other according to the goals of reflexive learning technologies, are divided into such types as corrective reflection, adaptive

reflection, selective reflection, complementary reflection, competing, cooperative reflection and conflicting reflection (Figure 1.3). We will touch on each of them.[11]
Corrective reflection makes the participants of the educational process want to make corrections to their activities, their actions, and their relationships with others.
By adaptive reflection, we mean that the learner's acquired knowledge, acquired skills, acquired skills adapt to the methods of orientation and application in a certain field, adapt their capabilities to the required conditions. In educational technologies based on adaptive reflection, this concept means that the learner first adapts to the procedures followed in the educational group, to the created environment and conditions, and then becomes a subject who develops these conditions.

Conclusion

Choice reflection refers to the reflection aimed at mastering the optimal components of the learner's cognitive activity and competence. This technology is implemented during classroom training or freely, in cooperation with the teacher, based on the needs and motivation of each student.
In the educational technology based on complementary reflection, enriching the student's educational materials with directions that require creativity, intellectuality, competence, such as conducting independent research of individual content, choosing the topic of projects, obtaining independent knowledge in harmony with educational processes. consists of analytical considerations carried out for the purpose. Complementary educational technology is considered as a quality factor that develops an individual approach and complements each organizer of educational activities in terms of quantity, content and content.[12]
In order for reflexive relations with students to be stable and reflexive technologies to be successfully used, the teacher can choose one of the reflexive educational technologies based on the topic, type, form, method and methodology of the lesson.[7]
In this, all types of reflections, which serve as the basis for reflexive educational technologies, are manifested in the four main forms that determine the essence of a person:
- physical (I did it - I couldn't do it);
-sensory (comfortable - not comfortable);
-intellectual (I understood, I did not understand well, I did not understand completely);
-spiritual (created - troubled myself and others).

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