

## METHODS OF DEVELOPING REFLEXIVE ABILITIES IN CHILDREN

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### ANNOTATION

The article discusses the concept of reflexive skill, its coverage in pedagogy and psychology. We are also talking about the formation and development of reflexive abilities in preschool children.

**Keywords:** mental abilities, reflexive skill, self-management, assessment, critical attitude, correction, reflexive thinking.

### INTRODUCTION

In our country, great attention is paid to the upbringing of the younger generation intellectually, spiritually and physically, and the necessary conditions are created for this. It is important to ensure the active participation of children in the creation of an educational environment that promotes the formation of reflexive skills, which are factors in the intellectual and spiritual development of young people, with a special focus on developing their creative approach skills. In psychology, reflection refers to a person's tendency to think, to imagine, to think, to analyze his state of mind. As a result of A. Buzeman's scientific research in psychology, the phenomenon of reflection has become a special subject of study in this science. He interpreted reflection as the transfer of experiences to the inner world due to the external world, and argued that the field of reflection psychology should be distinguished in psychology. In Russian psychology, reflection is studied in the cognitive, genetic, personality and communicative directions in the works of such scientists as L.S. Vygotsky, S.L. Rubinstein, and A.N. Leontiev.

The Republic is conducting research on the development of reflexive skills in psychological and pedagogical research. For example, researcher D. Khakimova describes the concept of reflexive skills of the younger generation as follows:

- Children feel independent and self-governing, speak freely and actively participate;
- Analyze their activities, strive for leadership in the acquisition of new information, and strive for self-improvement;
- Have a high level of motivation to kiss;
- Understand the importance and importance of kissing;
- Evaluate their performance, develop reflective thinking.

Of course, this is not an easy task in preschool education. Each age group requires a unique approach and creative work. In particular, this requires a separate approach in each of the activity centers. Although the independence of students is promoted as much as possible in this process, it is impossible to achieve full success in preschool education without the help of an educator. It is important to identify the simplified processes and their stages that serve as a guide for both the educator and the child. According to psychologist Nargiza Khalilova, when the technology of reflexive education is based on communication, the forms of dialogic communication can be: a) understanding of pre-defined educational tasks and results; b)

comparing the tasks required for future activities with the needs; c) understanding and mastering the learning material by motivating learning activities, logical connections between the elements of the learning material and memorizing the content; d) evaluation and correction of the achieved results; e) solving problems through methods and schemes of comparison of tasks and requirements by analyzing and summarizing the results; f) self-management through feedback in educational activities, self-monitoring is the result of reflection, the development and transformation of learners, their activation as a subject of educational activity. Since this recommendation applies to all levels of education in general, we have come to the conclusion that it is necessary to adapt specific forms for preschool education. For the educator: 1) according to the program and calendar work plan to set tasks based on the topic studied in the activity centers, to estimate the results to be achieved; 2) planning of the motivation mechanism, including inter-thematic and inter-center integration; 3) to make pupils' activities subject to education, to evaluate them in various forms, to make corrections in order to increase their motivation; 4) generalization and summarization of children's activities; 5) to evaluate their results on the basis of students' achievements, to conduct a critical analysis. The educator's strict adherence to the principle of creativity during the training will be a factor in achieving the expected results. It is important to provide students with a system of guiding questions and assignments that allow them to self-monitor, analyze, and evaluate in order to organize their activities consciously, creatively, and independently. They can be roughly as follows: 1. why should I do this? (Why should I paint this picture in this color? Or why should I memorize this poem? etc.) 2. What does it give me to do (or know) to do (s)? 3. I need to identify the similarities, differences, and differences with what I have learned (tried, memorized, etc.) in the past. 4. What did I get out of it? What are my strengths / weaknesses? In this way, problem-based learning in a sense begins to develop and approaches the practice of the method of developing reflexive competencies, proposed by OS Anisimov in the problem-based education system. Any knowledge, skills and experiences of children related to independent activity are formed first of all in their lessons. Even the beginnings of independent learning and the process of becoming a way of life depend on the activities of the center. A child who does not enjoy learning the material, who does not enjoy the analysis, and who does not enjoy discovering the hidden meaning in the text, will not have the desire to think independently, and as a result will not be able to engage in this type of activity. Independent thinking and cognition cannot be forced, it cannot be forced: it becomes forced, not independent. Through activities in the activity centers, if the child enjoys and is satisfied with independent work, there is a spiritual need to learn and perform. In order to meet this need, he voluntarily pursues other activities. As a result, reflexive skills are first developed in the activities of the activity centers, and this is gradually transferred to the process of independent learning and performance. Dialogues have a special role to play in developing such skills. At the center of the dialogues are mainly educator-child dialogue, questions and tasks to be performed or other tasks that are performed through the answers to these questions.

Questions and assignments are necessary for the educator to guide the learners towards the goal. They may differ slightly in age from child to child - they may be simplified or complicated. For example, when giving pictures to small groups of children, the educator asks, "What color do you paint an apple?" "Can an apple be painted blue in addition to red?", "Can it be painted

yellow?", "Can an apple be painted black?" such questions are asked. Another method is to put a picture of an apple in front of them and ask them to choose pencils that can be used to paint it, and asking them to explain why these pencils were chosen creates lines of reflexive ability in children. On the one hand, pets are introduced to nature: sheep, cows, dogs, cats, goats; on the other hand, wild animals: wolf, fox, lion, lion are mixed and given a practical task to show which ones can be put together, and the children group them. After the task is completed, each child explains their task. Explaining why you did it or not will give you the ability to evaluate your performance. For middle-aged children, these questions and assignments should be a little more complicated. When a story is read, you are asked to retell it. The behavior of both positive and negative images in a fairy tale can be said to be a convenient tool for the educator in the formation of reflexive abilities. For example, children are asked to rate both characters in Emerald and Precious. When giving their assessments, they should explain why they are making such assessments. Most importantly, it is appropriate to ask the educator what to do and how to behave when they are in their place. Assignments and questions should serve to deepen reflexive abilities when this story is retold in a large age group. For example, "What would you do if you were Emerald?" children answer the question quickly and easily, because, as mentioned above, both the attitude and the answer are almost ready, because in the middle age group such questions are often asked. But "How would you correct your mistakes when you were in Kim's place?" questions like these encourage children to think for a while: they need to visualize Kimmat's mistakes, then think about how to correct them, and observe. It is also a good idea to give tasks such as "Imagine, if you are in a fairy tale, what you say to Emerald" or "Tell me one by one what you say to the precious."

In particular, "What actions and words in your house, on the street, in the garden, do you think are like emeralds"; "Have there been times when your actions, your actions, your words were like Kimmat? Questions, assignments, and applause, such as "Whoever finds such a flaw in himself, is no longer expensive." In construction, building, and mathematical imagery activity centers, it may be appropriate for children to ask for their own attitudes and assessments of a model after they have created and prepared a model, device, or other form of a model. A child who is able to see his own strengths and weaknesses will have a more reflexive attitude toward his personal activities. If the process continues and the shortcomings are corrected or remedied by the child on the spot, then the development of reflexive thinking is encouraged. At the same time, it is useful to hear the opinions of other children in the group about his work (performance, conclusion, etc.). This can be done based on the age group of the children, the pictures they draw, the songs they sing, the things they make, the stories they listen to, the stories they draw. It teaches children to look at their work through the eyes of others. Collective analysis, the advantage of the relationship, is that participants learn a lot by listening to each other's conclusions. If this method is used consistently, with the appropriate methods and tools in each activity center, the formation of reflexive skills will occur in the eyes of the educator. At the same time, the trainee, who is able to evaluate the activities of himself and others, tends to move independently, speak freely and be active; seeks to play a leading role in the analysis of learning activities and the acquisition of new information; will have a high level of self-esteem and motivation, and most importantly, the ability to self-assess, to correct.

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