



# Factors Of Reflexive Approach Implementation In Teaching English

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## ABSTRACT

Teaching foreign languages is always at the forefront of modern educational trends, and the problem of forming reflective thinking in teaching foreign languages is no exception. will be interesting and useful for English language teachers and will help their students develop the important concept of "language learning awareness" for learning a foreign language.

### Keywords:

communicative reflection, reflective-critical thinking, psychological and pedagogical methods.

This article pays great attention to the cultivation of intellectual, personal, communicative reflection, for which it is necessary to see in each student, first of all, a person, a person with his own feelings, desires and capabilities, and not just an object or material for our pedagogical activity.

The word "**reflection**" just came to the Russian language from the English language (**reflection** – *an idea or opinion or statement resulting from deep and careful thought*) [6] and is synonymous with such more familiar words as "feedback", "return", "self-esteem and introspection", "mutual understanding and interaction". Among the factors that determine mutual understanding and cooperation between people in communication and activities include the following methods and techniques that promote one person's understanding of another. The works of B. G. Ananyev, L. S. Vygotsky, S. L. Rubinstein laid the foundation for the study of reflexivity in Russian psychology. Scientists interpret reflection as a principle that explains the development of self-awareness and psyche.

Reflection is a structural component of activity. Thanks to reflection, the activity carried

out is reflected in the internal plan, which allows the subject to observe, criticize or is the material for change. Reflection makes it possible to improve human activity not only internally, but also externally. As well as the reflection of a person, analysis, observation and rethinking of one's subject-social relations with the outside world as an important component of a developed intellect gives the ability.

In the works of L. S. Vygotsky, S. L. Rubinstein, A. N. Leontiev and other authors, reflection was studied in cognitive, genetic, personal and communicative aspects. Reflection as one of the mechanisms of thinking provides the following processes in educational activities [9]:

- awareness of predetermined educational tasks and results;
- it is necessary for future activities, to match tasks with needs;
- motivation of educational activities, understanding and assimilation of educational material with the help of logical connections between the elements of educational material and memorization of content;
- evaluation of the results achieved and correction, correction.

- by analyzing and summarizing the results of tasks, solving problems and requirements using comparison methods, schemes;

- self-management, self-control with the help of feedback in educational activities is the result of reflection, development and change of students, their activation as subjects of educational activity [10].

These are identification, empathy and reflection. When identifying, a person reproduces the way of thinking and acting of his communication partner, tries to know him, tries to put himself in his place. As a result of identification, norms, values, attitudes, behavior, tastes of reflected or perceived persons are assimilated. A person's ability to imagine how he is perceived by others is called **reflection**, and emotional empathy or empathy is called empathy. All these methods are a very important tool for a person to know other people and himself. Their mechanisms operate only in cases where the teacher is a competent professional not only in the subject area, but also in the field of psychological and pedagogical analysis, manifests himself as a creative person, respects the experience and achievements of others, believes in the capabilities of students.

*Reflection* is reflection, self-observation, self-knowledge, a form of theoretical human activity aimed at understanding one's own actions and laws. *Reflection* is a universal method of developing consciousness, worldview, position. "Reflection is a universal psychological mechanism for the change and development of personality" (Y.N. Kulyutkin). [1] In her book "The Lesson as a Pedagogical Phenomenon" S.S. Tatarchenkova writes that "*Reflection* is:

- the condition necessary for each participant in the learning process to see the entire organization of their own activities in the classroom in accordance with the goals and program and evaluate it;- identification and clarification of the results of activities in the lesson (facts

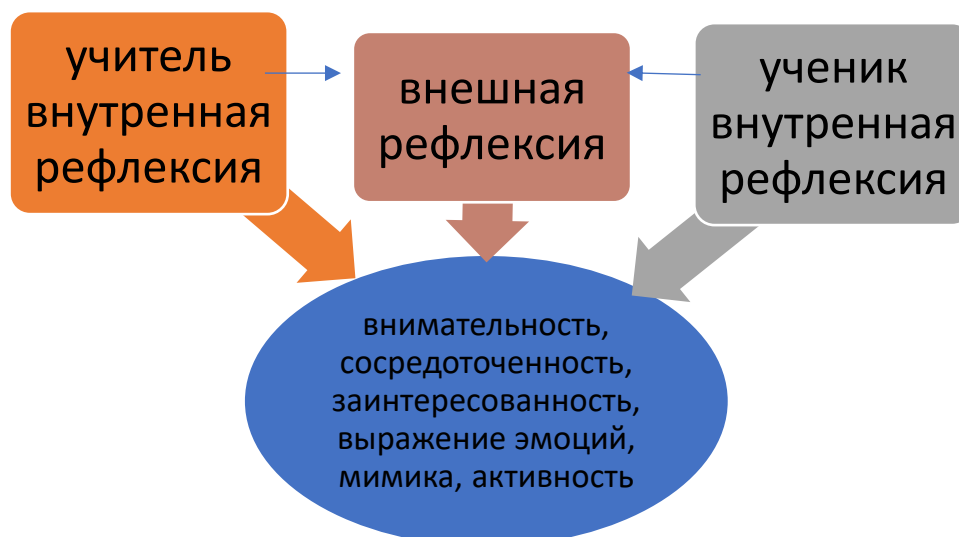
found, problems formulated, differences in approaches, understanding, etc.);

- awareness of the ways of doing things;
- time of reflection, when the information received in the lesson is analyzed, interpreted, creatively processed by both the teacher and the student, and then combined;

- determination of their educational increments by both the student and the teacher. [1]

"*Reflection* is a process of self-determination of the individual. Self-determination occurs as a result of a constant internal dialogue of the individual. As evidenced by many fundamental works of famous scientists, as a result of this dialogue, each person comes to a better understanding of himself" (M.M. Bakhtin, V.S. Bibler). [2]

"**Reflection** is a system-forming factor of creative thinking, providing not only its semantic organization and self-regulation, but also self-realization and self-development of the individual in specific conditions of micro-development of thinking in the process of resolving a problem-conflict situation, finding an answer to a question" (I.N. Semenov). [2] Reflection is the final cycle of cognitive activity of students: familiarization, comprehension, memorization, training, systematization, application, generalization, reflection. Reflection can be of two main types: the reflective activity of students, organized by the teacher, in the form of self-assessment of their work in the classroom or throughout the semester, and the activities of the teacher, as well as the teacher's pedagogical reflection, i.e. analysis and evaluation of their activities based on the results obtained from students, as well as on the basis of self-assessment and introspection. In this article, I would like to dwell on the mechanisms for building feedback from students, which gives the teacher information about the course of the educational process as a whole and the effectiveness of a particular lesson.



Feedback can be **non-verbal**, emotional, based on the teacher's observations of the external manifestations of students' activities in the lesson (attentiveness, concentration, interest, expression of emotions, facial expressions, gestures, *body language*, *eye contact*, activity in the lesson). This connection requires a certain pedagogical technique from the teacher, a high level of which he can achieve as a result of good training.

Feedback can also be verbal, received either constantly or from time to time. It is worth highlighting several types of verbal reflection: Forms of presentation of reflection and psychological and pedagogical methods of obtaining reflexive support from students can be different:

1. **Oral form: a dialogue between one student and a teacher**, a dialogue between two students, individual remarks from different students, a polylogue in the form of a conversation or discussion, game methods - game reflexics ("Imagine that you are the director of the educational institution, what do you change in the educational process?", round table - "Evening of questions and answers" - students ask questions to the teacher, possibly in a foreign language).
2. **Written form:** questionnaires and surveys using various methods: answers to questions, open proposals, choice

from the proposed options, arrangement in order of importance, agreement / disagreement with statements. Graphic, schematic ways of presenting information in the form of tables, graphs, diagrams. Creative tasks, for example, the task of writing an article on the Internet site about courses, about the school, write a review about a book read, a movie watched, a play, with the obligatory connection of personal experience, individual analysis; write an essay "Learning English – my joys and problems". In tasks of this type, "inform" and "computer-pedagogy" are intertwined with "culture-pedagogy" as a set of reflexive psychological and pedagogical influences derived from the semantic potential of works of literature, art and science.

Separately, I would like to dwell on cultural reflection when learning a foreign language. To carry out the process of cultural self-determination of the individual through a foreign language, it is necessary, as the material about the cultures of the countries of a foreign language is studied, to create conditions so that each student can reflect on his own culture and on himself. By doing this, he will determine his place in the spectrum of cultures studied, to comprehend universal values, as well as to realize their role and function in global human processes. It is through cultural reflection that

the student will be able to come to an awareness of himself as a cultural and historical subject, a subject of a dialogue of cultures with multigroup affiliation. Obviously, reflection for most students in the study of a foreign language and culture can be methodically organized through tasks. In this regard, the principle of cultural reflection is found in the preparation of problem tasks and the development of teaching materials in a foreign language. The methodological principle of cultural reflection can form the basis for the development of five types of problematic cultural tasks aimed at the multicultural development of students by means of a foreign language. These types are proposed to include tasks for:

- students' awareness of themselves as multicultural subjects in their native environment;

- understanding that group affiliation varies depending on the context of communication and interaction (in one situation, a person acts as a representative of a certain profession, in another as a representative of the country, in the third as a social class, in the fourth as a religion, etc.);

- identification by students of cultural similarities between representatives of different cultural groups of the countries of the studied language in order to expand the scope of their own group affiliation beyond the political boundaries of foreign language countries (for example, students in Russia and the UK engage in the same sports, similarities in leisure activities, the desire to get a higher education, gain independence);

- determination by students of their place, role and significance, as well as the development of responsibility in global human processes (for example, participation in the activities of environmental organizations of their city, the desire to participate in the political life of the country;

- initiating and taking part in actions against cultural aggression, cultural discrimination and cultural vandalism.

Thus, the principle of cultural reflection creates conditions for the cultural self-determination of students in the context of language multicultural education. The choice of

types and forms of work that help students gain experience in assessment and self-esteem is, of course, up to the teacher. The role of the teacher in the formation of the experience of expert activity of students is very large. No less important for the teacher himself is the knowledge of the results of students' reflection. If the teacher manages to make an overview of the reflective thinking of students, to conduct a reflective and pedagogical analysis of the difficulties of students, then he can see his students with different eyes and look at himself from the point of view of students. A reflective approach to the psychological support of education will help students develop a special taste for reflective introspection, and it will be easier for the teacher to see problems that need to be resolved. The collaboration of teacher and student and the combination of the results of reflection will necessarily lead to a qualitative change in the learning process. Modern education needs a teacher who is able to understand the inner world of the student and actively influence it. Professor V.G. Vorontsova notes that "pedagogical success is determined by the positive self-concept of the teacher, his emotional stability, the ability to show warmth and interest in the fate of the student, personal maturity, social responsibility." [1] To implement the reflexive approach, a very important role is given to the *pedagogy of alternativeness* – the teacher offers various ways, ways to achieve educational goals, the choice is up to the student. The right to choose forms such important skills in students as: independence and originality of judgments, the ability to self-determination, responsibility for the choice made. As part of teaching a foreign language, it is necessary to coordinate with students the choice of a textbook, a book for Home lessons readings, videos to watch together, songs, articles from newspapers and magazines, and other educational material. More often, you should give two or more topics for essays and oral communications, as well as a differentiated and variable approach to tasks for independent and homework. Do not be afraid to share some of your powers and power over the course of the educational process with its direct participants. We should also not forget that the

more demands we place on students, the more they resist. A similar idea is embedded in the statement "Nothing taught by force stays in the soul" (Plato). [5] A democratic teacher is able to perceive the thoughts and wishes of students, responds to their feelings and wishes, and answers their questions. For the development of *reflective-critical thinking* as a component of education, the teacher should never compare the results and achievements of students with each other, but only note the progress or decline of each student's personal educational achievements. The teacher should evaluate not only the results, but also the dynamics and always give an assessment with perspective. This is the most productive and psychologically correct way of evaluation [7]. Only the student himself can compare his results with other students and position himself in the team. Reflective comprehension of one's own educational activities and its results in comparison and comparison with other participants in the educational process often has a stimulating value, prompting constant and productive internal work on oneself. Conclusions based on self-esteem and internal discussion do not allow you to relax, keep you in constant intellectual tone, motivate you to new achievements, which contributes to the development of a holistic, creative individuality and is aimed at building a space for self-development. A person with a developed reflective culture can be characterized by the following qualitative characteristics [8]:

1. Creativity: creativity, originality, flexibility, curiosity, imagination.
2. Spiritual interests and needs: passion for business, high motivation, need for self-development, self-improvement.
3. Positive "I-concentration", self-confidence, readiness for self-determination and self-realization, the formation of adequate self-esteem, positive self-attitude.
4. Independence, social activity and responsibility, social orientation, ability to self-organization, willingness to independently make decisions and be responsible for their actions, the desire to actively participate in public life.

5. Readiness for the appropriation and preservation of social norms and values of culture, value self-determination in its various spheres, the formation of a value attitude towards other people, art, nature, one's country and other countries.
6. Willingness to understand, accept other people, cooperate with them, the ability to correlate their values with the values of other people, the ability to see the positive in others, the willingness to help and support.

In conclusion, I would like to emphasize once again that encouraging the student to express his inner world is the first step towards subjectivity in education, and ensuring the subjectivity of the student in the educational process is the most important condition for the development of his individuality. Perhaps the most difficult practical task of pedagogy is the awakening of a person's creative capabilities, the formation of his "I"-creative principle, the development of reflexive potential. The solution to the problem should be sought in overcoming the formalism, closeness and conservatism of the traditional education system, aiming it at creating conditions for a person to self-actualize his values. The most important role in this is played by increasing the reflective culture of teachers and managers in the education system.

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