

**PEDAGOGICAL AND PSYCHOLOGICAL MECHANISMS FOR THE
DEVELOPMENT OF REFLEXIVE SKILLS IN FUTURE LANGUAGE
TEACHERS**

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***Abstract.** This article deals with the pedagogical and psychological mechanisms for the development of reflexive skills in future language teachers and determined the criteria for the development of professional reflexivity of teachers. In addition, author tries to reveal the possibilities of methodological work in the development of professional reflexivity of teachers of an educational organization.*

***Keywords:** reflexivity, reflexive approach, pedagogical reflection, external and internal conditions, intersubjective relations, reflexive activity, reflexive abilities, retrospective reflection.*

INTRODUCTION

In the conditions of the changing domestic education system, one of the priority positions is occupied by the problem of training teachers who meet the modern requirements of the professional standard. A possible solution to this problem may be systematic work in an educational organization to develop the deficient qualities of a teacher. One of these qualities that can influence the professional development of a teacher and ensure compliance with a professional standard is reflexivity.

As you know, reflexivity, as a property of a teacher's professional thinking, is not open to outside observation outside of his activities. Among the many pedagogical situations, there are those that to a greater extent “provoke” the teacher to enter into a reflexive position in relation to them. These include problematic, conflict situations in which the teacher is faced with the need to make a decision, while in the “here and now” mode. Unfortunately, in such conditions,

the right solutions are not always found. However, in the current situation, it is not so much the teacher's mistake itself that is of particular importance, as his further behavior.

A.A. Bizyaeva refers to the signs indicating a shortage of professional reflexivity of teachers, the desire of a teacher who has committed some professional blunder, obvious to others, to persist in his wrongness, proving his position at any cost. This tactic of the teacher is aimed at protecting his own "I", his professional self-esteem in a problematic situation for him. However, she discovers a low level of awareness of the teacher's behavior.

The teacher's reflexive approach to his professional mistakes allows him to separate them from himself as a person ("I am a person. It happens that I make mistakes, but this does not mean at all that my mistakes are me"). Separating your problems from yourself leads to their recognition and analysis. This, in turn, relieves the teacher, on the one hand, from overestimated professional self-esteem, a sense of his own infallibility, and on the other, from heightened vulnerability to the opinion of other people about him [1]

The teacher's lack of professional reflexivity is also manifested in the quality of the decisions that the teacher has to make in conditions of direct interaction with students. Most researchers of the problem of decision-making in interactive conditions recognize that teachers in this situation act impulsively rather than reflexively, relying on intuition rather than reason, choosing a habitual approach rather than a rational one in this situation.

Among the most common signs of ineffective actions of a teacher in a decision-making situation, M.M. Kashapov identifies the following:

- the difficulty of accepting another person's point of view;
- insensitivity of the teacher's thinking to the problems that arise in the process of implementing the solution (low ability for synchronous reflection);
- egocentrism of the teacher's thinking (the teacher designs and performs training actions without reflexively correlating them with the student they are directed at, as a result of which the student turns out to be the "object" of the educational process and therefore takes a passive position);
- stereotypical thinking of the teacher (when making a decision in a conflict situation, the teacher is not able to reflect the positions of all participants in this situation and therefore finds himself in captivity of professional stereotypes,

justifying his behavior with judgments such as “they don't want to learn”, “they have one party on their mind”, “they are lazy and stupid”);

- closed intelligence (when the teacher does not understand what he does not want to understand and does not try to realize what is happening to him);

- short-sightedness of the teacher's decisions (inability to rise above the facts, to go beyond the situation, which is determined by a low level of predictive reflection);

- lack of appeal (categoricity, rigidity in judgments, the internal position “I am always right” due to the inability to reflexive the position of another person), etc. [1].

If we analyze the insufficiency of the development of pedagogical reflection from the perspective of the consequences to which it leads, then it is appropriate to cite the famous phrase of S.L. Rubinstein about a teacher who, “not being able to delve into the inner content of a child’s actions and actions, into the motives of his actions and inner attitude to the tasks that are set before him, essentially works blindly” [2].

However, the low level of professional reflexivity of the teacher in relation to himself (autoreflexion) is no less significant in its consequences. After all, this leads to the fact that teachers do not realize the distinctive features of their own mental skills. They consider their own methods of thinking recognized and unconsciously take them as criteria when judging the mental processes of others. Hence the desire to maintain in the student everything that corresponds to this structure of mind, and to neglect or not understand what does not correspond to it [3].

Anyone, even a person far from school problems, will confirm how much influence the teacher's personality itself has on the students’ interest in learning. However, in practice, not all teachers are aware of and even more so take into account this psychological factor in the educational process. A non-reflexive teacher most likely ignores the effect of his personal influence on the attitude of children to the subject he is teaching.

Meanwhile, as D. Dewey wrote, it is known that “the teacher is very rarely (and never quite) a transparent medium that transmits the subject to another mind. In a child, the influence of the teacher’s personality merges closely with the subject. The child does not separate or even distinguish one from the other, he

retains a cursory assessment (which he himself is hardly aware of) of pleasure or displeasure, sympathy or disgust not only for the actions of the teacher, but also for the subject that he teaches” [3].

A teacher’s low level of self-reflection determines the content of his inner life. The teacher's inability to go beyond the continuous flow of daily practice leads to the displacement of his “professional self” into the “human self”, prevents the disclosure of his creative potential, does not protect him from gradually slipping into the professional deformation of his personality.

Unfortunately, there are other aspects of a teacher’s professional activity that are vulnerable to a deficit of his reflexive ability. In general, we can say that the quality of pedagogical work suffers from a lack of reflexivity, its psychological basis is lost – the orientation of the teacher's consciousness to the student. The reflexive arc in the professional consciousness of the teacher remains not closed, which should cover the systemic relation of his activity “teacher – student” and guide its every step.

The activity of a non-reflexive teacher bears the character of a properly organized technological process for broadcasting educational information, the best result of which is high rates of assimilation of educational material by students. The priority task of a modern school, aimed at developing the student's personality, revealing his intellectual potential, will remain only a declaration.

Thus, the concept of personality-oriented learning as the main idea asserts the reliance in the educational process on the personal, subjective experience of the student. The content of such an experience is representations and concepts, mental and practical actions, as well as emotional codes, including personal meanings, attitudes, and stereotypes of the student.

It is clear that the full implementation of personality-oriented learning requires the high professionalism of a teacher who can comprehend, “decipher” the emotional and personal codes of his student and include them in the context of learning. Reflexive ability is the professional practical tool that allows you to solve such problems. The insufficient level of its manifestation, unfortunately, hinders the successful implementation of education reforms. Thus, the problem of the development of pedagogical reflection acquires not only professional, but also a broad social meaning.

The solution of this problem at the practical level is connected with the need to study the external and internal conditions that determine the development of reflexive ability in a teacher. Obviously, only an integrated approach based on the integration of knowledge about the psychological determinants of reflection and the features of the external environment that stimulate its manifestation will allow us to build a psychologically competent strategy for the development of professional reflection of a teacher.

For the development of pedagogical reflection, it is important to define pedagogical conditions. We proceed from those described by G.G. Ermakova.

The first pedagogical condition for the development of pedagogical reflection is a specially organized reflexive activity of the teacher. G.I. Shchukina's works on the theory of activity in pedagogy are of great importance for understanding reflexive activity. They allow us to identify the possibilities of reflexive activity for the formation of personality in the pedagogical process.

The main priority of the pedagogical process is the organization of students' activities, and then it would be logical to analyze the organization of reflexive activity through its structure. G.I. Shchukina has developed a pedagogical structure of activity, highlighting its components: purpose, motives, content, subject actions, skills, result. Thus, reflexive activity is characterized by the following: it has the properties of activity (purposefulness, transformative nature, objectivity, awareness) and is characterized by a commonality in the construction and methods, the process of activity and its final results.

The second pedagogical condition for the development of pedagogical reflection is the presence of a reflective environment. The reflexive environment is a certain system of conditions for the development of personality, which opens up the possibility of self-exploration and self-correction of socio-psychological and professional resources. The function of this kind of environment is to contribute to the emergence of a person's need for reflection.

A.A. Bizyaeva is talking about a “reflexive and innovative environment” in which co-creation is stimulated, conditions of choice are created, as a result, there is a change in self-image as a person and a professional [4].

The purpose of creating a reflective environment: removal of alienation of the teacher from the educational process and development of professional reflexivity of the teacher as a way of life (implementation of professional activity).

The main directions of work in the reflective environment are work with existential phenomena, meanings, values of the teacher for individual activities; the implementation of psychologically safe (non-evaluative) diagnostics of professional qualities and the use of the results obtained for their professional improvement; the development of the creative uniqueness of the teacher.

The third pedagogical condition for the development of pedagogical reflection is the activation of intersubjective relations between participants in reflexive activity. The peculiarity of relations in the pedagogical process in the conditions of reflexive activity suggests that both the teacher and the student act as subjects of activity when their common activity proceeds synchronously and each complements and enriches each other's activities, preserving the originality of their actions. It is in such mutual transitions of subject-object relations into subject-subject relations that the mechanisms for the development of professional reflection of a teacher are concluded.

The intersubjective relations of the teacher and the student are of considerable value. They ensure the addition of forces, unity of action and the interconnection of the activities of its participants-performers. In these conditions, both the strengths and capabilities of students, their experience, their internal resources, and the pedagogical skills of the teacher, the achievement of higher results are revealed.

Mutual understanding, cooperation, and co-creation become the result of intersubjective relations in reflexive activity. Reflection is an essential characteristic of intersubjective relations, because reflection can be a mechanism of cognition not only of one's own, but also of someone else's consciousness.

In reflexive activity, indicators of the assimilation of the effectiveness of intersubjective relations can be: adequacy of reflection for another, consistency of positions, interest in each other, mutual responsibility, support, etc. Reflexivity underlies the socio-perceptual and communicative abilities of a teacher and determines the level of his professional self-awareness.

The fourth pedagogical condition for the development of professional reflexivity of a teacher is its actualization. Reflexivity is the subjectivity of the position of its participants reflected in reflexive activity. To actualize the reflexivity of a teacher means to analyze the actualization of the need to revise one's own professional position. Such actualization assumes that, thanks to

reflection, the teacher comes out of absorption in the profession itself, helps to look at it from the perspective of another person, develop an appropriate attitude to it, and finally take a position outside of it, above it to judge about it.

Actualized professional reflexivity of the teacher allows him to overcome pedagogical egocentrism. The newly found personal meaning provides a perspective for internal changes, breaking outdated professional stereotypes, and opens the way for further professional growth.

The fifth pedagogical condition for the development of pedagogical reflection is the use of educational programs for the development of professional reflection.

The use of technologies for organizing reflexive activity in pedagogical activity allows the teacher to: analyze and evaluate the activities of students from different positions; their activities from the point of view of students; identify new directions in organizing effective interaction in the classroom in order to include students themselves in active activities.

The professional reflexivity of a teacher carries the potential for development, which, under certain conditions, allows it to be raised to a higher level. At the same time, it was found that there is no spontaneous increase in the reflexive properties of thinking as a result of the accumulation of professional experience. The leading factor in the development of professional reflexivity of a teacher is specially organized learning conditions based on analytical understanding of his practical experience (L.M. Karnozova, M.I. Naydenov, S.Yu. Stepanov, G.F. Pokhmelkina, T.Yu. Koloshina, T.V. Frolova).

The practice of developing teachers' reflexive abilities contains a fairly large arsenal of methodological tools, techniques and forms of teaching. The most frequently used incentives to bring a teacher into a reflexive position in relation to his professional activity and himself as its subject are:

- reference programs for monitoring their actions (or the actions of their colleagues) in professionally significant situations with subsequent analysis of the results obtained;
- keeping diary entries that record professional life events that become the subject of further analysis and reflection;
- magneto and video recording of the teacher's lesson with its subsequent analysis (or introspection) and discussion;

- various game techniques (organizational and activity games, simulation games, etc.) based on the acceptance by participants of a certain role in solving the simulated problem situation and group analysis of the actions that took place;

- case method (from English case - case, situation, case), one of the most popular active teaching methods, which is a business game in miniature. This method is based, as a rule, on a real event from professional life and involves an active search by students for a solution to the proposed problem, followed by a discussion of the process and the result of joint actions of all participants.

The main purpose of these methodological techniques is to develop the ability of teachers to reflexive decentralization (the ability to see themselves from the outside), the formation of an attitude to the active analysis of their actions, understanding their professional self. At the same time, such training places the main emphasis on the actual operational side of reflection, in particular, on working out the mechanism for launching the reflexive process, on developing the ability to self-manage the reflexive movement of thought:

the transition from one to another level of reflexive analysis.

Another direction that has been developing in recent years in the practice of reflexive teacher training is associated with the problem of reorientation or correction of their professional and personal attitudes. The task of turning the teacher's consciousness "onto the student", which is a condition for the implementation of a humanistic, personality-oriented approach in teaching, is solved in the conditions of training (personal growth training, sensitivity training, communication training, etc.).

The urge to analyze and revise one's personal attitudes (centrations) in professional activity as a means of developing professional reflection is used in the vast majority of cases in the classroom of already working teachers.

Retrospective reflection – "rearview mirror" - is trained when performing tasks to analyze events that occurred in the past. At the same time, the time range of past experience can be very different: from events from one's own school life to a lesson just held.

Synchronous or included in the action reflection is the most difficult to master, is actualized in procedures based on the mechanism of decentralization, going into a third-party position in relation to the current action. Among the

exercises that train this kind of reflection, the most accessible and quite effective technique is “reflection aloud” when solving a problem.

Predictive (or proactive) reflection is oriented towards the future, but it is rooted in a person's existing experience. It develops both when teachers analyze the methodological design of their future lesson, and when performing exercises based on the analysis of speculatively constructed future events on the principle of “What if ...?”.

A special task of the training is to master the technology of reflexive thinking itself, which is carried out through a system of various training procedures and exercises that allow teachers to engage in a reflexive analysis of their actions, attitudes, views, personal qualities, and encourage them to explore their own behavior and activities. Among them, one can distinguish such techniques as:

“reflexive consultation” - discussion by participants (as a whole or in small groups) of a specific professional problem, analysis of its foundations, search for alternative solutions, reflexive prediction of their effectiveness, etc.;

“reflexive debate” - a game technique of the type of “socratic dialogue”;

“reflexive interview” is a communicative technique that develops both the “art of asking questions” and an internal attitude to a thoughtful search for answers;

“reflexive lessons” is the author’s method of the American psychologist D. Cruikshank, adapted by us in accordance with the conditions of this training, etc.

The psychological conditions of the training lead the teacher into a reflexive attitude towards himself and his activities, encouraging introspection and self-reflection in a professionally significant situation, to evaluate his actions, attitudes, views.

Summarizing the experience of pedagogical reflection training, we can conclude that the inclusion in its program of a wide range of techniques that stimulate and activate reflexive processes of consciousness, as well as conducting it in conditions as close as possible to the psychological reality of pedagogical situations, contributes to the personal and professional growth of the teacher and creates optimal conditions for the conscious development of his professional role.

The above forms and method of development of professional reflexivity of teachers, in our opinion, it is advisable to use in the framework of methodological work with personnel at school.

Within the framework of methodological work, teachers carry out analysis, self-assessment, mutual evaluation of professional actions and pedagogical interaction in accordance with pedagogical competencies in group and individual forms.

The teacher's comprehension of events arising in the educational process, internal focus on his professional improvement, analysis of his professional deficits, successes and failures allows him to enrich professional skills, choose effective pedagogical technologies, techniques for achieving professional and personal results.

As part of the methodological work, the interaction of teachers involves the implementation of the following components of reflection:

- 1) detection of professional actions familiar to teachers, assessment of professional difficulties, deficits in the educational process;
- 2) search, modeling of new professional actions;
- 3) playing new ways of professional actions in exercises, role-playing games and discussions;
- 4) joint comprehension with a focus on real pedagogical practice;
- 5) individual and collective reflection on the process and results of teachers' joint activities within the framework of methodological work.

Methodical work with personnel in an educational organization assumes the absence of an unambiguous algorithm and a wide variation of psychological and methodological assistance to teachers depending on a particular educational institution.

Currently, the plans of methodological work in schools in terms of working with personnel practically do not include measures for the diagnosis and development of any professional qualities, including reflexivity.

Considering the importance of professional reflexivity for the improvement of teaching staff, we consider it necessary to include the direction aimed at the development of professional reflexivity of teachers in the plan of methodological work with personnel at school.

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