

TYPES OF REFLEXIVITY AND PEDAGOGICAL CONDITIONS FOR THEIR DEVELOPMENT IN FUTURE TEACHERS

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Abstract. *This article identifies the pedagogical conditions that contribute to the effective development of reflection in the educational process. It examines various types of reflexivity, their characteristics and significance in the professional formation of a specialist, and provides an overview of theoretical approaches to the study of this phenomenon.*

Keywords: *Reflexivity, pedagogical reflection, types of reflection, educational process, reflexivity assessment.*

Annotatsiya. *Ushbu maqolada ta'lim jarayonida refleksiyaning samarali rivojlanishiga xizmat qiluvchi pedagogik shart-sharoitlar aniqlangan. Unda refleksiyaning turli turlari, ularning xususiyatlari hamda mutaxassisning kasbiy shakllanishidagi ahamiyati ko'rib chiqiladi, shuningdek, ushbu hodisani o'rganishga oid nazariy yondashuvlar sharhi beriladi.*

Kalit so'zlar: *refleksiya, pedagogik refleksiya, refleksiya turlari, ta'lim jarayoni, refleksiyaning baholash.*

Аннотация. *В данной статье выявлены педагогические условия, способствующие эффективному развитию рефлексии в образовательном процессе, рассмотрены различные виды рефлексивности, их особенности и значение в профессиональном становлении специалиста, осуществлен обзор теоретических подходов к изучению данного феномена.*

Ключевые слова: *студент, педагогическая рефлексия, виды рефлексии, образовательный процесс, диагностика рефлексивности.*

Introduction. Reflectivity, as a psychological and pedagogical category, is an important aspect of the educational process. It enables learners to analyze their own actions, develop a conscious attitude toward the learning process, and foster critical thinking and self-analysis skills. In the context of modern educational systems oriented toward a learner-centered approach, the study of reflectivity acquires particular significance. For this purpose, we examined theoretical approaches to the concept of reflectivity, its classification, and the pedagogical conditions that contribute to its effective development.

Materials and Methods. The study is based on theoretical analysis of scientific and pedagogical literature devoted to reflexivity and pedagogical reflection. Comparative, descriptive, and analytical methods were applied to classify the types of reflexivity and determine their significance in teacher education. Scientific works of Russian and international scholars in the field of pedagogical reflection served as the methodological foundation of the research.

Discussion. Reflectivity is the ability of an individual to comprehend, analyze, and evaluate their own activities, experiences, motives, and actions. It is studied across various scientific fields, including psychology, pedagogy, philosophy, and cognitive sciences.

In pedagogy, reflectivity allows both teachers and students to become aware of and improve their own educational process.

Personal reflectivity is aimed at self-knowledge and understanding one's inner world, values, motives, and goals, serving as a foundation for self-improvement and personal growth. It focuses on comprehending one's own values, beliefs, goals, and personal qualities, enabling a teacher to recognize their strengths and weaknesses, as well as personal attitudes that influence pedagogical activity. Personal reflectivity is essential for the formation of self-awareness, self-esteem, and self-regulation. Its significance lies in helping both teachers and students identify their own goals, motivations, and value orientations within the educational process.

Professional reflectivity is associated with the analysis and improvement of professional activity. In pedagogy, professional reflection plays an important role in the teaching process, especially in terms of self-assessment and self-development of the teacher. This type of reflectivity involves analyzing and evaluating one's own teaching practice—the teacher reflects on teaching methods, approaches to instruction, ways of interacting with students, and the outcomes of their work. Its importance lies in enhancing professional competence and ensuring the continuous professional development of future teachers, as well as improving teaching methods and strategies.

Intellectual reflectivity is connected with the critical comprehension of information, its analysis, the identification of cause-and-effect relationships, generalization, and drawing conclusions. This type of reflectivity contributes to the development of independent thinking and students' analytical abilities.

Cognitive reflectivity refers to the processes of understanding information, critically analyzing acquired knowledge, constructing logical connections, and developing cognitive abilities. The development of cognitive reflectivity contributes to improving the quality of the educational process.

Social reflectivity involves awareness and evaluation of interpersonal interactions, communication strategies, and social experience. This type of reflectivity is important for the formation of communicative competence and social adaptation, which includes understanding the influence of society, social norms, and expectations on educational activity.

Communicative reflectivity is aimed at understanding and analyzing communication processes between teachers and students, as well as among students themselves. It includes the analysis of communication style, the quality of feedback, and the forms and means of communication. It contributes to improving pedagogical interaction and fostering collaboration in the learning process.

Activity-based reflectivity involves analyzing and evaluating one's own activity, its structure, methods, and means of implementation. It helps identify mistakes, improve teaching approaches, and make adjustments to the educational process.

Emotional reflectivity is focused on the awareness and understanding of one's emotional reactions and their influence on pedagogical activity. This type of reflectivity allows individuals to better understand themselves and manage their emotions in educational practice, helping to prevent emotional burnout.

Group (collective) reflectivity represents the analysis and comprehension of the joint activities of a group of students or educators. It includes discussion of group goals, ways of achieving results, and identifying problems in collaborative work. This type of reflection contributes to improving interaction within the group and increasing the effectiveness of teamwork.

Methodological reflectivity is aimed at analyzing and rethinking the pedagogical approaches, principles, and methods being used. Its significance lies in identifying shortcomings and improving curricula and teaching methodologies, thereby enhancing the educational process.

The above-mentioned types of reflectivity are diverse and interconnected, and their application contributes to improving the quality of the educational process and pedagogical interaction, as well as to the personal and professional development of future teachers.

Conclusion. The obtained results confirm the importance of reflectivity in the educational process. The development of reflectivity in learners promotes their personal growth, professional formation, and the enhancement of critical thinking skills. At the same time, the pedagogical process should take into account all types of reflection and provide students with opportunities for their active application and development. Special attention should be paid to the development of methods for diagnosing reflectivity and to the integration of reflective technologies into the educational process.

Thus, the study of reflectivity in pedagogy makes it possible to improve the quality of the educational process and to orient it toward the personal growth and professional development of students. The implementation of reflective practices contributes to the development of critical thinking, self-analysis, and self-regulation among learners.

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