



## FORMATION OF REFLEXIVE SKILLS OF STUDENTS IN THE ELECTRONIC LEARNING ENVIRONMENT AS A PEDAGOGICAL PROBLEM

Makhmudova Malokhat Akhmatovna  
Senior Teacher (PhD), Navoi State Pedagogical Institute  
Faculty of Physics and Mathematics  
E-mail address: maloxat\_1977@mail.ru  
tel: +99891 3095277

### Annotation

In this article, the specific aspects of person-oriented education in education and the problems of ensuring the development of personal qualities of students are shown in modeling the processes of forming and improving reflexive skills in students.

**Keywords:** training, distance, teaching, information, reflexive, formation, process, education, technology, interactivity, didactics, system,

Special attention is paid to the improvement of the computer-based education process in the formation of students' reflexive skills as an important factor in the wide introduction of information technologies in various areas of society's development, and the development of intellectual potential.

Although the goal of forming and developing reflexive skills of students is objective, it is necessary to strengthen the motivation of today's students in learning, use modern teaching methods, increase the potential of working with information, revive educational activities and based on them the need to set tasks is indicated.

In the course of the regular development of computer technologies, especially on the basis of computer software tools, systematic work is being carried out on the development of media literacy of students, the implementation of innovative approaches in the formation of technological competence. Today, in the field of education, general secondary school students' reflexive skills formation, individualization, creation of innovations, education of creative ability on the basis of modern pedagogical processes that create new knowledge, and creation of intellectual resources of socio-economic development through cognitive thinking and is of particular importance in the expansion of competitive personnel training opportunities [1].

At the modern stage of education development, the introduction of pedagogic and modern information and communication technologies into the educational process,





the expansion of the scope of knowledge of students and graduates of general secondary educational institutions, modern approaches implemented in the educational system require their effective use. There is an unsolved problem related to the introduction of information and communication technologies in education. In particular, new issues requiring urgent solution are identified: modernization of education and determination of content and teaching methods of information and communication technologies; creation of electronic textbooks, electronic educational and methodical manuals from new digital distributors using multimedia and web technologies in order to ensure the quality control of information and educational resources and software tools; plays an important role in education information and staffing [2].

He believes that one of the main problems of modern pedagogic education is the free development of a person in all aspects, with the aim of fully preparing him for life and creative activity in modern society. Considering the above points, there is a huge untapped potential of different approaches in education. It is especially related to free education, personal freedom, the formation of reflexive skills and the theory of development.

The reflexive process is very often used in school lessons. The features of forming reflexive skills of students in "Informatics and information technologies" classes were widely covered during the research work. The need to study the characteristics of the formation of reflexive skills of upper secondary school students stems from the fact that reflexive skills are human activities aimed at understanding one's own actions. In the "Informatics and Information Technologies" classes, the process of understanding and revising the knowledge obtained with the help of logical thinking, which eliminates practical difficulties, takes place.

The problem of forming reflexive skills is clearly manifested in pedagogical activity, because taking into account its structure, originality and other characteristics, all mental processes of students can be more rationally approached to the problem of arbitrariness. It is to provide positive motivation in the e-learning environment, to create stable cognitive interest of students, to increase mastery camaraderie, to create pedagogical conditions for the formation and development of reflexive skills of students. [3].

**"Reflection"** the term comes from the Latin word "reflexio", which means "look back, reflexive", ("reflexio" - return) - the behavior of a fully developed person and their laws is a form of theoretical activity aimed at understanding, it is an activity aimed at self-knowledge and understanding that reveals the unique hidden features of the human spiritual world [4].



Formation and development of reflexive skills is a complex and long-lasting process. In pedagogical research, "reflection" is not only a person's knowledge and understanding of himself, but also the determination of how others understand and perceive his personal characteristics, emotional influences and cognitive perceptions. Pedagogical reflection is defined in the "Dictionary of Pedagogical Terms" published under the leadership of Academician R.Kh.Dzurayev as follows:

**Reflection:** 1) thinking, self-control; 2) a theoretical form of human activity focused on one's personal actions and their thinking; 3) tendency to think about one's own mental state, imagine, reason, analyze it [5].

Therefore, reflection can be both from the inside and from the outside. In our opinion, in the implementation of the reflexive process, a person acquires an activity or action based on previously acquired knowledge in accordance with the ability to perform it in new conditions. The ability to reflect consists in mastering the methods of pedagogical activity based on the conscious application of pedagogical-psychological and methodical knowledge, because reflection is an ability acquired as a result of the purposeful and creative use of one's own knowledge and skills. It is observed more blindly with the help of evaluation actions, seeing the problem, tankid thinking.

Reflection is not knowledge, it cannot be received and delivered, it can only be activated, formed, developed, increased.

In pedagogical literature, two traditions of reflexive processes are distinguished:

- reflexive analysis of consciousness that leads to the interpretation of the essence of cognitive and emotional experiences and their construction;
- reflection of the understanding of a person's self and the content of interpersonal communication.

In connection with this, the following reflexive processes are distinguished:

- Understanding oneself and others;
- Evaluate oneself and others;
- Descriptive analysis of oneself and others.

Usually, reflexive skills are manifested as a form of activity directed to thinking, self-awareness, self-control, understanding one's own actions and their consequences. In improving the processes of formation and development of students' reflexive skills in reading, learning, independent education, formation of students' interest and passion for science, they understand their educational functional tasks, It is important to analyze, as well as to take into account the need to create an educational environment that provides an opportunity to activate the needs of personal development.

This conclusion identifies reflexive skills as a key indicator of developing healthy thinking. If we consider the phenomenon of reflection as a reflexive method of a



certain process as a whole, then it allows us to observe this process and identify its shortcomings, analyze it. A person with such introspection achieves positive results. Through this, we acquire a mechanism that allows us to reveal hidden thoughts and ideas .

We are sure that in order to find a solution to the problem being studied in the future, for the teacher, both the teacher and the student are recognized as equal participants in the learning process, and they focus on searching for the meaning and essence of the subject-subject relationship. The formation and development of reflexive skills in the e-learning environment largely depends on the type of relationship between the teacher and students. It develops most effectively when the relationship is subjective-subjective.

The analysis shows that the conducted research is mainly related to the formation of reflexive skills of students in the e-learning environment in educational institutions, the development of innovative potential of students, and the development of independent creative activity in them. little attention is paid to the development and introduction of didactic support of the educational process. This requires a detailed study of the issue of forming the ability to use modern technologies in the process of developing the ability of independent thinking among students of public educational institutions.

## References

1. Kopotkov A.M. Development of schoolchildren's ability to learn in didactic computer environments. Dissepation of Candidate of Pedagogical Sciences. Volgograd. 1996. -. 168 p.
2. Muslimov N.A. Web technology and electronic communication skills and their implementation. - T.: 2015. - 128 p.
3. Stepanov S.Yu., Pokhmelkina G.F. i dr. Principles of peflexive psychology of pedagogical work // Voprosy psichologii. 1991. No. 5. - S. 5–14.
4. Otajonov J.M. Developing reflective skills in future elementary school teachers. Autopefepat. - T.: 2020.54 p.
5. Zaynutdinova L.Kh. Creation and application of electronic textbooks. - Astpakhan. Iz-vo "TsNTEP", 1999.- 364 p.
6. Makhmudova M.A. Formation of students' reflexive skills in electronic educational environment. Dissertation. - T.: 2022.118 p.

