

REFLECTIVE ACTIVITIES OF ELEMENTARY PUPILS

Karimova Nilufar Raimjanovna
The teacher of Namangan Pedagogical
Retraining Institute, UZBEKISTAN

ABSTRACT

This article deals with reflection, which not every teacher is aware of in the structure of learning activities. Reflection is like a person's cognition and analysis of the phenomena of his own consciousness and activity (a view of his own thought and his own actions "from outside").

Keywords: Knowledge, a teacher, conception, self-observation, review, action.

INTRODUCTION, LITYERATURE REVIEW AND DISCUSSION

Being successful in the modern world requires that a child, in addition to certain skills, knowledge and abilities, must also master the ability to plan, control, analyze their own activities, set new learning objectives and find ways to solve them. The teacher is required to create an educational environment in which the child becomes a subject interested in and capable of change. First of all, it is necessary to define the notion of "reflection". There are several definitions of this concept. In his dictionary and reference book, V.P. Dudyev gives such a definition "Reflection (from Latin reflexio - reflection, turning back) - the process of self-knowledge of internal mental acts and states by the subject. [2, p. 283]. In Nikiforov's full explanatory dictionary, A.S. gives a somewhat different definition: "Reflection (from lat. reflecto, reflexum - turn back) - self-observation of one's own mental processes and actions, self-knowledge". [4, p.356.]

Summarizing the definitions, we come to the following conclusion: reflection is self-knowledge, self-observation of one's own mental states and actions. It turns a person towards himself/herself, helps him/her to see the advantages and disadvantages of his/her own activity, to define goals and tasks for further work and to draw conclusions about what has already been done.

In terms of content, reflection is oral and written. Chernykh G.M. describes both these forms in detail. He says that the purpose of oral reflection is to present one's own position to those around him and to correlate it with the opinions of other people. This form of reflection helps to explain some significant problems and help solve them. The varieties of this form are dialogue, cross-examination, and the "joint search" discussion. Written reflection makes it possible to record one's own attitude to activity for a long time and then analyze its change. Chernykh is distinguished by such varieties of written reflection as essays, "in-flight magazine", various types of diaries, written interviews, various variants of portfolios and poetic forms. An essay is a small work of subjective nature on a specific topic in a conversational style. The "Onboard Journal" is a form of fixing the information received by a student with the help of key concepts, short sentences, inferences, questions of schemes. Important parts of the "On-Board Journal" are determined by the teacher, the rest is filled in by the students. Diary - fixation of their actions during a long period of time. Written interview - a variant of group written reflection, during which pupils ask each other questions in order to exchange opinions. Poetic forms include sychwaine (the fiveties) - a way of creative reflection, which allows you

to summarize the knowledge in an artistic form. Depending on the way the form of reflection is carried out, it can be divided into questionnaires, surveys, drawings and so on. But divide it into questionnaires, surveys, drawings and so on.

Depending on the goals of reflection, i.e. what information the teacher wants to get from students, different forms of reflexive questions are selected, as well as different methods of organizing reflexive activities. Let us consider various methods of reflection offered by several authors. Chernykh G.M. gives a lot of various methods of reflexive activity. Here are just a few of them.

Finish the sentence (Written interview).

This method is used to sum up the lesson. Pupils should finish such sentences: Today I learned ...; Today's lesson was interesting ... / difficult ...; Today I did the tasks ...; In the lesson I realized that ...; Now I can ... and others.

Self-examination Questionnaire

Chernykh gives you three options for this. I would like to highlight a more interesting second variant. Pupils are asked to choose from the list of adjectives those that best describe the lesson as it was for the child. For example: entertaining, informative, boring, unusual, monotonous and others. You can use this technique at the end of the lesson.

"Compliment"

This technique is also used at the end of the lesson and helps students evaluate their own activity and work quality. It concludes with the children evaluating each other's work with praise or compliments. This option helps to meet each student's need for personal relevance to others.

"Train"

This technique helps to evaluate the content of the lesson. Of course, it is used when you finish it. "Each student has two tokens on the desk, one with a funny face and one with a sad face. There is a train with wagons on the board, each of which has a signed lesson stage. Pupils are asked to put the "cheerful face" in the wagon of the stage of the lesson that they liked most, and the "sad face" in the wagon with the stage of the lesson that was the most boring and uninteresting. It's allowed for a child to use only one badge." [4, p.14]

"Decorate the cake."

Pupils are asked to evaluate their work in class. Each person is given a sheet of cake, which he or she should paint in a certain color. Red should be colored if the pupil is satisfied with his work in class, green should be colored if he worked well, but could have done better, blue should be colored if the work did not work well and he is not satisfied with himself. This reflection takes place at the end of the lesson and promotes self-esteem.

Mini-essé.

This appointment helps to identify each child's self-esteem level. This reflection is carried out after a certain task, control or test. The teacher checks the work done, assesses it with a specific icon that is not familiar to the students, and invites the children to decipher this icon, what grade it represents. The teacher then gives the decryption and suggests comparing it. Then he asks the children to ask, "Did my transcription match and why did I get the grade?"

"Forbidden."

This technique allows transforming the student's behavior from passive to active and directing reflection to one's own experience. This technique is used when students constantly use the phrases "I can't...", "I don't know how...", "I can't do it..." when they fail in a learning activity. The teacher forbids saying "I don't..." and suggests replacing these words with "What do I need to...", "What skills I need to..." and so on. Such questions help the child to identify his deficiencies and eliminate them.

"Target tree."

It's used to motivate students. There's a Watman on the wall with a tree depicted on it. Each child has one green piece of paper or cardboard on which he or she must write his or her name and personal goal - to find out, discover, and achieve. Children attach their pieces of paper to the tree and at the end of the study, each of them signs the piece of paper on which they want to know whether they have achieved their goal or not, whether they have achieved it completely or partially.

"Sunshine"

This trick is to evaluate the content of the lesson. There's a yellow circle on the board, "sunshine". The children are given yellow and blue rays. Pupils should attach a yellow ray to the board if the lesson was interesting and the information is interesting and relevant or a blue ray if it is the opposite.

"Apple tree"

An apple is drawn on the board, and students are asked to attach either a red apple to it if they failed and the mood has deteriorated, or a green apple if everything is done well and the mood is good.

On the basis of the above, it can be concluded that reflection is self-monitoring, self-knowledge, attracts people to themselves, contributes to the setting of goals and objectives, summarizing. According to the form of activity, reflection is divided into individual and group reflection, and according to its content - oral and written reflection. There are various methods of reflection, which can be used both to identify one's own deficits and achievements in activity and to plan further actions. To use them, the teacher certainly needs to master these techniques himself. This is very important, especially for primary school teachers, because it is in the early school years that reflexive skills are formed.

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