



## FORMING REFLECTIVE SKILLS OF FUTURE TEACHERS OF THE DEAF

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**Abstract:** this article focuses on the essence of the reflexive concept, the purpose of reflexive skills in future pedagogues of the deaf, and its specific aspects. Recommendations and methods for the formation of reflexive skills in future deaf pedagogues are also mentioned.

**Key words:** reflexive, development, deaf pedagogue, knowledge, skills, competence, creative thinking, self-development, motivation, competent, intellectual, personal, communicative, cooperative method.

The word reflection (lat. «reflexio» - to go back) is a form of theoretical activity aimed at understanding one's actions and their laws. It is an activity aimed at self-knowledge and understanding, which reveals the unique hidden features of the human spiritual world. Many scientists rely on the classification of reflection proposed by I.N. Semyonov. He comments by suggesting the following types of reflection:

1. Intellectual reflection: Determines positive problem solving based on thinking.
2. Personal reflection: The conflict (conflicts) of the teacher provides a way out of the pedagogical conflicts without conflict on the basis of thought research.
3. Communicative reflection: It ensures mutual understanding of partners during communication.
4. Cooperative reflection: The activity related to the coordination of joint regular work activities of team members.

The importance of reflection in the process of improving the teacher's pedagogical skills is incomparable. Therefore, in the opinion of research scientists such as Y.N. Kulyutkina, Y.S. Turbovsky, P.V. Khudominsky, the constant pedagogical activity of the teacher has a reflexive nature in content, and it covers all reflexive processes. It should be noted that until now there is no perfect classification of the concept of pedagogical reflection. Pedagogical reflection is related to reflexive thinking. In the scientific literature, pedagogical reflection is defined as looking at the methodology, expression and analysis of one's actions and situations.

Reflexive skill is one of the concepts that made an important innovation in philosophy during his creative thinking period. This concept was developed by the German philologist Johann Gottfried Herder at the end of the 18th century. This philosophical concept is used to determine the interdependence and influence of language, history and cultural contents.

Reflective skills are known as a type of psychological learning method. This method guides students to study their own learning, self-analysis and personal development. Reflexive skills mainly include a series of processes of reflection (discussion) and analysis.

Reflection seeks to analyze the learner's own self and learning. The student studies the

process of mastering the specifics of his mastery, the results that lead to them, in order to study himself, to analyze his thoughts, feelings, and behavior. This process of analysis allows the student to see his own continuous development.

Reflective skills offer several benefits to personal development. First of all, the student is guided to improve himself by analyzing his own behavior. The student analyzes his own learning, understands his character and feelings related to his learning. It allows a person to analyze himself and helps him to learn how to properly manage his learning.

Second, reflexive skills allow the learner to change their thoughts. The student analyzes himself, tries to change, update and develop his thoughts. These processes guide the student's self-development and learn how to properly manage their own learning.

Thirdly, reflexive skills allow the learner to control himself. The learner seeks to control his learning by controlling his learning, learning processes, and the outcomes that lead to them. Through these processes, the student determines the direction of self-development and learns to control the processes of acquisition.

In the future deaf pedagogy, reflexive skills are an important part of studying students' personal development and self-analysis processes. A reflexive skill, surdo seeks to encourage students to analyze themselves, explore their own thoughts, feelings, and perceptions.

Pedagogical reflection requires goal setting. And purpose controls the thought process. The peculiarity of such thinking and pedagogical reflection is that the presence of an obstacle to be solved, a problem waiting to be solved, various difficulties, doubt determines a new goal and direction of reflexive thinking. The formation and development of a future teacher takes place in activities aimed at achieving this goal. Voluntary subject activity of the future teacher is to organize the motive of the subject of learning, knowledge, educational, communicative, spiritual activity and to ensure its purpose. Pedagogical reflection reflects a chain of internal steps (doubts), their self-discussion, misunderstanding, and the search for answers to what is happening and what is expected.

As a subject of pedagogical reflection, the knowledge, imagination, concepts, feelings, experiences, relationships, desires, values present in the inner experience of the individual are manifested.

Pedagogical reflection is a more internal work, it is considered to connect the possibilities of one's "I" with the demands of the pedagogical profession.

The variety of functions performed by reflection in the process of thinking and behavior, as well as the importance of the role it plays in regulating behavior and actions, are grounds for considering reflection as a very necessary element of educational processes.

If the future teacher has not developed pedagogical reflection, then his inner world is separated from his professional activity, it means that he has retreated from spiritual growth.

The characteristic of pedagogical reflection is orientation to self-analysis from a social and spiritual point of view. Pedagogical reflection cannot be supplemented or compensated by someone from outside.

Reflexive skills for future deaf pedagogues serve the following purposes:

1. Self-Analysis: Reflective skills allow deaf learners to analyze themselves. Students seek to control their learning by analyzing themselves, their thoughts, feelings, and behavior. These processes help students to understand their own continuous development.

2. Monitoring their learning: Reflective skills allow deaf learners to analyze and monitor their learning. Students analyze their own learning processes and the results that lead to them. Through these processes, students guide their own development and learn to manage their own learning.

3. Development in the field of communication and acquisition: Reflexive skills encourage students to develop in the field of communication and acquisition. Students seek to develop their communication skills, learning processes, and their own thinking by analyzing them.

It is an important part of reflexive skills, personal development and improvement of mastery for the future pedagogue of the deaf. This method allows students to analyze themselves, monitor their learning and increase their personal development. Reflexive skills are great for developing students' self-analysis and dialogue-questioning.

In the traditional pedagogical theory, three types of thinking and three characteristics of pedagogical reflection are distinguished according to it: - the first way of thinking. Emphasized as a method of imagination, the flow of thought is random when there is no question or problem, or no difficulty to overcome; - the second type of thinking: the flow of thoughts appears as a result of perception, their emotional compatibility, their proportional integration into a single image or event. - the third type of thinking: a question that requires an answer, a conclusion arising from hardships and difficulties, a stream of thought that determines the goal is counted. The third type, which directs thinking through a certain channel, is also called "reflexive thinking". Pedagogical reflection is related to reflexive thinking. In the scientific literature, pedagogical reflection is defined as looking at the methodology, expression and analysis of one's actions and situations [1].

The following methods and recommendations may be useful for the development of reflexive skills in future pedagogues of the deaf:

1. Integration of reflection and analysis into learning processes: In order to develop reflective skills, it is important to include reflection and analysis in learning processes. It is necessary to create exercises and tasks that involve students in analyzing their learning, expressing their opinions and evaluating the results of their learning. This method gives students the ability to analyze and develop themselves.

2. Keep a journal of personal learning: It is useful for students to create a journal of personal learning and discuss their entries with the students. This journal allows students to write down their thoughts, feelings, topics, and experiences. The teacher will have the opportunity to mutually evaluate and communicate with the students.

3. Group discussions and reflection sessions: Group discussions and reflection sessions are one of the important tools for students to analyze their progress and learning. It allows students to share their experiences and ideas with each other, to evaluate their learning and to determine their own development directions. Students learn the processes of reflection and analysis through group discussions and guide the development of their mastery.

4. Mentoring students: One way students can develop reflective skills is through mentoring. Teachers, group youth, or senior students mentor students to teach their learning

and self-analysis processes. It allows the mentor to be used to monitor students' learning, support their ideas and support them in the direction of personal development.

5. Assessing student achievement and setting goals: Assessing student achievement and setting goals for student achievement supports development. Learners assess their learning and set goals for themselves to monitor their progress. It motivates students in the direction of personal development and guides them in their development.

6. Expose students to express themselves and answer questions: It is important to expose students to express themselves, answer questions and analyze their learning. Teachers should provide opportunities for students to express themselves, explain their thinking to questions, and assist them in the process of analyzing their learning. This enables them to learn to analyze their own learning properly.

7. Interpreting and sharing experiences: Interpreting and sharing experiences are important in developing reflexive skills for deaf learners. Exposing students to exchange experiences and participate in translation processes allows them to share their thoughts, feelings and learning with others. It encourages them to support their learning and analyze their learning.

The absence or insufficient formation of pedagogical reflection makes the teacher completely dependent on external factors - incentives, conditions, influences, and turns him into an executor of someone else's will.[2] The development of pedagogical reflection in the future teacher provides the opportunity and ability for creative professional development. In the conditions of pedagogical reflection, any form of pedagogical activity is carried out consciously, with an understanding of the purpose and motives of this activity. In order to make his professional activity a subject of his own will and value, the student must create a reflexive situation in relation to the experience of life activity, which, according to scientists, can be realized only through self-awareness. Realizing that one does not know the goals, motives, results and means of achieving it is a prerequisite for the formation and development of a person's free activity [3].

Pedagogy considers the re-transformation and improvement of a person, the person and his psyche together with his social aspects as a single integrated system. Based on this, pedagogy includes knowledge about the means and conditions of human education and training in human knowledge. In psychology, great importance is attached to the mental activity of a person, the laws of development of the psyche. Based on this knowledge, we can assume that pedagogy is a "weapon" and a condition for transferring human consciousness from one state to another. This condition, in our opinion, is a similarity and a difference at the same time, and it is also preserved in the skill of pedagogical reflection. Normalization of students' ability to reflect depends on these conditions, thereby increasing the effectiveness of the pedagogical process. Solving the complex issues facing the modern school requires significant development of professional training of pedagogues in the higher pedagogical education system. The educational work of students includes the content of professional pedagogical training, i.e. the worldview of the pedagogue, the professional qualities of a person, a certain system of knowledge, the development of personal qualities, monitoring one's own activities, and analyzing the results of activities.

In short, in the conditions of active use of pedagogical reflection in education, we need to study a number of important theoretical issues that hide the essence of pedagogical activity, the system of conditions for the development of pedagogical reflection. The problem of pedagogical reflection is considered a new phenomenon. Before moving on to the conditions for the development of pedagogical reflection, we found it appropriate to address the problem of the relationship between psychological and pedagogical reflection. As we know, these phenomena have many common aspects, and the main connecting link between them, as we know, is the person himself. It is an object of study of pedagogy and psychology. The psychological basis of reflection is the basis of pedagogical reflection. The development of reflexive skills in future teachers of the deaf helps students to analyze themselves, evaluate their learning and increase their personal development. These methods allow students to express themselves, analyze topics, and monitor their learning. In order to develop students' reflexive skills, it is necessary to organize learning processes with seriousness and allow them to analyze their learning.

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