

MODELING OF MANAGEMENT PROCESSES OF THE SYSTEM OF FORMATION OF REFLEXIVE SKILLS IN STUDENTS

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ANNOTATION: To ensure the activity of students in the scientific basis of organizing and increasing the effectiveness of educational processes in the direction of forming and developing reflexive skills in students, actively working with children who have a negative attitude to classes and extracurricular activities. Organization of cooperative educational activities of students, formation of creative approach skills and interests in them is one of the important tasks.

Keywords reflective skills, strategies, personality traits, realism framework, modeling system.

Introduction

Improving the processes of formation and development of reflexive skills in students when designing mechanisms for the development and implementation of strategies, as well as ensuring the interconnectedness and connection of the processes of formation and development of reflexive skills, in the scientific justification of its necessity, both theoretical and practical, it is necessary to solve the following pressing issues:

Inconsistency between the level of formation and professional competence of subjects of the processes of formation and development of reflexive skills in students with the level of development of state, society and personality traits (pupils and teachers) and the level of scientific and methodological support; lack of scientific justification of the functions and methods of organizing and managing the processes of formation and development of; as a complex pedagogical system, students have not developed technologies for practical implementation of innovative approaches that ensure the interconnection and inextricability of the components of the processes of formation and development of reflexive skills; the absence of technologies for the formation and development of reflexive skills in students, the formation of personal needs of leaders, teachers and students for further education, the; the lack of development of mechanisms for organizing and managing continuous skill development processes aimed at developing professional competency of teachers in the areas of formation and development of reflexive skills in students, etc.k.

METHODOLOGY AND DISCUSSION

In order to organize educational and educational processes on a scientific basis, it is important to improve the activities of direct participants in the educational process, take into account modern requirements in the preparation of competitive graduates, coordinate the activities of the learners, ensure their activity in innovative educational processes and pre-model these processes in full use of the available opportunities.

Sh.S.Shodmonova believes that it is important to include in the general model of pedagogical processes the following components that represent tasks aimed at ensuring the activity of learners: coordination of methods and approaches used with tasks carried out in the direction of improving the educational process and ensuring student activity; selection of tools for the formation of interests in students, the formation and development of historical; identification and motivation of positive motives that shape critical thinking and reflexive thinking in students; identification of factors for improving the content of pedagogical processes; predetermination of tasks in the direction of developing the prospects and effectiveness of pedagogical processes; definition of tasks necessary to carry out in the direction of improving pedagogical processes [135, 201 b.].

Adding to the author's thoughts, it can be said that it is important that the tasks presented by the author are taken into account in the design and modeling processes of pedagogical processes that are organized in Uotm.

128	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 12 Issue: 03 in March-2023 https://www.gejournal.net/index.php/IJSSIR
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Therefore, when designing a model of the processes of formation and development of reflexive skills in students, it is important to include the following components that represent the activity of students and tasks aimed at ensuring collaborative learning activities:

* Coordination of methods and different approach technologies used with tasks performed in the direction of improving the processes of formation and development of reflexive skills in students and ensuring the activity of students;

• the choice of means of formation and development of positive attitudes towards study, learning, Independent Education and professional learning in students, the formation of interests, the course and professional learning processes; the predisposition to innovations and the formation of interests in students

• Determination of motives; identification and motivation of positive motives that shape self-analysis and objective assessment skills, critical thinking and reflexive thinking in students; formation and development of reflexive skills in students ;

* Improving the content of processes is aimed at the formation of addictions

• Preset tasks; identify tasks that are necessary to carry out in the direction of improving the processes of formation and development of reflexive skills in students.

In order to organize the processes of lesson and extracurricular activities on a scientific basis and increase their effectiveness, it is necessary to design a model of the processes of formation and development of reflexive skills in students based on the active study of the complex aspects of the formation of reflexive skills in students, the degree of inclination, interest, needs and activity of.

When designing a model of the processes of formation and development of reflexive skills in students, learning and learning independently, providing priority and personality-oriented influence on the formation of inclinations, interests and needs in students, as well as understanding the functional tasks of students in their educational and vocational areas, on the basis of analysis, it is necessary to take into account the need to create an educational environment that provides an opportunity to activate the needs of self-personal development.

In addition to providing opportunities for students to independently develop their personal qualities, the conditions created in the processes of formation and development of reflexive skills should also serve as a motivating environment that encourages them to act reflexively. So, when designing a model of the processes of formation and development of reflexive skills in students, it is important for students to take into account the need for the creation of the following conditions:

• That students feel more independent and self-governing subject, speak freely and actively participate;

• in the processes of analyzing their educational activities and mastering new information, they take a leading role, strive for self-development; acquire life experiences that serve as a source of education for the future occupation of the profession in which they are interested;

* study of practice in the direction of solving important life problems so that education and independent education and the elimination of existing artificial barriers to vocational training;

• reading, learning, independent learning, and vocational learning to have a higher level of training and motivation; reading, learning, independent learning, and understanding the future practical importance and necessity of vocational learning;

• the emergence of feelings of high attentiveness to reading, learning, Independent Education and professional learning; the understanding of the importance and prestige of reading, learning, Independent Education and the acquisition of a profession of his choice;

• formation and development of personal qualities that are important in the formation of reflexive skills; objective assessment of the level of results and opportunities of their activities, the development of reflexive thinking; understanding the importance and necessity of always having a positive attitude towards lesson and extracurricular activities.

Conclusion

When designing a model of the processes of formation and development of reflexive skills in students, it is also necessary to take into account the specific aspects of personality-oriented education in educational processes, as well as the need to create opportunities-creating situations to ensure the improvement of personal qualities of students.

In students, the model of reflexive skills formation and development processes can be designed as a system consisting of interconnected and complementary components that represent the direction of the set goals and objectives and ensure the achievement of the intended results.

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