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Features of Forming Process Pupils' Reflexive Skills

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Annotation: *this article is concerned with the importance of taking into consideration the features of processes of formulation and development of pupils' reflexive skills in the pedagogical processes. Special features of process of formulation and development of pupils' skills and their importance are scientifically grounded in this article.*

We have to arm our youth with lessons of history, with historical truth.

Islom Karimov

Successive teaching history lessons and historical truth to pupils of secondary schools forms objective thinking about our history, that is having an idea about vital reality in the periods up to independence, and learning recent history, analyze it and under objective estimation develop their world outlook by understanding the meaning and essence, importance and necessity of independence they will have been formed and developed reflexive skills.

It means that, formation and development of analytical and critical thinking skills base on reflexive processes, namely in reflexive educational climate to occur of necessary conditions to analytical activity and coordinate pupils activity, namely learning relations to concepts and reality, important tasks will be made as giving opportunity to pupils make conclusions by analyzing and objective grading.

By reflexive approach in the above mentioned processes provided formation of reflexive activity of pupils by existing reflexive educational climate. In the process of reflexive activity pupils learn relations of past and nowadays concepts analyze and objectively estimate. In the result they will have been formed objective concepts. Reflexive activity plays important role in the formation and development of reflexive skills of pupils.

Reflexive activity is the base of reflexive educational climate that organizes in educational establishments. Reflexive activity is an activity of analytical thinking, that makes conclusion by analysing and learning relationship of components of events, distinguishes between secondary factors and main factors that influence on occurring events.

So, we can say pedagogic processes such as lecture, seminar, practical lesson, workshop, excursion, conversations, meetings, competitions in subjects, art festivals, conferences, independent work and other activities, as a process of formulating and developing reflexive

skills in pupils. Because above mentioned processes, which directed to formulate education activity are rich for convenient cases to formulate and develop reflexive skills in pupils.

To specialize processes of formulating and developing pupils reflective skills have to be learnt its features in educational establishments, at lesson and out of lesson processes, in events that organized to teachers and pupils, conferences and pedagogical studies provided in organized lectures to formulate and develop technologies for pupils reflective skills.

Specific features of processes of formulating and developing pupils' reflective skills:

- importance of inter influence processes in reflective educational climate;
- developing and improving of reflective educational climate as a result of mutual influence;
- passing from subject (teacher)-object (pupil) relationships to subject-subject relationship in the result of step by step formulating inter relationships;
- Occurrence of subject-subject relationship identifies pupils reflective activity's productivity;
- appearance of independent thinking and analytical activity skills in the process of reflexive activity;
- effect of reasonable, new and trustful information to effectiveness of reflexive activity;
- correspondence of learning knowledge with the requirements of state education standards and students' interests and abilities;
- effect of effectiveness of inter relations process to formulate pupils' interest and want to independent thinking, learning and analyzing historical events;
- pupil show no interest or lagging behind on mastering given knowledge and information in reflexive educational climate;
- by passing step by step from subject-object relations to subject-subject relations make base for formation of reflexive activity;
- to specify effectiveness of all pupils reflexive activity in reflexive educational climate and limited opportunities to objective grading;
- One of the educational methods can be used in any events, this is not to be universal in formulating and developing pupils' reflexive skills;
- Originating subject-subject relations provides effective reflexive activity;
- The effectiveness of reflexive activity depends on interest of participants in the process, level of initial concepts and adoption news and cases;
- The importance of casual approach in formulating reflexive educational climate;
- With the aim of formulate and suite pupils' reflexive activity should be identified initial concepts and graded objectively, and importance of substantiate mastering the initial concepts;
- To project and model process of formulating and developing pupils' reflexive skills, and availability of opportunities of adaptation pupils' reflexive activity to events;
- Process of formulating and developing pupils' reflexive skills have features as a system;
- wide opportunities in arising inter relations process between teachers and pupils, pupils and pupils;
- Depending on events connected with process of inter relations, changing the results of pupils' reflexive activity;
- Effectiveness of reflexive activity process is identified with the result of formulating and developing of pupils reflexive skills;
- Formulating skills of pupils' objective approach to knowledge and any reality, learning its history and the reasons of appearing and analyze and evaluate factors that affect them.

One of the main features of formulating and developing pupils' reflexive skills is that not only in scientific approach to effectiveness of process of formulating and developing pupils' skills, but also by organizing independent education, formulate pupils' self education skills, also connected with reflexive educational climate and inter relations process. It is important to organize reflexive ability, organize process of formulating and developing pupils' reflexive skills by their concepts learnt independently and in this case provide active actions by teaching them creative thinking.

To provide effectiveness of process of formation and development pupils' reflexive skills should be given special task to be independently learnt and worked. To learn their beginning knowledge level and talent, and by analyzing it organize interest in doing given tasks is also carries high importance.

As one of the features of formulating and developing pupils' reflexive skills process is the educational relations processes have some special features as given below:

- The wide range of processes of person-person relations;
- Existence of directly inter relations in mentioned processes;
- Directly relation is appeared in the process of communication or without communication from the distance;
- There is directly relation process that effect to development of pupils' reflexive skills in pupil-pupil and teacher-pupil also teacher-teacher relations;
- to point the importance of coordination of inter relations process of teacher-pupil in formation and development process of pupils' reflexive skills when directly relations process appears.
- straight relations process help pupil to have formulated personal qualities in the process of formulating and developing process.

So, taking the sequence of inter relations process into consideration, plays very important role to formulate and develop pupils' reflexive skills process in a scientific way. Pupils' reflexive skills are formulated and developed in different pedagogic processes. And in mentioned processes educational relations play very important role. The main reason is that pupils watch different people's behavior, think and make conclusion, changed world outlook and developed concepts.

One of the features of formulation and development of pupils' skills process is formulating interactive activity in reflexive educational climate is the importance of right using of inter relations methods.

So, one of the features of process of formation and development of pupils' reflexive skills is the importance of creating healthy creative climate in educational development. One more feature is that to collect confidential and new information about pupils' interest and ability to formulate in scientific way, and objectively estimate pupils' psychological status.

To formulate conscious discipline instead of compulsory humble in the process of formulation and development pupils' reflexive skills, create favorable positive educational climate in educational establishments.

Taking into consideration above mentioned features, can be given other extra features of process of formation and development of pupils' reflexive skills:

- Activity of pupils with teacher-educator is an original integrative system in the process of formation and development of pupils' reflexive skills;

- inter dependence of pupils' trend, personal ability, initial concepts and personal interests;
- subjects integration of pupils, teachers and educators as a organizer, manager and participant of favorable educational climate;
- fruitfulness of pupils' reflexive activity expresses effectiveness of formulation and development of reflexive skills;
- stepwise of processes of formulation and development of pupils' reflexive skills is non proportional with effectiveness;
- the system of processes of formulation and development of pupils' reflexion skills by means is directed to reach the aim, that is complex of many pedagogical processes has some features;
- scientifically formation and development of processes of pupils' reflexive skills makes importance of creating reflexive educational climate in the educational establishments;
- the importance of formulation conscious discipline instead of compulsory humble in the process of formulation and development of pupils' reflexive skills;
- educational relations are typical in the process of formulation and development of pupils' reflexive skills.

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