

## THE ROLE AND SIGNIFICANCE OF THE REFLECTIVE TEACHER IN FORMING THE REFLECTIVE ABILITY OF FUTURE PRIMARY CLASS TEACHERS

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### **Аннотация:**

В статье говорится о том, что рефлексивный педагог – это педагог, который мыслит, анализирует, учится на собственном опыте и обладает способностью к саморазвитию. Также отмечается важность значительного повышения эффективности воздействия учителя на учащихся за счет рефлексивных процессов.

**Ключевые слова:** рефлексивный, учитель, анализ, оценка, метод, деятельность.

### **Annotation:**

The article says that a reflective teacher is a teacher who thinks, analyzes, learns from his own experience and has the ability for self-development. The importance of a significant increase in the effectiveness of the teacher's impact on students through reflective processes is also noted.

**Keywords:** reflective, teacher, analysis, assessment, method, activity.

In fact, reflexive processes literally enter and manifest themselves in the teacher's professional activity. In the process of practical interaction between the teacher and students, he strives to adequately understand and purposefully regulate his thoughts, feelings and emotions. In the process of designing student activities, the teacher develops learning goals and constructive goals for their achievement, and develops them taking into account the characteristics of students and their development opportunities. Without constant analysis and introspection, a teacher cannot deeply understand the problems that arise in practice, cannot choose the right ways to solve them, cannot critically evaluate and correct the obtained results. The teacher constantly connects his experience with the experience of other teachers and the achievements of the science of pedagogy. On the one hand, the teacher learns this social experience and uses it to organize his individual activities, on the other hand, he contributes to the development of pedagogical experience by conveying his individual achievements to others. Therefore, every teacher should look at his activity not only "from the inside", but also "from the outside", make it the subject of a special analysis, objectify this activity for himself and others. If the teacher learns the experience of others, he solves pedagogical problems. However, these are new tasks by their nature, which are analytically separated from the general functional system of

professional-pedagogical activity for the purpose of special learning. These are, for example, tasks related to team and individual learning, organization of students' joint activities. In the case of transferring the personal experience of the teacher to others, a special task appears before the teacher, one of the reasons for this is the individualization of the language used by the teacher-practitioner. For us, reflection in education is of special importance, which is manifested in the constant reflection, revision and modification of one's own experience. It comes from the fact that reflection in our student years is a systematic personal property of self-development.

Below is an example of technologies for the formation of reflective ability of future primary school teachers.

In the "banning" style, it is used when students reduce their thoughts about themselves and current events to the following phrases: "I can't ...", "I don't know how to ...", "I won't succeed ...". Students are not allowed to say "I am not ...", but they are invited to express the same idea in other words. In the implementation of this technique, the passive behavior of the student turns into a focused, positive reflection of his experience.

"Target Tree"

To encourage motivation. A tree is depicted on the drawing paper. Each student attaches a piece of green paper. On the one hand, students write their personal goals. I wanted to know how to get information on this topic. At the end of the topic, each student writes on his paper whether he partially or completely achieved the goal.

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