



## METHODOLOGY FOR DEVELOPING REFLECTIVE SKILLS OF FUTURE PRIMARY TEACHERS THROUGH NEUROPEDAGOGICAL EXERCISES

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***ANNOTATION** This article discusses the use of neuropedagogical exercises in the development of reflective skills of future teachers studying in the "Primary Education" department of higher educational institutions, their types and their importance in the professional development of students.*

***Keywords:** Reflection, skills, neuropedagogy, pedagogical skills, neuropedagogical exercises, neuropedagogy, pedagogy.*

**Introduction.** The most important stage of the educational process is considered to be primary education, during which, in addition to theoretical knowledge, primary school students also learn life skills and competencies. Therefore, the development of primary school students is one of the current problems in the education system today. To solve this problem, it is necessary to develop basic professional competencies in order to support the social and personal growth of primary school students studying in higher education institutions and ensure their readiness for a successful future. During the educational process, each person must acquire and develop a set of fundamental knowledge, skills and abilities, known as basic competencies. These competencies are

essential for learning, adapting to changing conditions, developing creativity and achieving success in learning.

Developing reflective skills in prospective primary teachers Teacher education programmes at all stages should provide prospective primary teachers with opportunities to develop self-awareness, sensitivity, introspection and reflection. They should also provide ample opportunities for observing and interacting with students and learning to work together in groups. There should be sufficient learning space for critical engagement with the content and development of professional skills in pedagogy, observation, drama, craft, storytelling and reflective inquiry. Professional opportunities should include reflecting on their pedagogical experiences and assumptions as part of course and classroom research.

**Methodology.** Knowledge of methods for mastering various forms of reflection during one's work; Personal ideas about reflexive-perceptive analysis; The essence and components of reflective activity, its tools and methods;

The content and essence of professional reflection of a primary school teacher;

Methods for studying and developing the reflection of a primary school teacher;

The essence of empathy, methods of using it and mastering it; ideas about empathic abilities, relationships and concepts.

**Results.** Originally used in ancient Greek philosophy, the term “reflection” describes a person’s inner thoughts. Descartes defined it as the act of thinking, emphasizing the examination of the content of one’s thoughts. Socrates, Plato, Locke, and other Greek philosophers argued

that reflection is a person's desire to understand himself and his existing capabilities. European philosophers such as Kant, Hegel, Fichte, and Schelling believed that reflection is the basis of human cognitive development. Many scholars who study the process of reflection in the professional education of a teacher prioritize its communicative and cooperative forms, since they believe that the teacher's pedagogical activity and communication with students clearly demonstrate these strategies. (V.A. Krivosheev, G.P. Shchedrovitsky, etc.)

Above, we examined the philosophical views and concepts of a number of great philosophers and scientists on the concept of "Reflection". In addition, there are many different approaches to the problem of reflection in the scientific literature.

**Acknowledgement.** Pedagogical reflection is of great importance in the development of knowledge of primary school students. Therefore, according to research scientists such as Y.N. Kulyutkina, Y.S. Turbovsky, P.V. Khudominsky, the student's constant pedagogical activity is reflexive in content and encompasses all reflexive processes. There are different views on the development of reflective skills in teacher educators, and a clear conclusion has not yet been reached. Many scientists have conducted research on reflective skills, and their hypotheses are different. One of these scientists, A.A. Bizyaeva, in her research work, found that the necessary factors associated with the analysis and understanding of human activity, as well as the need for self-analysis and self-evaluation, are considered the main components of future teachers' reflection and are not directly related to the professional judgments of future teachers, their intellectual reflection abilities. These, in our opinion, are considered as auxiliary features that guarantee the

regular professional development of a future teacher. Reflective skills play an important role in providing future teachers with the ability to reflect in order to fully understand and apply pedagogical information.

According to Yu.N. Kulyutkin, a teacher should turn his pedagogical processes into a subject of reflection. For this, the teacher must have formed appropriate thinking methods for analyzing these processes.

Reflection is, according to J. Locke, an active observation of consciousness. The word reflection is defined in a concise psychological dictionary as follows: Reflection (Latin reflexio - looking back, referring) is the process of a subject becoming aware of his own internal psychic actions and states. Reflection was founded in philosophy and was defined as a person's act of considering his own ideas and thoughts. Reflection, according to R. Descartes, is the ability of a person to separate himself from all external, material objects and to concentrate on the subject of his thoughts. J. Locke, seeing reflection as a separate source of knowledge (internal experience, different from the external, based on the sense organs), showed the difference between perception and reflection.

Based on the ideas of the great scientists mentioned above, it is worth saying that reflection is self-awareness, looking back, analyzing one's own actions, and evaluating oneself based on the results of the analysis. In this regard, every educator should have professional reflection from their professional perspective.

Another researcher, Panova Larisa Viktorovna [16], in her research work, emphasizes the relevance of developing reflexive skills of future primary school teachers, the need for practice in developing reflexive skills, and the need for a comprehensive approach that generalizes and

systematizes the existing theoretical and practical potential in the professional training of future primary school teachers due to the underdevelopment of this problem in the system of professional training of future primary school teachers. Her research work provides a theoretical analysis of the problem of developing reflexive skills of future primary school teachers. The main substantive and structural-functional characteristics of the reflexive skills of future primary school teachers are considered. A model for the formation of reflexive skills of future primary school teachers is developed. Criteria, indicators and levels of successful development of thinking skills are determined. Important recommendations are provided for developing primary school teachers' reflective skills related to the specific lateral thinking trait.

**Discussion.** Every year, the standards for improving the professional training and pedagogical skills of primary school teachers are growing. The qualifications of future primary school teachers, which allow them to successfully carry out their specific activities, are a manifestation of their teaching talent. Currently, along with the use of previously learned pedagogical techniques and skills, it is necessary to create new and innovative approaches, and then methodologically improve their professional and personal qualities. One of the necessary conditions for the development of pedagogical abilities and skills of future primary school teachers is the management of reflexive skills through the processes of using neuropedagogical exercises. A new pedagogical approach that reflects a complex structure is called reflexive competence. In order to develop professional skills and ensure independent physical activity and a creative approach to professional activity, future primary

school teachers need to further improve their reflexive skills and be able to use them effectively in practice.

In order to improve the quality of education in our republic, to educate highly spiritual, knowledgeable, mature, harmonious, and physically healthy individuals, modern teachers must form reflexive competence in the systemic and social aspects of their pedagogical activities.

The effective use of reflexive competence and neuropedagogical exercises in solving complex problems encountered in their professional activities and in teaching primary school teachers to think creatively in new ways creates the conditions for full immersion and adaptation to professional situations. Developing professional reflection in future primary school teachers is important for young teachers to effectively organize their work and provide quality and effective education to the younger generation. This is because understanding the content of education is the most important goal of developing reflective skills. After listening to information, engaged students usually note down any concepts or abstract terms that they do not understand or ask questions for clarification later. Inactive students, on the contrary, do not even take into account misunderstandings, confusions or things they do not understand.

It is important for future primary school teachers to have professional reflection in order to effectively organize their work and provide quality and effective education to the future generation. In addition, it allows classroom teachers to update their teaching strategies and plan lessons in a way that is effective and meets the learning goals of their students.

Through reflective skills, primary school teachers examine their pedagogical and professional abilities and recognize their mistakes and shortcomings. They conduct research to eliminate their existing weaknesses, improve themselves, and try to teach students new materials based on various modern methodologies.

In addition, professional reflection reduces depression and prevents stressful situations in primary school teachers, as they analyze their own work and eliminate existing shortcomings themselves. There are categories that primary school teachers regularly use in their pedagogical activities, which are as follows:

Knowledge - is formed on the basis of facts, information, scientific ideas, rules and concepts that teachers' personal structures are combined in a certain order and can use when necessary. The development of skills occurs as a result of the systematic application of knowledge in practice. Competence is an automatic pedagogical process carried out by teachers through learned knowledge, carried out without errors in a certain way. It is seen by teachers as the ability to use previously acquired information in familiar situations.

Skills are formed by the teacher during his professional activity, based on knowledge and experience, and are formed by applying the knowledge acquired by teachers in unfamiliar situations.

Competencies are the psychological characteristics of a person that are formed in the educational process. Teachers demonstrate their existing abilities to successfully perform their professional duties, and abilities also appear as a result of the active educational and cognitive activity of the person. These pedagogical categories are formed by the

application of existing knowledge by primary school teachers in their pedagogical work processes.

Many research works and scientific studies of scientific and practical significance are being conducted by scientists and specialists in the field of primary education pedagogy of our republic. As a result of their fruitful research, primary education pedagogy is being improved both in terms of content and qualitative effectiveness.

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