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Research Article

DEVELOPMENT OF REFLECTIVE COMPETENCE OF STUDENTS IN THE PROCESS OF INTERACTIVE TEACHING OF A FOREIGN LANGUAGE

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ABSTRACT

The article is devoted to the problem of developing students' reflexive thinking and excessive cognitive skills in order to prepare them for effective professional activity in modern conditions. Critical thinking, readiness for creativity, reflective abilities, and the ability to self-regulate are no less than the professional knowledge obtained in the study of special subjects. The evolution of approaches to reflective competence and reflective methods in teaching is noted. Learning a foreign language can greatly contribute to the development of the intellectual apparatus of a student's personality due to the realization of the integral connection between thinking and speech, communication and cognitive processes.

KEYWORDS

Higher education institutions, reflexive competence, students, interactive methods, self-management.

INTRODUCTION

Currently, the goals and tasks of professional engineering education, which are inextricably linked with the formation of an expert personality in a certain field of practical activity, are experiencing significant changes. While preserving the content of the basic science defined by professional standards, additional subject skills and abilities are becoming more and more important, having them allows a specialist to manifest

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himself in a conscious creative professional activity, the important features of which are important. is a wealth of information; dynamism in relation to both the thematic content of the activity and the methods of its implementation; autonomy and independence; high level of responsibility for work results. This means that it is important to develop critical thinking, readiness for creativity, reflective ability and self-regulation skills that are elements of reflective practice in future engineers.

The main results and findings

Based on the specific characteristics of engineering activities, a creative approach to the profession must necessarily be based on critical thinking skills. Critical thinking, the importance of which increases many times due to the abundance of information sources, involves the formation of skills to determine verifiable facts; special information that is not important for work; determining the reliability of the information source; identify ambiguity and inaccuracy in statements or evidence; identify the presence of hidden assumptions; detection of logical violations; evaluate the strength of arguments and some others [1]. The relationship between creative and critical thinking reflects the dialectic of professional activity: the need and opportunity to create new things and study the existing; to go beyond the established limits - and apply existing healthy rules; expanding the range of events - and focusing on something specific. The development of critical and creative thinking of university students can be mediated by personal thinking as the main mechanism of self-organization of psyche and human activity. So, in the literature, one can find a definition of critical thinking as a reflection of one's thinking in order to improve it [3; 4].

Taking into account the evolution of approaches to reflection and reflection technologies in education and emphasizing their increasing role and importance, A. S. Sharov defines the ontological definition of the concept of reflection as effective self-management of various student activities aimed at gaining professional experience[3].

The mentioned trends begin to affect the content of the educational process, the forms and methods of its organization, both at the level of traditional disciplines of the professional field and at the level of educational programs, in particular, relatively new disciplines - Social interaction 'sir, Basics of project activity and others. Attempts are being made to formalize the methodology of teaching reflexive activity of students, aimed at forming ideas about the psychological mechanism of reflexes in students, the development of motivation for reflexive activity, including the methods of information, stimulation and instruction and the methods of their implementation. . educational process [4; 5]. The science of foreign language can also play an important role in the formation of cognitive skills of the supersubject. Students' learning of a

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foreign language in a professional environment gives them the opportunity to directly join the world achievements in the field of science and technology, and forms a stereoscopic vision of the profession. However, under certain circumstances, teaching a foreign language can greatly contribute to the intellectual development of students due to the realization of the integral relationship between thinking and speech, communication and cognitive processes. According to A.F. Mamleeva, "In a multidisciplinary university, the leading component of the educational content in a foreign language class is not the fundamentals of science, but the methods of activity" [6].

Moreover, taking into account the development factor of students' reflective readiness to use interactive technologies in the process of teaching a foreign language, we also observe a change in the pedagogical vision regarding new educational standards. However, as the analysis of the introduction of interactive technologies in teaching a foreign language to university students shows, there is still a rather low level of ensuring the formation of student youth skills of work in the framework of interactive communication during training, as well as the development of students' reflexive readiness to use interactive technologies, taking into account their self-education.

While the reflective activity of students in the study of a foreign language contributes not only to the formation of their necessary language competencies, but also to the development of the ability to reflect on the knowledge of another language as a process at the moment. All this leads to the fact that the development of reflexive readiness to use interactive technologies in the process of teaching a foreign language becomes the most important component of the student's self-learning process. Appeal to student reflection in the process of teaching a foreign language can have a significant impact on the self-reflection of the student himself in connection with his activities, which one way or another which leads him to understand the importance of turning to interactive technologies. All this, to one degree or another, entails an increase in the student's cognitive orientation, an increase in his creativity and the desire to realize his intellectual potential in language activity. As university practice shows, the orientation of students to reflective activity when they study a foreign language makes it possible for them to form themselves as a linguistic personality, as well as to predict the success of their actions and increase the level of their self-organization.

T. S. Serova notes the importance of the intellectual richness of the process of reading scientific and technical literature in a foreign language, and introduces the concept of thinking as a speech-thinking activity [8]. The process of thinking and

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reasoning is considered as the main activity in learning lexical units and syntactic models for reading, writing and speaking a foreign language; at the same time, meaning is the leading principle and is of particular importance.

Thus, in recent decades, the foreign language discipline has actually been in the development of students' critical, creative, and reflective thinking. This article attempts to analyze the possibilities of developing reflective thinking skills within a traditional foreign language course provided with a large block of out-of-class interactive work, which includes the step-by-step implementation of independent activities that affect the formation of personal qualities of students. does. important for future engineers.

According to A. N. Leontiev, reflection is the establishment of compatibility between external (practical) activity and internal (mental) activity [10]. Through introspection and understanding, reflecting on the ongoing activity on the inner plane, the subject can improve it. Depending on the type and direction of reflexive processes and in the context of learning a foreign language, researchers distinguish the following types of reflexes:

- personal: self-assessment of motives for learning a foreign language and understanding the value of completing the educational task;

- intellectual: awareness of one's own intellectual resources and cognitive abilities of information processing to carry out activities offered in a foreign language;

- language: analysis of their language capabilities and level of practical knowledge of a foreign language at this stage;

- emotional: internal fixation of emotional perception of the problematic foreign language situation;

- cooperative: taking a position above one's own internal circumstances, assessing them from the outside from the perspective of an external observer;

- communicative: awareness of the perception of oneself by other people in order to coordinate one's actions with the actions of communication partners.

As for the temporal direction, situational, retrospective and prospective forms of reflection are traditionally distinguished.

Based on the analysis of these and other studies, it was revealed that the reflexive readiness of students to use interactive technologies in the process of teaching a foreign language involves a special mental activity of the student, the purpose of which is to learn the forms and techniques used in this to develop their abilities in the direction of gaining experience in learning foreign language. The problem of developing students' reflective readiness to use interactive technologies

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requires understanding this process, taking into account the specifics of the subject "foreign language".

Thus, the reflective activity of students in their study of a foreign language expands the possibilities of using interactive technologies due to their certain polyfunctionality, which affects the improvement of the language culture of students along with their culture of information communication. In this regard, the considered possibilities of using interactive technologies by university students in the process of teaching them a foreign language on the basis of reflection determined the relevance of the topic of this article.

For the formation of a linguistic personality, the ability to turn not only inward, but also outwardly, to be problematic is also important in the subject of activity. Thus, G. I. Bogin states that the universal sign of reflective thinking is the ability to transform into other structures, including language personality, understanding, problematization, cognition, evaluation, and emotions [11].

N.M. Ahmedova stated that the reflexive need leads to the formation of the need for external evaluation of one's success (results), which is very important for the need to forgive the creative feelings associated with success and for the timely correction of difficulties [12; p. 69].

In the course of learning and professional activity in a foreign language, the development of students' self-management ability gradually passes through the stages of pointing, modeling and project activities. In general, reflexive-regulatory mechanisms in the educational process have the characteristics of integrity, consistency and complexity, so it is impossible to form reflexive skills, foreign language speaking skills and language knowledge in teaching management and critical thinking. should be limited to classroom activities and ensure its harmony with extracurricular forms and teaching methods. According to the authors, priority should be given to interactive educational activities when designing extracurricular activities. Such activity, taking into account the professional interests and individual characteristics of students, has a positive effect on the development of reflexive mechanisms of self-regulation of the educational process and future professional activity, as it promotes communication in interaction, mutual provides a change in relationship.

Reflection in interactive activities out-of-audience the classroom

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Forms and methods of interactive activity	The role of the reflective component	Leading reflexive processes
Educational research	Thinking as a method of increasing cognitive activity in the process of experimenting with creative and non-standard tasks. Situational and retrospective reflection helps to form the skills of conscious independent work with language material and reflexive skills of critical thinking.	Intellectual, personal, emotional reflection
Group discussions, debates, debates	To contribute to the formation of stability of perceptive-reflexive processes in the communicative competence of a person. In the course of the discussion, the students mirror each other and restore their characteristics. The final assessment allows to analyze the results of each student's individual work and evaluate the effectiveness of collaborative activities.	Cooperative, personal, communicative, linguistic, emotional reflection.
Business and role-playing games	It allows to connect cognitive activity with behavioral actions. Holistic and semantic design of schemes of self-regulation of professional activity through thinking occurs in the process of acquiring knowledge and in generalized schemes of educational and professional activity. Through thinking, the game participant gets acquainted with the norms accepted in society and understands the activities that exist both in the game space and in culture.	Communicative, personal, intellectual, reflective.
Dealing with the situation	A change in plans of reflexive processes is characteristic. At the introductory stage with the terms of the work, reflection plays a regulatory role aimed at performing the problem task. In addition, during the search phase, the thinking center is updated in three directions: creativity - in creating new ideas and developing creative solutions; activation of mental operations when working with information; self-identification and identification with the work developer and real or imagined characters. At the final stage, when reflecting on work, students describe their experiences, which allows them to identify problem areas and difficulties in language learning, as well as to determine possible ways to overcome them. With the help of the box, processes are initiated that help to develop reflective skills in a controlled manner.	Intellectual, personal, communicative, collaborative reflection.
Project method	Project activity in thinking (understanding one's own actions), acting (cooperation and cooperative attitude), communication (sharing experiences, feelings, information) and self-awareness (a person's self zi) helps to increase reflection. instructions). Project activities stimulate the	Personal, intellectual, collaborative reflection.

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	processes of self-organization and self-management through the learning process and future professional activities.	

CONCLUSION

Based on the foregoing, we can conclude that the use of interactive technologies in the process of teaching a foreign language should become the most important educational resource in the development of a student's reflection of his activity. Thus, this is a certain personality trait that helps the student to evaluate his thoughts and actions and thus remove the "language barrier" in the course of overcoming language difficulties. To do this, teachers must create an appropriate environment for the student to enter a reflective position, which can be helped by the possibility of a variety of feedback provided by interactive technologies. However, the development of students' reflective readiness for the use of interactive technologies in the process of teaching them a foreign language does not occur by itself, which is why it becomes necessary to prepare students for reflective activities, for example, within the framework of organizing collective and individual educational work for them, including mandatory discussions and trainings. This can also be facilitated by the introduction of a portfolio for students with their self-observation in terms of their self-organization of learning a foreign language based on interactive technologies. Thus, the development of students' reflexive readiness to use interactive technologies in the process of teaching a foreign language implies such an educational space in the university, which would always provide for the organization of reflexive activity within the framework of interactive learning, which is associated with students' constant comprehension of the process of their knowledge. At the same time, the increase in the language culture of students on the basis of their reflection is not limited to the use of interactive technologies by them in the course of studying the language material. A detailed study requires, for example, the possibility of implementing interactive learning, as close as possible to the real life of the country of the language being studied. This is due to the fact that the development of reflexive skills should be combined with the content of the main types of professional activities of the future specialist.

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