

Reflection and The Reflexive Approach as A Psycho-Pedagogical Problem

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Abstract: This article examines the philosophical, psychological, and pedagogical foundations of reflection and its scientific and practical significance in the educational process. Reflection is interpreted as an important mechanism that enables individuals to understand, evaluate, regulate, and improve their own activities. The article substantiates the reflexive approach not merely as a means of assessment, but as a pedagogical mechanism aimed at developing primary school students' communicative competence, speech activity, independent thinking, self-awareness, and self-development skills. It is also emphasized that the use of a reflexive approach in teaching a foreign language at the primary education level enhances pupils' ability to engage in communication, express their thoughts clearly and logically, and participate in the learning process as active subjects.

Keywords: Reflection, reflexive approach, primary education, communicative competence, foreign language teaching, self-awareness, pedagogical mechanism, speech activity.

Introduction: Historically, the concept of reflection was formed within the framework of philosophical thought; later, it developed as a scientific category of practical significance in psychology and pedagogy. While in antiquity reflection was associated with self-awareness, in modern philosophy it was interpreted as an internal activity of consciousness and as a source of thinking and cognition. In psychology, reflection is understood as an individual's ability to recognize, control, and regulate their own thinking processes. One of the key characteristics of personality is reflection, which manifests itself as a mechanism of self-determination, self-regulation, self-development, and self-realization.

According to researchers such as A.V. Karpov, I.A. Savenkova, I.N. Semyonov, and S.Yu. Stepanov, the success of professional development is determined by personal growth. Personal growth, in turn, is connected with the depth and quality of self-knowledge and self-understanding, and this process depends on the reflective reconsideration of the self [2].

The concept of reflection is interpreted in pedagogy, psychology, and philosophy as a complex scientific

category aimed at understanding, evaluating, controlling, and improving one's own activity. This concept is especially important in the educational process, because when a learner becomes aware of their cognitive activity, speech actions, participation in communication, and achieved results, they become an active subject of the learning process. From this perspective, the reflexive approach in developing the communicative competence of primary school students should be considered not merely as an assessment method used at the end of a lesson, but as a pedagogical mechanism aimed at the conscious organization of learning activity, the enhancement of speech activity, and self-development.

As A.V. Karpov emphasizes, the philosophical context of the concept of "reflection" is richer in content and has a much longer historical development compared with psychological and pedagogical studies [4].

The initial stage in understanding the essence of reflection dates back to antiquity, when the formation of this phenomenon began. For ancient authors, the function of reflection was mainly directed toward

human self-awareness. In ancient philosophy, reflection was not clearly distinguished as an independent feature inherent in human reason; nor was it considered as a means of understanding personal, individual, and spiritual activity. In primary English language education, reflection should not be regarded as a fully independent analytical activity of pupils. Rather, it should be interpreted as a teacher-guided and age-appropriate pedagogical process through which learners become aware of what they have learned, how they have participated in communication, what difficulties they have encountered, and how they can improve their speech activity. The purpose of this article is to analyze the philosophical, psychological, and pedagogical foundations of reflection and to substantiate the reflexive approach as a pedagogical mechanism for developing communicative competence in primary English language education.

LITERATURE REVIEW AND METHODOLOGY

In antiquity, dialogue played an important role as a means of developing reflection. Socrates developed a distinctive method of conducting dialogue, which was later interpreted as the Socratic method of conversation. This method encouraged a person to justify their thoughts, reconsider their answers, and become aware of their own conclusions. Plato further developed the discursive and textual form of Socratic dialogues and enriched them with philosophical content. In his views, rational thinking was closely connected with self-awareness and self-knowledge.

In Aristotle's works, reflective dialogue developed within the framework of ancient dialectics. Aristotle interpreted reflection in connection with the activity of intellect and explained it as "thinking about thinking." From a pedagogical point of view, this idea shows that reflection should be considered not only as self-awareness, but also as a means of organizing conscious learning activity. Therefore, a learner should not only acquire knowledge, but also become aware of how they are learning.

At the beginning of the twentieth century, the reflexive approach continued to develop in philosophy. During this period, two main directions emerged in the interpretation of reflection. The first direction was connected with phenomenology, where reflection was understood as a universal method for analyzing the

content of consciousness. E. Husserl substantiated the universal methodological function of reflection and distinguished transcendental reflection from natural reflection. He associated transcendental reflection with the direct grasp of an object and with the act of its intuitive understanding [3].

The second direction was connected with existentialist and later postmodern interpretations, where reflection was considered in relation to human self-awareness, inner experience, and the limits of expressing subjective experience. In this context, reflection was understood not only as an intellectual act, but also as an internal dialogue through which a person reconsiders their own position, experience, and existence.

G. P. Shchedrovitsky considered reflection as a separate process and structure, as well as a principle for developing activity schemes. In his view, the basis for carrying out reflexive activity is the reflexive exit. This means the transition of an individual from the previous position of the "subject of activity" to a new external position in relation to both future projected activity and previously performed activity [10].

This interpretation is important for education, because it explains how a learner can move from simple participation in an activity to understanding and evaluating that activity.

In V. A. Lefebvre's approach, reflection develops within the framework of social cognition. He introduced such concepts as reflexive games, the ability for reflection, reflexive control, and the level of reflection. According to this view, the level of reflection exists in each subject involved in interaction [7].

This idea is significant for primary English language education, where pair work, dialogue, and group tasks create opportunities for learners to understand not only their own communicative actions, but also the responses and actions of others.

V. A. Lektorsky, analyzing the problem of reflection from an epistemological perspective, places reflection primarily as a means of cognition and gives secondary importance to its function of self-awareness [6].

This approach makes it possible to understand reflection in education not only as self-analysis, but also as a way of organizing the learner's cognitive and communicative activity.

In psychological and pedagogical studies, reflection is examined as a mechanism related to self-knowledge, self-regulation, self-development, and the improvement of one's own activity. A. V. Karpov interprets reflection as a psychological mechanism that enables an individual to become aware of their activity and reorganize it. I. N. Semyonov and S. Yu. Stepanov explain reflection as the process of understanding the methods, means, and foundations of thinking activity. These approaches are important in developing communicative competence among primary school students, because in the process of communication, a learner not only speaks, but also becomes aware of how they speak, whether they understand their interlocutor, and whether they can answer a question appropriately.

In the works of V.A. Metayeva, professional reflection is defined as a form of theoretical activity. It is directed toward a person's awareness of their beliefs and actions as a specialist in everyday activity [8].

In foreign pedagogical studies, the reflexive approach is also interpreted in connection with learners' independent thinking, participation in communication, and management of their own learning process. J. Dewey interprets reflective thinking as a process of reconsidering experience, understanding a problem, and drawing a conclusion based on it. This approach is relevant to English lessons, where learners can reconsider their speech activity through questions such as "What did I do?", "Why did I give this answer?", and "How can I speak better next time?"

The theory of metacognition developed by J. Flavell is also considered one of the psychological foundations of the reflexive approach. Metacognition is interpreted as a learner's ability to understand and regulate their own cognitive process. For primary school students, this ability is formed not in a complex theoretical form, but through simple reflexive expressions such as "I know," "I can say," "I need help," and "It is difficult for me." Such expressions help learners understand their level of knowledge, express their difficulties, and ask for help in English lessons.

The methodological basis of this article includes historical-theoretical analysis, comparative analysis, content analysis of philosophical and psycho-pedagogical sources, and pedagogical generalization. These methods made it possible to identify the

evolution of the concept of reflection, compare its philosophical, psychological, and pedagogical interpretations, and determine its relevance to the development of communicative competence in primary English language education.

RESULTS

The analysis of philosophical, psychological, and pedagogical sources shows that reflection has gradually developed from a philosophical category into a psycho-pedagogical concept with practical significance for education. In philosophy, reflection was mainly interpreted as self-awareness, conscious activity, cognition, and the reconsideration of experience. In psychology and pedagogy, it began to be understood as a mechanism that helps a person analyze, regulate, and improve their own activity.

The theoretical views of Hegel and Husserl show that reflection is connected with consciousness, cognition, and the methodological analysis of human experience. Hegel interpreted reflection as a process of conscious activity, while Husserl emphasized its methodological function in phenomenology and distinguished transcendental reflection from natural reflection. These ideas provide a theoretical basis for understanding reflection in education as a process that helps learners become aware of their learning activity. In primary English language education, this idea means that learners should not only complete communicative tasks, but also gradually learn to understand what they did, how they participated, and what they need to improve. In primary English lessons, pair work, role play, question-and-answer tasks, and small-group activities create conditions for learners to understand both their own speech actions and the responses of their classmates.

The analysis also shows that independent reflexive skills are not yet fully developed in primary school students. Therefore, in primary classes, reflection should not be interpreted as a fully formed independent skill. It should be understood as an activity that is gradually developed through teacher-guided reflexive tasks. The teacher's guiding questions, visual signs, smileys, coloured cards, pair communication, and simple self-assessment tasks help learners become aware of their learning results.

In this study, reflection is considered as a pedagogical process aimed at helping primary school students

become aware of their speech activity in English lessons, evaluate their participation in communication, recognize their difficulties, and improve their further communicative actions. Therefore, the reflexive approach should not be understood only as a means of assessment at the end of the lesson, but as a theoretical and practical basis for organizing educational content, teaching methods, and learner activity.

M. V. Zakharchenko defines reflection in pedagogy as a source of theoretical pedagogical knowledge. This view allows the reflexive approach to be understood as a scientific basis for organizing the learning process, rather than merely as an assessment technique. In primary English lessons, such an approach creates conditions for learners to understand their learning activity through questions such as "What did I learn?", "Which words could I say?", and "What was difficult for me in communication?"

A. A. Bizyaeva and Yu. N. Kulyutkin describe pedagogical reflection as the teacher's ability to take an analytical position toward their own activity. This definition is important in primary education, because the teacher adapts the lesson process by analyzing learners' age characteristics, language level, communicative activity, and difficulties. As a result, communicative tasks, pair dialogues, question-and-answer activities, role plays, and self-assessment exercises are organized in accordance with learners' real speech needs [1].

At the turn of the twentieth and twenty-first centuries, reflexive-activity pedagogy became one of the important directions in pedagogical science. This direction is associated with the names of N. G. Alekseev, Yu. V. Gromyko, V. V. Davydov, I. S. Ladenko, V. V. Rubtsov, and other scholars. The ideas of reflexive-activity pedagogy make it possible to view the learner in primary English lessons not as a passive object receiving ready-made knowledge, but as an active subject of communication [9].

Thus, the reflexive approach in developing the communicative competence of primary school students appears as a pedagogical mechanism organized in accordance with learners' age characteristics and implemented step by step under the guidance of the teacher. In this process, the learner performs speech activity in English, evaluates their participation, becomes aware of successes and difficulties in

communication, and tries to improve further communicative actions. As a result, the reflexive approach contributes to the development of the linguistic, speech, social, and strategic components of communicative competence.

In practical terms, the reflexive-activity approach can be implemented through games, dialogues, pair communication, small-group tasks, and simple reflexive methods such as "Traffic Light," "I can...," "Mood Card," and "Success Tree." These methods help learners evaluate their participation, understand their communicative difficulties, and gradually develop their ability to express themselves in English.

For primary school students, this process is carried out not in the form of complex theoretical analysis, but through simple and visual reflexive tasks appropriate to their age characteristics. For example, methods such as "Traffic Light," "I can...," "Mood Card," and "Success Tree" help learners evaluate their own knowledge, speech participation, and activity during the lesson. These theoretical views are of particular importance in primary school English language education. This is because independent reflexive skills are not yet fully developed in young learners of primary school age. However, under the guidance of the teacher, they are able to evaluate their own activity at a simple level, recognize their success, become aware of their difficulties, and prepare for the next task. Therefore, in primary classes, reflection should be interpreted not as an independent and fully developed skill, but as an activity that is gradually developed through a reflexive approach organized by the teacher.

In foreign pedagogical studies, the reflexive approach is also interpreted in connection with learners' independent thinking, participation in communication, and management of their own learning process. J. Dewey interprets reflective thinking as a process of reconsidering experience, understanding a problem, and drawing a conclusion based on it. This approach helps learners in English lessons to reconsider their own speech activity after completing a task through questions such as "What did I do?", "Why did I give this answer?", and "How can I speak better next time?"

In primary school English lessons, this appears in two forms: first, a learner notices their mistake while completing a task and tries to correct it; second, at the

end of the lesson, the learner evaluates their participation and results. For example, if a learner says "I is..." instead of "I am..." while creating a dialogue, they become aware of the mistake with the help of the teacher or a peer and correct it. This process represents a practical manifestation of the reflexive approach in developing communicative competence.

The theory of metacognition developed by J. Flavell is also considered one of the psychological foundations of the reflexive approach. Metacognition is interpreted as a learner's ability to understand and regulate their own cognitive process. For primary school students, this ability is formed not in a complex theoretical form, but through simple reflexive expressions such as "I know," "I can say," "I need help," and "It is difficult for me." This, in turn, develops learners' ability to understand their own level of knowledge, express their difficulties, and ask for help in English lessons. Methodologically, the article relies on historical-theoretical analysis, comparative analysis, content analysis of philosophical and psycho-pedagogical sources, and pedagogical generalization.

CONCLUSION

The results of the study show that the reflexive approach serves as an important pedagogical mechanism for developing the communicative competence of primary school learners. Although reflection originally emerged as a philosophical category, in modern psychological and pedagogical research it is interpreted as a process of learners' awareness, analysis, and improvement of their own learning and speech activity.

The analysis confirms that John Dewey's concept of reflective thinking provides an important methodological basis for understanding how learners reconsider their experience, identify problems, and draw conclusions. At the same time, J. Flavell's theory of metacognition demonstrates that learners' ability to regulate their own cognitive processes forms the psychological foundation of the reflexive approach. In addition, the philosophical ideas of Hegel and Husserl substantiate the connection between reflection, consciousness, cognition, and self-awareness.

In primary school English lessons, the reflexive approach should be implemented gradually, taking into account learners' age-related characteristics. The study

reveals that learners are able to develop awareness of their speech activity through pair dialogues, question-and-answer tasks, role plays, group work, and simple reflexive techniques such as "Traffic Light," "I can...," "Mood Card," and "Success Tree." These methods help learners to understand their participation in communication and evaluate their performance.

Furthermore, the reflexive approach contributes to the integrated development of linguistic, speech, social, and strategic components of communicative competence. Learners not only acquire language units but also become aware of their role in communication, analyze their mistakes, and attempt to improve their performance.

The findings indicate that reflexive skills in primary school learners should not be considered as fully developed independent abilities, but rather as gradually formed competencies under the teacher's guidance. Therefore, the use of visual aids, simple questions, self-assessment techniques, and interactive methods is considered effective in organizing reflective learning activities.

Overall, the reflexive approach transforms learners from passive recipients of knowledge into active subjects of the educational process. It enhances their responsibility for learning, fosters independent thinking and creativity, and promotes conscious participation in English communication. Thus, the reflexive approach represents an integrated pedagogical system that connects language knowledge, speech activity, social interaction, and self-assessment in developing the communicative competence of primary school learners.

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