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ФУНКЦИИ РЕФЛЕКСИИ ПРИ ИЗУЧЕНИИ ПРЕДМЕТА «ОКРУЖАЮЩИЙ МИР» В НАЧАЛЬНОЙ ШКОЛЕ¹**Чекряк Анастасия Павловна,**

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Аннотация

Статья посвящена вопросу содержания понятия «рефлексия» в психолого-педагогической литературе. Представлены результаты анализа научных источников, в процессе которого были обозначены особенности рефлексии на уроках окружающего мира в начальной школе. Особое внимание уделено «экологической рефлексии».

Ключевые слова: рефлексия, младший школьник, окружающий мир, экологическая рефлексия.

THE FUNCTION OF REFLECTION IN THE STUDY «THE WORLD AROUND US» IN ELEMENTARY SCHOOL**Chekryak Anastasia Pavlovna,**

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ABSTRACT

The article is devoted to the issue of the content of the concept of «reflection» in the psychological and pedagogical literature. The results of the analysis of scientific sources are presented, in the process of which the peculiarities of reflection in the lessons of the surrounding world in elementary school were identified. Special attention is paid to «ecological reflection».

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The question of reflection of younger schoolchildren is of interest to many scientists. This is evidenced by the modern works of M.N. Shibaeva, Y.I. Ivakina, E.S. Kazko and other authors. In many ways, modern works are based on the teachings of V.V. Davydov, A.Z. Zak, D.B. Elkonin. Reflection, according to the listed scientists, is a neoplasm of primary school age. Accordingly, the study of this phenomenon is especially relevant for primary school specialists.

Reflection in elementary school is an integral part of the educational process and contributes to the development of thinking among younger students. It is on the basis of learning activities that children develop such important abilities as reflection, analysis, and mental planning, as well as develop needs and motives for learning, and begin to develop cognitive activity and independence [2, 62].

Chekina L.F. believes that «reflection is the ability to intelligently and objectively analyze one's judgments and actions in terms of their compliance with the plan and conditions of activity» [1, 175]. It is important to note that at the initial stage, reflection has a predominantly intellectual coloring. This means that children primarily evaluate their activities in the educational process, analyzing how they cope with the tasks set and how effectively they use their knowledge. However, as the student grows and develops, the reflection begins to deepen and «turn» towards the personality of the student himself. At this point, it becomes not just a tool for evaluating learning activities, but a real ability that allows the child to become aware of his inner experiences, motives and aspirations. The formation of reflection in younger schoolchildren is inextricably linked with the type of education, methods and forms that are used in the educational process. These facts emphasize the need for purposeful work on the formation of the skill we are describing.

Ivakina Yu.I. believes that reflection «means the process of realizing and analyzing one's own thoughts, feelings, actions and experiences» and emphasizes that it allows students to:

- to understand your own experience (to analyze and evaluate the effectiveness of your actions in performing various tasks) and improve your academic results (regular analysis of learning successes and failures allows you to adjust the educational route and achieve the best results);

- develop critical thinking (reflection creates conditions for asking questions, searching for contradictions, building logical chains, which forms a personality capable of presenting arguments and evidence) and self-control skills (students learn to effectively manage their time and resources, as well as evaluate their results);

- develops stable skills (they learn to make decisions independently, initiate new projects and take responsibility for their actions) and emotional intelligence (helps students to recognize and understand their emotions, analyze their causes and consequences) [3, 149].

Reflection in primary school is an important component of the educational process and contributes to the development of both cognitive and personal qualities among students. It helps younger students to comprehend their achievements and failures, develops critical thinking and self-control skills, which ultimately leads to more effective learning and consolidation of an active life position. It is important that teachers are aware of the importance of reflexive activity and actively include it in the learning process, thereby creating conditions for the full development of students.

A child's innate curiosity is a powerful engine for learning about the world around them. A world full of vibrant colors and sounds blossoms in front of children in all its glory if the education of ecological culture is conducted competently and purposefully. Elementary schools provide unique opportunities for this. The subject «The world around us» plays a particularly significant role. However, despite the presence of sections in the program dealing with environmental concepts, there is a significant gap: the program is poorly focused on the formation of practical

environmental skills and abilities. It is necessary to introduce new methods and techniques into the work that contribute to the development of ecological culture, the formation of environmentally responsible behavior and the conviction of the need to take care of nature.

That is why we suggest using environmental reflection in elementary school lessons, the process of understanding human interaction with the environment. Ecological reflection includes not only an understanding of existing environmental problems, but also an awareness that each of us is responsible for the state of the environment. In the process of reflection, students can evaluate the consequences of both actions already committed by a person and possible actions, which forms critical thinking.

Ecological reflection has great potential when studying the subject «The world around us» by younger schoolchildren. The introduction of environmental reflection into the educational process contributes not only to the development of critical thinking and a sense of responsibility among children, but also to the formation of sustainable environmental values, which, in turn, can lead to a more conscious and careful attitude towards the environment in the future.

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