

In Teaching Foreign Language (English) To Schoolchildren The Role Of Reflexive Factors

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ABSTRACT

Teaching foreign languages, especially English, in modern education requires not only linguistic competencies, but also the development of critical thinking, self-management, and continuous growth skills in students.

Преподавание иностранных языков, в частности английского, в современном образовательном процессе требует развития не только лингвистических компетенций, но и навыков критического мышления, самоуправления и постоянного роста учащихся.

Zamonaviy ta'lim jarayonida chet tillarini, xususan ingliz tilini o'rgatish nafaqat lingvistik kompetensiyalarni, balki o'quvchilarda tanqidiy fikrlash, o'z-o'zini boshqarish va doimiy o'sish qobiliyatlarini rivojlantirishni talab qiladi.

ARTICLE INFO

Received: 26th April, 2026

Accepted: 24th May 2026

KEYWORDS: reflective factors, reflective diaries, discussion and interviews, error analysis, reflective questions, portfolio.

рефлексивные факторы, рефлексивные дневники, Обсуждение и интервью, анализ ошибок, R-рефлексивные вопросы, портфолио.

refleksiv omillar, refleksiv kundaliklar, muhokama va interv'yu, xatolar tahlili, rrefleksiv savollar, portfolio.

In the context of globalization and the rapid development of international communication, learning foreign languages has become one of the essential components of modern education. English, as a global language, plays a significant role in providing access to knowledge, technology, and intercultural communication. Therefore, improving the quality of English language teaching in schools has become a priority for educational systems worldwide.

One of the key factors influencing the effectiveness of foreign language learning is learners' ability to reflect on their own learning processes. Reflection enables students to analyze their achievements, identify difficulties, evaluate their learning strategies, and make necessary adjustments to improve their performance. In this regard, reflexive factors serve as important psychological and pedagogical mechanisms that contribute to the development of learners' autonomy, motivation, and communicative competence.

Schoolchildren often face challenges in acquiring a foreign language due to differences in linguistic structures, limited opportunities for authentic communication, and varying levels of motivation. The integration of reflexive activities into English language instruction can help learners become more aware of their strengths and weaknesses, fostering greater responsibility for their own learning. Through self-assessment, peer assessment, reflective journals, and feedback-based activities, students can actively participate in the learning process and achieve better educational outcomes.

The role of reflexive factors in teaching English to schoolchildren is particularly important because they encourage critical thinking, self-regulation, and continuous improvement. By promoting reflective learning practices, teachers can create a learner-centered environment that supports both academic achievement and personal development. Consequently, understanding and effectively applying reflexive factors in foreign language education can significantly enhance the quality of English language teaching and learning at the school level.

Therefore, the present study aims to examine the role of reflexive factors in teaching English to schoolchildren and to identify effective pedagogical approaches that support reflective learning in the foreign language classroom.

The Essence and Importance of Reflexive Factors

Reflexive factors play a significant role in increasing students' active participation in their own learning process. As active subjects of education, learners are encouraged to evaluate, monitor, and improve their learning experiences. In teaching a practical subject such as English, reflexivity contributes to learning effectiveness in the following ways:

1. Enhancing Self-Awareness and Conscious Learning

Students become more aware of which vocabulary items and grammatical structures they have mastered, where they experience difficulties, and which learning methods are most effective for them. This process promotes metacognitive knowledge and helps learners better understand their own learning needs.

2. Developing Strategic Learning Approaches

By identifying their strengths and weaknesses, students are more likely to adopt new learning strategies, such as keeping vocabulary notebooks, watching films with subtitles, practicing self-testing, and using digital language-learning resources. These strategies contribute to more efficient and independent learning.

3. Strengthening Motivation and Self-Confidence

Recognizing both small and significant achievements allows learners to see their progress over time. This awareness increases their motivation to learn English and strengthens their confidence in their language abilities.

4. Fostering Responsibility for Learning

Reflection helps students realize that they are directly responsible for their learning process and outcomes. As a result, they develop a stronger sense of responsibility and become more independent learners.

5. Promoting Critical Thinking Skills

Through reflective activities, students learn to analyze language phenomena, evaluate their own mistakes, and critically assess information from different sources. This process contributes to the development of higher-order thinking skills.

Methods of Applying Reflexive Factors in English Language Classes

Reflexivity does not develop automatically; it must be intentionally encouraged and guided by teachers. The following methods are considered particularly effective in English language classrooms:

1. Learning Journals or Diaries

Students write brief reflections after each lesson or several times a week, answering questions such as:

- * What new things did I learn today?
- * Which parts were difficult?
- * What should I continue working on?
- * Which learning strategies were effective or ineffective?
- * What should I focus on in the next lesson?

Teachers may provide regular feedback on these reflections to support students' learning.

2. Self-Assessment Checklists and Rubrics

Students assess their knowledge and skills according to specific criteria related to a particular topic or language skill. For example, they may evaluate statements such as:

- * "I can use correct word order in sentences."
- * "I can understand the main ideas in a listening activity."

This process helps students gain a clearer understanding of their current level of achievement.

3. Portfolios

Students collect samples of their work, including written assignments, projects, audio or video recordings, and test results. By reviewing these materials over time, they can observe their progress and write short reflective comments about what they have learned and how they have improved.

4. Discussions and Interviews

Small Group Discussions:

Students participate in reflective conversations based on questions such as:

- * What helped you learn this topic?
- * What difficulties did you encounter?

Individual Teacher-Student Interviews:

Teachers discuss students' progress, challenges, and future goals through one-on-one conversations.

Think–Pair–Share Strategy:

Students first think individually about a question, then discuss their ideas with a partner, and finally share their reflections with the whole class.

5. Error Analysis

Students analyze mistakes made in tests, assignments, or classroom activities. They identify the causes of errors, such as carelessness, misunderstanding of concepts, or ineffective learning strategies, and explain the correct answers. This activity encourages deeper understanding and prevents repeated mistakes.

6. Goal Setting and Planning

Students learn to establish measurable short-term and long-term goals, such as:

- * Learning 50 new English words within a month;
- * Delivering a two-minute monologue in English.

They also develop action plans for achieving these goals and later evaluate their own success in meeting them.

7. Guiding Reflection Questions

Teachers incorporate reflective questions at the beginning and end of lessons, as well as during learning activities. Examples include:

- * What goal did you set for today's lesson?
- * Did you achieve your goal? Why or why not?
- * What did you learn from this text or activity?
- * Which strategies did you use to complete the task?
- * If you could do the task again, what would you do differently?

These questions encourage students to think critically about their learning process and continuously improve their language skills.

Effectiveness of Reflexive Factors

Research shows that regular use of reflexive practice:

- a) Increases the depth of learning: Students strive for deeper learning rather than superficial learning.
- b) Develops autonomy: Learners learn to take control of their own learning process (learner autonomy), which is the foundation for lifelong learning.
- c) Improves academic performance: Students who know their strengths and weaknesses and use effective strategies are more successful.
- d) Builds self-confidence: Recognizing small successes and seeing one's own progress builds self-confidence.
- c) Enhances teacher-student collaboration: The reflective process allows the teacher to better understand each student's needs and approach them individually.

Challenges and solutions

Time Required: Reflective processes take time. Solution: Start small (5-minute daily journaling), short reflective exercises in class, assign as homework.

Student Readiness Level: This process may be difficult for younger students or those who have not been taught reflexivity. **Solution:** Show clear examples, use clearly structured questions and templates at the beginning, and gradually give freedom.

Respectful Environment: Students need a safe and respectful environment to acknowledge their mistakes and weaknesses. **Solution:** Mistakes should be accepted as a natural part of learning, and support, not criticism, is important.

Changing the role of the teacher: the teacher becomes more of a leader, guide, advisor than a knowledge provider. **Solution:** advanced training courses for teachers.

Conclusion

Using reflective factors in teaching English to schoolchildren is an important tool not only for improving language skills, but also for shaping students as independent, responsible, self-directed, and lifelong learners. By incorporating methods such as journals, self-assessment, portfolios, discussions, error analysis, and goal setting into the school curriculum in a way that is appropriate for the age of the students, the learning process becomes much more effective and personalized. Reflexivity is the art of learning to learn, and the importance given to it in English lessons contributes greatly to the development of students' not only language competence, but also their cognitive and personal potential in general.

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