USING REFLECTIVE EDUCATIONAL TECHNOLOGIES IN DEVELOPING STUDENTS' PROFESSIONAL COMPETENCIES

Rakhmatova Shakhnoza Oybek qizi

Tashkent State Pedagogical University

named after Nizami Basic Doctoral Student

E-mail: raxmatovashaxnoza01@gmail.com

Abstract

This article examines the issues of developing students' professional competencies through the use of reflective educational technologies in higher education institutions. The study analyzes the theoretical foundations of the reflective approach, its pedagogical significance, and its role in fostering students' self-analysis, self-evaluation, and professional development-oriented thinking skills. In addition, the possibilities of enhancing students' professional preparedness through the integration of reflective methods into the educational process are highlighted.

Keywords: reflective learning, reflection, professional competence, professional development, pedagogical technologies.

The concept of reflection has been extensively examined in pedagogical and psychological research and is widely interpreted as an intellectual and metacognitive process aimed at understanding, evaluating, and reconstructing one's own activities, knowledge, and experiences (1). Reflection enables individuals to consciously analyze their learning and professional actions, identify underlying assumptions, and derive meaningful conclusions for future improvement. John Dewey was among the first scholars to systematically conceptualize reflection in education. He defined reflection as an active, persistent, and careful consideration of beliefs or practices in light of the grounds that support them and the consequences to which they lead, emphasizing its crucial role in transforming experience into meaningful learning (1).

Building on Dewey's ideas, Donald Schön further developed the concept of reflection within the context of professional practice. He distinguished between reflection-in-action, which occurs during the performance of professional tasks, and reflection-on-action, which takes place after the completion of an activity. Schön emphasized that professionals continuously interpret and reframe complex situations through reflective thinking, making reflection an essential mechanism for ongoing professional development (2).

The reflective approach enables students to establish a meaningful connection between theoretical knowledge and practical experience, thereby bridging the gap between academic learning and real-world application. Through reflective processes, students develop critical and creative thinking skills, as they learn to question assumptions, analyze outcomes, and explore alternative solutions. Moreover, reflective learning supports the formation of metacognitive skills, professional identity, and self-awareness, which are essential for lifelong learning and adaptability in rapidly changing professional environments (3).

The use of reflective technologies in developing students' professional competencies is typically implemented in a systematic and stage-by-stage manner. At the initial stage, students are introduced to the concept of reflection, its theoretical foundations, and its significance for personal and professional growth. At subsequent stages, reflective activities are gradually and consistently integrated into the learning process, allowing students to apply reflective skills in various academic and practical contexts (4).

Among the most effective reflective methods is the use of reflective journals, which provide students with opportunities to regularly analyze their learning experiences, professional challenges, and emotional responses. Reflective essays and structured written analyses further encourage students to critically examine specific situations, evaluate their actions, and formulate evidence-based conclusions. Portfolios serve as an important tool for documenting and assessing students' academic achievements and practical experiences over time, enabling both students and instructors to monitor professional growth and competency development (5).

In addition to individual reflective activities, collaborative methods such as group discussions, problem-based analysis, role-playing activities, and simulations play a significant role in fostering reflective thinking. These methods model real professional situations and create a learning environment in which students can exchange perspectives, justify decisions, and learn from peers. Reflective conversations with mentors or instructors are particularly valuable, as they provide personalized feedback, facilitate deeper understanding of professional actions, and support students' individual developmental trajectories (6).

Reflective educational technologies contribute significantly to professional preparation by promoting responsibility, critical self-assessment, and professional independence among students. Through systematic reflection, students become more aware of their strengths and weaknesses, learn to view mistakes as learning opportunities, and develop strategies for improving their professional performance. As a result, reflection enhances students' readiness to face complex professional challenges and contributes to the formation of competent, adaptive, and competitive future specialists (2, 7).

In conclusion, the use of reflective educational technologies in developing students' professional competencies represents one of the key directions of modern higher education. A learning process organized on the basis of a reflective approach fosters independent thinking, conscious self-regulation of professional activities, and readiness for continuous professional growth. In the future, the deeper integration of reflective methods into curricula, the development of specialized methodological resources, and the enhancement of instructors' reflective competencies will further improve the effectiveness and quality of professional education (6).

Foydalanilgan adabiyotlar

1. Dewey, J. (1933). *How We Think*. Boston: D.C. Heath.

2. Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.

3. Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and*

development. Englewood Cliffs, NJ: Prentice Hall.

4. Argyris, C., & Schön, D. (1978). *Organizational learning: A theory of action perspective*. Reading, MA: Addison-Wesley.

5. Larrivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. *Reflective Practice*, 1(3), 293–307.

6. Mann, K., Gordon, J., & MacLeod, A. (2009). Reflection and reflective practice in health professions education: A systematic review. *Advances in Health Sciences Education*, 14, 595–621.

7. Kember, D., McKay, J., Sinclair, K., & Wong, F. (2008). A four-category scheme for coding and assessing the level of reflection in written work. *Assessment & Evaluation in Higher Education*, 33(4), 369–379.

8. Ryan, M., & Ryan, M. (2013). *Teaching reflective learning in higher education: A systematic approach using pedagogic patterns*. London: Bloomsbury.

9. Atkins, S., & Murphy, K. (1993). Reflection: A review of the literature. *Journal of Advanced Nursing*, 18(8), 1188–1192.

10. University of Oxford. (2020). *Reflective practice in education*. Retrieved from https://www.education.ox.ac.uk/

11. Harvard Teaching & Learning Center. (2021). *Reflective practice for teachers*. Retrieved from https://otl.harvard.edu/

12. Higher Education Academy. (2014). *A toolkit for reflective learning*. Retrieved from https://www.heacademy.ac.uk/

13. MindTools. (2022). *Reflective practice: Improving your skills through reflection*. Retrieved from https://www.mindtools.com/