

PSYCHOLOGICAL FEATURES OF THE FORMATION OF PROFESSIONAL REFLECTION IN STUDENTS

Shukurova Nargiza Ikramovna

Teacher, Karshi International University

Abstract: *The article is devoted to the study of the psychological characteristics of the formation of professional reflection during student life. Professional reflection is analyzed as an important process that helps students understand, evaluate and improve their professional activities. The role of the educational environment, personal characteristics and professional goals in this process, as well as effective methods for developing reflection, such as training, reflective journaling and group discussions, are shown. The article is important as a theoretical and practical basis for professional development and increasing the psychological readiness of students.*

Keywords: *professional reflection, student psychology, professional activity, educational environment, psychological characteristics.*

Professional reflection is a process aimed at critically analyzing, evaluating and working on oneself in order to achieve effectiveness in one's professional activities, which is an integral part of professional development. In the process of reflection, a person has the opportunity to develop professional skills by understanding and evaluating his own activities. This process is of great importance not only for the professional, but also for the personal development of the student. Because reflection is one of the main tools for self-knowledge, understanding and development.

The student period is one of the important stages in the life of every person, and favorable conditions for professional development are created during this period. Especially in today's era of globalization, the dynamics of the labor market, the demand for professions and the changing environment during the study process encourage students to be flexible to constant changes. In this regard, the formation of professional reflection in students serves to develop the qualities necessary for them to become qualified specialists in the future.

Professional reflection creates the following opportunities for students:

Deep analysis of their own activities: Students have the opportunity to identify problems that arise in their educational and practical activities, understand their causes and seek solutions.

Development of critical thinking: Through reflection, students learn to critically approach their knowledge and abilities. This increases their adaptability to new conditions.

Effective acquisition of new knowledge and skills: Reflection facilitates the process of students applying the knowledge acquired during the educational process to practice.

At the same time, professional reflection is important not only for developing the student's activities, but also for strengthening his self-confidence, attitude to the profession and a sense of responsibility. This process is developed through various methods in the educational process, in particular, practical exercises, projects and group work. It is worth

noting that professional reflection serves not only personal development, but also for training qualified personnel for society. Today, in order to achieve success in the highly competitive labor market, not only knowledge and skills, but also the ability to understand and improve oneself are important. Therefore, the formation and development of professional reflection during student life should be one of the main directions of the modern educational process.

This article is aimed at analyzing the psychological characteristics of the formation of professional reflection in students, identifying its components and highlighting effective methods for developing them. The article extensively discusses the role of reflection in the professional development of students and methods for increasing its effectiveness.

Reflection is an integral part of the process of human thinking and self-awareness, and its historical roots go back to the era of ancient philosophy. Aristotle considered thinking and self-knowledge to be one of the highest human abilities. In his theory, reflection is interpreted as reflecting a person's thinking activity in oneself, that is, "thinking about a thought." Later, Descartes developed reflection based on the famous philosophical principle "I think, therefore I am," and presented it as the ability to understand and analyze human conscious activity.

In the 20th century, reflection began to be studied as an object of in-depth research in psychology. J. Dewey defined reflection as the main tool for ensuring personal growth through interconnected processes of experience and analysis. According to him, reflection is a means of increasing the effectiveness of a person's cognitive activity and ensuring his personal development. Lev Vygotsky associated reflection with the self-understanding of the individual and his development through social interaction.

The concept of professional reflection was formed mainly at the end of the 20th century, and it is considered as a process of self-understanding in professional activity, analysis of the results of activity and its improvement. Professional reflection is an important component of professional development and personal growth. This process is especially important in educational institutions and the system of vocational education.

Professional reflection is a multifaceted process in which a person's knowledge, emotions and practical experience are closely interconnected. The main components of this process are as follows:

Cognitive (knowledge level analysis):

This is the intellectual aspect of the reflection process, aimed at determining the extent to which a person has mastered their knowledge, the material they have learned, and professional skills. Cognitive reflection allows students to understand the extent to which they have understood their knowledge, identify their strengths and weaknesses in the learning process, and identify skills that need to be developed in the future. For example, if a student analyzes how he or she can apply his or her theoretical knowledge in practice, this is an example of his or her cognitive reflection ability.

Emotional (emotional analysis) This component of the reflection process involves understanding and analyzing emotional states that arise in a person during their activities, such as stress, satisfaction, or anxiety. Through emotional reflection, students learn to identify emotional barriers that arise during their activities, analyze the impact of

emotional states on professional activity, and manage positive and negative emotions. For example, students may feel insecure during their internship, but by analyzing these emotional barriers, they can identify ways to improve themselves.

Practical (performance improvement) is one of the most important components of reflection, aimed at analyzing and drawing conclusions from a person's experience in performing their professional duties. Practical reflection allows students to identify and eliminate shortcomings in their work, identify effective methods and improve them, and apply innovative approaches. For example, if a student analyzes the mistakes he made during his internship and makes a plan to avoid repeating them in the future, this is considered practical reflection.

Professional reflection is not only a process of understanding and developing knowledge, but also an important tool for ensuring the professional growth of a person. Cognitive, emotional, and practical components present reflection as a multifaceted and complex process.

The formation of this process in students not only increases their effectiveness in the educational process, but also helps them achieve success in their professional activities in the future.

Professional reflection is a process of understanding, evaluating and improving a student's own professional activity, which is inextricably linked to factors such as the individual characteristics of the person, the educational environment and professional goals. These factors affect the qualitative formation and development of the reflection process.

1. Individual characteristics of the person. The ability of each person to form professional reflection depends on his individual psychological characteristics. The following aspects are especially important:

The ability to self-analysis. The student's ability to critically analyze his own activities is a key component of the reflection process. To develop this ability, students need to learn to understand their strengths and weaknesses, identify mistakes in their activities and learn from them. Students who have the ability to self-analysis can realistically assess themselves and understand what aspects need to be developed in the future.

The level of motivation. Motivation is a person's internal energy towards achieving a goal and plays an important role in the process of professional reflection. Highly motivated students are more likely to be critical of their own learning and to improve their knowledge and skills. Conversely, low motivation slows down the process of reflection and hinders personal growth. To increase motivation, it is important to support small victories and positive thoughts on the path to achieving goals.

Self-confidence. A person's self-confidence, that is, belief in their own capabilities and abilities, is one of the necessary conditions for the effective implementation of the reflection process. Students with high self-confidence tend to openly analyze their experience and learn from their mistakes in their activities. This aspect is especially evident when students solve difficult tasks during practice.

2. The role of the educational environment. The educational environment is one of the decisive factors in the formation of professional reflection. The reflection process largely

depends on the educational and methodological approaches of the education system, the relationship between students and teachers:

Methodologies in the education system. Innovative methods in the educational process, such as problem-based learning, project methods and practical exercises, encourage students to think actively and analyze their own activities. Teachers' lessons aimed at developing critical thinking create a favorable environment for professional reflection.

Practical exercises. Applying theoretical knowledge in practice encourages students to take a more critical look at their own activities. During practical training, students need to test their knowledge in real situations, analyze the difficulties that arise, and find solutions.

Communication between teachers and students. Open and constructive communication between teachers and students has a positive effect on the formation of professional reflection. Feedback, support, and constructive criticism provided by teachers help students work on themselves. Also, students in the study group learn from each other and develop a reflective approach.

3. The presence of professional goals. The effectiveness of professional reflection largely depends on the student's having clear goals.

Clear professional goals. If a student has clear goals for his future professional activity, he will pay more attention to his activities and effectively implement reflection. For example, a student who aims to become a good teacher in the future will pay more attention to mastering teaching methods and critically evaluating them.

Clarity of motivational goals. The clarity and measurability of goals increases the effectiveness of the reflection process. The student is ready to evaluate and re-plan his activities in the process of achieving his goals. This process not only helps to identify development opportunities, but also strengthens the student's confidence in the future.

Intrinsic and extrinsic motivation related to goals. Professional goals increase the student's intrinsic motivation, which makes the reflection process more effective. External factors, such as rewards or recognition, can increase the student's activity in the reflection process. Factors influencing the formation of professional reflection in students are closely related to the individual characteristics of the person, the educational environment, and the presence of professional goals.

Taking these factors into account, the education system should create favorable conditions for the development of reflection. The combination of personal characteristics, effective methodologies in the educational process, and clear professional goals increases the effectiveness of the reflection process and serves the student's future professional development.

Professional reflection creates the foundation for students to be successful in their professional areas. A step-by-step approach and the use of effective methods are necessary to consistently form the reflection process. The educational-reflective, experiential-reflective and innovative-reflective stages play an important role in the professional development of the student. Trainings, reflective journals and group discussions help the student to successfully implement this process.



LIST OF REFERENCES:

1. Karpov A. V. Psychology of reflexive mechanisms. - M.: IP RAN, 2004. - 422 c.
2. Kunitsyna S. M. Formirovanie otvetstvennosti u studentov pedagogicheskogo vuza. Vestnik Moskovskogo gosudarstvennogo oblastnogo universiteta. Series "Pedagogy" - 2009. - No. 4. - S. 20-24.
3. Evplova E. V. How developed are the students' communication skills? // Actual problems of pedagogy and psychology. 2014. No. 1. S. 41-45.
4. Ladd J. Collective and individual Moral Responsibility in Engineering: Some Questions / J. Ladd // Society and Technology. - June 2004. - R. 6-12..
5. Pashkovskaya I. N., Koroleva N. I. Development and implementation of innovative educational technological and educational processes during the introduction and implementation of the new FGOS VPO. Metodicheskie rekomendatsii dlya professor-sko-prepodavatelskogo sostava. SPb.: Izd-vo SPbGUSE, 2011. 103 p.