

Content And Essence Of The Concept Of Reflective Practice

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Abstract

This article scientifically and theoretically explores the content and essence of the concept of reflective practice. The types of reflection—personal, professional, and social—and their significance in human activity are analyzed. Furthermore, the stages of reflective practice—reviewing experience, analyzing, drawing conclusions, and applying them to new activities—are discussed. Based on the scientific views proposed by D. Kolb, D. Schon, J. Dewey, and K. Argyris in global practice, the role of reflective learning in personal and professional development is revealed. The research results demonstrate that reflective practice contributes to the comprehensive development of an individual in educational processes, professional activities, and social relationships.

Keywords: reflective practice, reflection, personal reflection, professional reflection, social reflection, Kolb model, Schon's concept, educational process, experiential learning, professional development.

In today's era of globalization, the need to develop human capital in the education system, to form innovative approaches in pedagogical processes, and to develop the skills of an individual to think independently and analyze his own activities is increasing day by day. From this point of view, the concepts of reflection and reflective practice are gaining special importance as one of the relevant categories of modern pedagogy and psychology. Reflection (from the Latin "reflexio" - to return, to look at oneself) means the process of a person's conscious analysis, evaluation of his own activities, thoughts, decisions and results, and, if necessary, their improvement. Reflective practice, which is a practical form of this process, is interpreted as a consistent type of activity aimed at a person's deep understanding of experience, learning from mistakes, and organizing activities more effectively in the future.

Reflective practice is today considered an important factor not only in the educational process, but also in professional, social and personal development. Because it serves to

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develop a person's ability to work on himself, critical thinking, creative approach and responsible decision-making. Therefore, it is relevant to study the content and essence of this concept on a scientific basis. The concept of "reflection" originally appeared in philosophy, expressing the process of a person's turning to his own consciousness, thinking, and actions, and analyzing them. Ancient philosophers interpreted reflection as an important condition for knowledge. Later, in the field of psychology, this concept was used as a process of understanding a person's own experiences, decisions, and behavior. In the history of pedagogy, reflection was seen as an integral part of the activities of teachers and students. This process is considered an important method for consolidating knowledge in educational activities, identifying errors, and eliminating them. The term "reflective practice" is found in scientific literature, mainly as a process of improving professional activity. This term is widely used in the disciplines of pedagogy, psychology, and sociology, and refers to the

ability of a person to analyze, evaluate, and develop new approaches to his practical activities. In scientific sources, reflective practice is interpreted as an important factor not only in the development of a teacher's professional skills, but also in the constant more effective organization of specialists' activities. The main essence of reflective practice is aimed at analyzing a person's own experience, drawing the right conclusions from mistakes, and thereby constantly developing himself. This process increases the effectiveness of a person in his professional and personal life, provides an opportunity to objectively evaluate his activities, identify shortcomings and eliminate them in the future. Reflective practice in the pedagogical process helps the teacher to reconsider his approaches to the teaching process, update methods and adapt them to the needs of students. Thus, reflective practice serves not only to acquire knowledge, but also to effectively apply them and form new views. Personal reflection is the process of self-awareness, analysis of one's inner world, and evaluation of individual experiences. This process helps to gain a deeper understanding of a person's emotional state, values, and decision-making mechanisms. For example, a student analyzes his or her failures and successes in the learning process and determines what methods should be used in the future. Personal reflection is considered a key resource for self-development and informed decision-making. Professional reflection refers to the analysis of problems, achievements, and own experience that arise in the course of a teacher, doctor, manager, or other specialist's professional activities. This type of reflection serves to improve a person's professional competencies, implement new methods and technologies in activities, and systematically develop skills. Donald Shaw (1983) explains this process through the

concepts of "Reflection-in-action" (reflection during activity) and "Reflection-on-action" (reflection after activity). Social reflection is associated with a person's reflection on his or her place in society, social relationships, and role within a group. This type of reflection is important in the formation of social consciousness, a sense of social responsibility, and the development of social skills. For example, assessing one's own contribution to teamwork and determining the level of cooperation with others is achieved through social reflection. Reflective practice is usually carried out in the following stages:

1. Encounter with experience. The participation of a person in a certain activity or situation.
2. Review of the experience. Recalling the events and circumstances that occurred in the process.
3. Analysis. What can be learned from this experience, identifying strengths and weaknesses.
4. Conclusion. Drawing conclusions. Drawing theoretical conclusions on the improvement of personal or professional activities based on the lessons learned.
5. Application to new activities. Applying lessons learned from previous experience in practical activities.

Scientific views in world experience

D. Kolb - emphasized that learning is effectively carried out through reflective processes and developed a cycle of learning based on experience.

D. Schon - revealed the importance of reflection in professional activities and introduced the concept of "professional reflection" into science.

J. Dewey considered reflection as an integral part of the teaching and learning process, justifying the student's acquisition of knowledge through experience.

K. Argyris, putting forward the theory of "double-loop learning", emphasized the need to reconsider not only actions, but also

the values and principles that govern them through reflection.

Thus, reflective practice is an important mechanism of personal, professional and social development, which is of incomparable importance in analyzing a person's life experience, improving their activities and ensuring social integration. Reflective practice is the process of a person consciously reconsidering their activities, experience and decisions, analyzing them, drawing conclusions and applying them in future activities. This concept is considered one of the important mechanisms that ensure the development of the individual in education, professional activities and social relations.

The essence of reflective practice is that a person deeply analyzes not only his actions, but also the values, motives and principles that determine them. This helps a person to understand himself, improve professional competencies and consciously participate in social relations. In world experience, J. Dewey (acquiring knowledge through experience in the learning process), D. Kolb (experiential learning model), D. Shawn (professional reflection and "reflection-in-action"), and K. Argyris (two-stage learning theory) made a great contribution to the development of the concept of reflection. Their views allow us to recognize reflective practice as an integral part of personal, professional and social development. In general, the content of reflective practice is to understand and analyze human experience, and its essence is to enable self-improvement, increase the effectiveness of activity and active participation in society through conscious processing of this experience. In the future, reflective practice is expected to become an integral part of educational and professional activities. Because in the conditions of the 21st century, a person is required not only to acquire ready-made knowledge, but also to have the skills to independently analyze,

adapt and apply it in new conditions. The reflective approach serves these very goals.

Prospects in the field of education:

Reflective practice allows students to think independently, control their own learning process and develop critical analysis skills. Reflective methods combined with digital educational technologies (for example, electronic portfolios, online reflection journals) attract students to active learning. For teachers, the reflective approach creates the opportunity to improve the quality of lessons, improve teaching methods and be flexible to the needs of students.

Prospects in the professional sphere:

Reflective practice ensures the continuous professional development of specialists, making them quickly adaptable to new conditions and tasks.

In the fields of medicine, engineering, management and education, reflective analysis helps to reduce professional errors and make quality decisions.

Applying the principle of "continuous learning" throughout a career forms reflection as a key element of professional competencies.

Reflective practice will be of strategic importance in the future in developing human capital, forming innovative thinking and ensuring active social participation in society. Therefore, it is necessary to widely introduce it into educational programs and use it as one of the main methods in professional development processes. Based on the above analysis, it can be said that reflective practice is a process based on a person's conscious analysis of his own activities, experience and decisions, drawing conclusions and applying them to new activities. Its essence is to deepen a person's self-awareness, knowledge and skills, increase the effectiveness of their activities and ensure conscious participation in social relations. In the future,

the widespread use of reflective practice in educational and professional spheres will serve to increase the effectiveness of the educational process, develop the professional competencies of specialists and form a culture of continuous learning. In particular, for teachers and students, a reflective approach develops independent thinking, and in professional activities it creates an opportunity to learn from mistakes and make innovative decisions. In general, reflective practice is of particular importance as an important mechanism for personal development, a means of improving professional activity and a pedagogical and psychological approach that ensures conscious participation in social development. Therefore, its widespread implementation in the education system and effective use in professional development processes is one of the urgent tasks.

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