

DEVELOPING STUDENTS' SELF-DEVELOPMENT COMPETENCIES BASED ON A REFLEXIVE APPROACH

Kholbotayeva Dilfuza Usmon kizi

ANNOTATION

Developing self-regulation as a skill is for everyone, not just those who are experiencing difficulty in some area of their life. The concept here is one of continuous improvement. Self-regulation means identifying and taking steps to help one get better at things that are important for that person's individual development. Everyone, at all ages, no matter their degree of accomplishment or shortcoming, can participate in an improvement process.

Keywords: social interaction; developing a healthy mind; reflective practice, reflection, self-knowledge.

INTRODUCTION

Self-reflection or introspection means self-observation and report of one's thoughts, desires, and feelings. It is a conscious mental process relying on thinking, reasoning, and examining one's own thoughts, feelings, and, ideas. It is contrasted with extrospection, the observation of things external to one's self. In the past years, there has been a growing interest in introspective or self-reflecting methods, such as the "thinking-aloud" interview or stimulated recall, in which a subject engaged in a task, speaks his/her thoughts aloud.

There's a common misconception that personal development is reserved for those who need to work harder to achieve their goals. In reality, even the most successful people constantly strive for improvement. Your brain needs new information so that you can continue to flourish. Learning is a continuous process and doesn't stop unless you want to. Personal development may be time-consuming but there are many advantages to this process. Personal development' is often used interchangeably with 'self-development', but they're two different approaches to life. The former focuses on developing new capabilities and adding a new direction to life. The latter focuses on ways to improve things that are already a part of one's life. Both processes deal with personal development and complement each other but shouldn't be confused with each other. Self-development is a conscious process of improving oneself in various aspects of life. It's a constant pursuit of growth by developing skills, competencies and knowledge. The ultimate goal for self-development is to be a self-fulfilled person. Learning experiences can be opportunities for developing the skills to reflect critically on and manage one's own lifestyle, and to communicate and collaborate with others. They can also encourage young people to have an attitude of aspiration and the desire to set and achieve goals, and of tolerance – valuing diversity and respecting others, and being prepared both to overcome prejudices and to compromise.

The increasingly open nature of careers and working activities propels the importance of competencies, which could be considered as relevant articulations of individual agency and reflexivity. Competencies self-development tends to become a more and more central aspect of individual agencies in learning and career processes, and entail a new kind of convergence

between formal, informal and non-formal types of learning. Companies currently tend in fact to encourage models of competencies self-development based on autonomy, initiative and responsibility on individual qualities that are strongly needed within increasingly dynamic organisational systems. Within autonomous work too, often nested in collaborative networks of different kinds, continuous self-development of competencies is even more relevant. What seems mostly important in terms of the reflexivity and agency dynamics is that competence development has largely to do with the self-identity construction process. Competency, in fact, can be seen as an underlying characteristic of an individual ability, causally-related to effective or superior performance and expressed through sets of behaviours organised around specific intents. The intent is the driving force of any action performed by a subject; it sustains any individual action through knowledge, vision, values and other elements that keep the individual in effective interaction with the job demand (in terms of task, function and role), as well as with the organisational environment characteristics (culture, climate, structures, systems, etc.). At least for analytical purposes, the behavioural approach to competencies (generally used in support of goals of performance measurement and talent identification in big companies) can go hand in hand with the phenomenological approach to reflexive self-identity. In these terms, the individuals' development can be considered as strictly linked to a complex set of competencies including: cognitive competencies, such as systemic thinking and pattern recognition; emotional intelligence competencies, including self-awareness, and self-management competencies, such as emotional self-awareness and emotional self-control; and social intelligence competencies, including social awareness, and relationship management competencies, such as empathy and teamwork. The ways in which individuals are able to self-handle such sets of competencies seem to be directly co-related to the success of their self-identity construction (and to the acquisition of a sustainable knowledge ability status as well) within their career trajectories.

Reflective practice is associated with the integration of professional education and practical knowledge. Being a reflective practitioner requires the ability and inclination to translate concepts into action and a look into the integration of self in the 'real world' of practice. This process of examining oneself is an essential part of developing self-knowledge which involves a critical inquiry into one's beliefs, thoughts and actions. It helps the learner to identify and learn about who they are in the context of what they do or intend to do, consequently bridges the gap between learning (what they know) and practice. This paper explores how student teachers make sense of reflective practice and their experiences in being a reflective practitioner. In the context of a teacher education programme, understanding if and how student teachers develop self-knowledge through reflective practice is important to create and facilitate opportunities for them to do so. Interview data suggest that student teachers' perceived importance of reflective practice is influenced by the varied opportunities provided to them. Their experience in making situational judgements and depth of reflection are manifested as a result of critical interaction with various stakeholders. The understanding of reflective practice is important for educators and curriculum designers in general to develop effective reflective practitioners in any programmes. Purpose: This study aims to explore how students teachers' make sense of reflective practice, and their individual experience in being a reflective practitioner.

LITERATURES

- 1) Bangert-Drowns, R. L., Hurley, M. M., & Wilkinson. The effects of school-based writing-to-learn interventions on academic achievement: A meta-analysis. *Review of Educational Research*. 2004.
- 2) Berthold, K., Nückles, M., & Renkl, A. Do learning protocols support learning strategies and outcomes? The role of cognitive and metacognitive prompts. *Learning & Instruction*. 2007.
- 3) Paulson, F. L., Paulson, P. R., & Meyer, C. A. What makes a portfolio a portfolio? *Educational Leadership*. 2011.
- 4) Beck, U., Giddens, A. & Lash, S. *Reflexive Modernization: politics, tradition and aesthetics in the modern social order*. Stanford: Stanford University Press. 2014.
- 5) Billett, S. & Pavlova, M. Learning through Working Life: self and individuals' agentic action, *International Journal of Lifelong Education*. 2015.
- 6) Boyatzis, R. Competencies in the 21st Century, *Journal of Management Development*. 2008.