FORMATION OF REFLEXIVE COMPETENCES OF NON-PHILOLOGICAL EDUCATION STUDENTS

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Abstract: This article examines the issue of examining the reflexive competencies of ESP students in higher education. Reflexive competence is critical self-development in conditions where it is possible to analyze one's own work and reflect. The article discusses the theoretical foundations, teaching methods and experimental tools for developing this competency.

Keywords: reflexive competence, non-philological education, teaching methodology, critical thinking, learning.

INTRODUCTION

Today, in the field of education, it is important for students not only to acquire knowledge in their specialties, but also to develop reflexive competencies. This allows them to analyze their activities in complex conditions and make effective decisions (Andreeva, 2020). Especially for students studying non-philological education, this process is related to the formation of general skills rather than specialization.

This article is devoted to the study of the process of formation of reflexive competencies in non-philological education, and the main goal of this article is to identify and propose effective teaching strategies for students of non-philological education.

LITERATURE REVIEW

The concept of reflexive competence has been studied in a number of studies with its specific aspects. For example, Dewey described reflection as the basis of the

thinking process. According to him, reflection is a means of increasing the effectiveness of learning. [2] At the same time, Vygotsky considered the reflexive approach as the main part of the learning process.[4]

According to Kolb in recent studies, it shows the benefits of introducing a reflective approach in education.[3] Through this approach, students will have the opportunity to strengthen their knowledge by in-depth analysis of their educational activities. According to Andreeva, reflexive competence in the non-philological direction serves the development of professional competence.[1]

Students' reflexive competence is the ability of students to analyze, apply, and learn from their own knowledge, experiences, and activities. This competency helps students' personal and professional development and prepares them for professional activities.

The direction of non-philological education has an important stage in the process of modern education, the development of students' reflexive competence, that is, the development of students' self-awareness and development. There are various pedagogical approaches and methods for monitoring these competencies, which include: development of reflexive competence, effective teaching methods.

There are several stages in the development of reflective competence, and these are:

1. Self-Formation and Reflexive Agency: At this stage, students should develop themselves in the process of self-observation. This process helps students to appear unique and independent.

2. Project-Based Learning: Effective project-based teaching methods, problem-based teaching and provision methods, effective in developing reflexive competence among students. These methods encourage students to self-realization and self-awareness.

3. Pedagogical conditions: Organization and internal pedagogical support for effective support of reflexive competence. This is the preparation of the training process and the provision of further professional activities of the employees.[4]

Effective teaching methods are also a key part of developing students' reflective skills, and project-based learning is a part of it.

DATA COLLECTION AND DISCUSSION

Project Technology- Project technology plays an important role in students' reflexive competencies. This technology directs the development of students' learning of pedagogical knowledge, how to learn it, thinking and activity models.[3]

Important aspects of the development of reflexive competence of non-philological education students are pedagogical conditions, teaching through interactive methods, volunteer activities and reflexive learning environment.

Pedagogical Requirements: Special pedagogical requirements are necessary to observe reflexive competence. It helps to determine the readiness of students for professional activity and to ensure the provision of the educational process[1].

Interactive Teaching: Developing reflexive thinking and skills in interactive foreign language teaching. It is a correction of students' creativity and self-examination.[1]

Volunteering Activities: Developing reflexive competence through volunteering has an impact on students' social and professional development. This process helps students learn new social roles.[2]

Reflective Learning Environment: A reflective environment in higher education learning environments helps students develop their personal and professional self. This environment serves to evaluate the internal motivation of students and develop the analysis of their own activities.[2]

CONCLUSION

Reflective competence develops the ability of students to understand their own knowledge and experiences and use them effectively. This competence greatly contributes to the personal and professional growth of students, as well as their preparation for future professional activities.[2]

It is important to use special pedagogical conditions, interactive teaching methods and volunteer activities for the development of reflexive competence. The use of integrative and critical approaches in the formation of reflexive competence for non-philology students serves to increase the effectiveness of education. In this regard, it is important to improve the qualifications of teachers and provide them with appropriate methodological materials.

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