

SCIENCE
PROBLEMS.UZ

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Актуальные проблемы социальных и гуманитарных наук

Ijtimoiy-gumanitar fanlarning dolzarb muammolari

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2025

SCIENCEPROBLEMS.UZ

IJTIMOIIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

№ 5 (5) – 2025

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Xazratkulov Abror – tarix fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti.

Tursunov Ravshan Normuratovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent, O'zbekiston Milliy Universiteti.

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor, Toshkent moliya instituti;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor, Samarqand davlat universiteti;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent, Toshkent davlat iqtisodiyot universiteti;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent, O'zbekiston Respublikasi Bojxona instituti;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent, Farg'ona politexnika instituti

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b, Toshkent moliya instituti;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari

nomzodi, dotsent, Toshkent axborot texnologiyalari universiteti

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor, Samarqand davlat universiteti;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori, "Tashkent International University of Education" xalqaro universiteti;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent, Jizzax pedagogika instituti;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent, Andijon davlat tibbiyot instituti, Ijtimoiy-gumanitar fanlar kafedrasini mudiri;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Turdiyev Bexruz Sobirovich – falsafa fanlari bo'yicha falsafa doktori (PhD), dotsent, Buxoro davlat universiteti.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent, Toshkent davlat yuridik universiteti;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor, Samarqand davlat universiteti;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent, Samarqand davlat universiteti;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b, Toshkent davlat yuridik universiteti;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist, Toshkent davlat yuridik universiteti;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b., Jahon iqtisodiyoti va diplomatiya universiteti;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Jamoat xavfsizligi universiteti;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD), O'zbekiston Respublikasi Sudyalari oliy kengashi huzuridagi Sudyalari oliy maktabi;

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Normatov Bekzod Akrom o'g'li — yuridik fanlar bo'yicha falsafa doktori, Toshkent davlat yuridik universiteti;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi, Toshkent davlat yuridik universiteti;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori, Toshkent axborot texnologiyalari universiteti huzuridagi pedagogik kadrlarni qayta tayyorlash va ularning malakasini oshirish tarmoq markazi;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor, Qarshi davlat universiteti;

Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori, Iqtisodiyot va pedagogika universiteti;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti;

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti.

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasi mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD), Samarkand viloyat IIB Tibbiyot bo'limi psixologik xizmat boshlig'i.

22.00.00- SOTSILOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

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Muassis: “SCIENCEPROBLEMS TEAM”
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MUNDARIJA

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TAOM NOMLARINING TARJIMA JARAYONIDA MADANIY TAFOVUTLARNING

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SCIENTIFIC FOUNDATIONS OF REFLECTION MECHANISMS IN PEDAGOGICAL ACTIVITY

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Abstract. This article highlights the scientific foundations of reflection mechanisms in pedagogical activity. Reflection is interpreted as a pedagogical approach aimed at improving professional activity through conscious analysis by the teacher. In the modern educational system, reflexivity is not only a central element of teacher competence but also a key factor in enhancing the quality of education. The article analyzes the main forms of reflection, its significance at the institutional level, its integration with technological approaches, and its role in shaping bilateral communication between teacher and student.

Keywords: pedagogical reflection, reflective approach, professional growth, personalized learning, mentoring position, pedagogical competence, reflective culture, self-development, self-assessment, positional consciousness, reflective activity, quality of education.

PEDAGOGIK FAOLIYATDA REFLEKSIYA MEXANIZMLARINING ILMIY ASOSLARI

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Annotatsiya. Ushbu maqolada pedagogik faoliyatda refleksiya mexanizmlarining ilmiy asoslari yoritilgan. Refleksiya o'qituvchining o'z kasbiy faoliyatini ongli tarzda tahlil qilishi uni takomillashtirishga yo'naltirilgan pedagogik yondashuv sifatida talqin etiladi. Zamonaviy ta'lim tizimida refleksivlik nafaqat o'qituvchi kompetensiyasining markaziy elementi balki ta'lim sifatini oshirishning muhim omilidir. Maqolada refleksiyaning asosiy shakllari uning institutsional darajadagi ahamiyati va texnologik yondashuvlar bilan integratsiyasi hamda o'quvchi va o'qituvchi o'rtasidagi ikki tomonlama muloqotni shakllantirishdagi roli tahlil qilinadi.

Kalit so'zlar: pedagogik refleksiya, refleksiv yondashuv, kasbiy o'sish, shaxsiylashtirilgan ta'lim, murabbiylik pozitsiyasi, pedagogik kompetensiya, refleksiv madaniyat, o'z-o'zini rivojlantirish, o'z-o'zini baholash, pozitsion ong, refleksiv faoliyat, ta'lim sifati.

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Introduction. Pedagogical reflection is the process through which a teacher consciously comprehends and analyzes their professional activity with the aim of improving pedagogical practices. This process is directly linked to various psychological and pedagogical factors and plays a crucial role in a teacher's personal development, the quality of education, and effective communication with students. Reflection is seen not only as a means of understanding the pedagogical process but also as a tool for restructuring it. Thus, in modern education, the reflective approach is recognized as one of the core competencies in a teacher's professional activity. In scientific literature, the concept of reflection is explained through various approaches. In pedagogy, this process is viewed as the identification and analysis of problems arising in teaching and the development of new strategies based on this analysis.

Literature Review. In academic literature, reflection is interpreted as a multifaceted and complex process. In psychological sources, reflection is seen as a process of conscious analysis and self-evaluation, while in pedagogical literature, it is described as a strategic mechanism aimed at analyzing and improving the lesson process. Furthermore, the formation of a reflective methodology in education is discussed in socio-philosophical sources, relating it to individual growth, cultural awareness, and positional consciousness. The role of personalized learning formats and collective activity in organizing reflection mechanisms has also been the focus of many studies. Research shows that reflection is one of the most important tools for managing the development of a teacher's personality. Reflective activity includes observation, self-assessment, analysis of outcomes, and the application of new methods for improvement. Organizing this process consciously is a key indicator of a teacher's professional level.

Although an information-based educational model continuously provides learning processes with up-to-date knowledge, it significantly weakens the developmental component of education. The traditional role of a teacher as a transmitter of ready-made knowledge is now replaced by a new type of educator – a guide and collaborator who helps shape personalized learning paths. The main goal of this pedagogical approach is to form a culture of self-awareness in students, seek meaning based on values, and reinforce cultural and purposeful orientations. This, in turn, activates students' self-learning, self-development, and positional self-identification processes [1]. Reflective mechanisms are the only effective factor that can ensure readiness for continuous and advanced education. Within these mechanisms, communication and students' collaborative and creative exploration of professional realities gain particular significance. It is in these processes that individuals develop the ability for self-development. The highest manifestation of this ability is each participant's level of reflexivity and their conscious understanding of their position. In collective and distributed activities, these two components – reflection and positionality – occupy a central place. At the same time, reflective consciousness is considered the fundamental basis defining the entire spiritual and educational essence of human activity [2]. When organizing a reflective-personalized approach on a technological basis – that is, effectively integrating the means and methods of achieving goals – special attention is required to shape a developmental mentoring position. This requires establishing a content- and activity-based collaboration that supports advanced developmental practices among teachers. Such collaboration is considered a unique organizational resource and needs a specially developed management model to be implemented effectively. This model should be based on productive action and applied through task-oriented forms of educational

activity [3]. The Federal Scientific-Methodological Center operates as the practical foundation for designing educational practices aimed at developing a mentoring position. Its main mission is to develop a continuous pedagogical education system through applied research based on a unified methodology. The Center also works on solving developmental issues in the field, popularizing educational practices, and integrating scientific achievements and advanced pedagogical technologies into the education system [4]. Scientific research into the content and formats of personalized education for teachers based on a reflective methodology has been analyzed in the context of an educational environment where individuals can freely shape their identity. Through this approach, three main research directions have been identified: normative-legal, theoretical, and practical foundations. These areas form the solid foundation for research aimed at integrating personalized teaching processes with reflective approaches [5]. Pedagogical reflection consists of three main components. The first is retrospective reflection, which focuses on analyzing the teacher's activity. At this stage, the teacher identifies the strengths and weaknesses of their lessons. The second is prospective reflection, in which the teacher considers how to improve their practice in the future. The third is critical reflection, where the teacher critically evaluates their methods, identifies methodological errors, and works to eliminate them. This approach enables self-development within the pedagogical process. Reflection mechanisms are significant not only at the individual level but also institutionally. When a reflective culture is established in educational institutions, all teachers strive to improve their practice through mutual exchange of experiences. The mentoring system also plays a vital role in this process. Novice teachers can conduct reflective dialogues with experienced educators and enhance their pedagogical styles. Scientific studies have shown that the effectiveness of reflective activity is directly linked to a teacher's reflective competence. Reflective competence includes the following components: professional knowledge, the ability to self-analyze, consideration of students' perspectives, and readiness to assess outcomes. *Thus, reflection is not just a means of self-evaluation, but a tool for professionally managing one's practice.*

Research Methodology. This study employed a complex methodological approach focused on deeply exploring the scientific-theoretical foundations of reflective pedagogical approaches and connecting them to real processes in educational practice. Qualitative analysis was chosen as the primary method, allowing for systematic study of the content, forms, and stages of reflection and their manifestation in teacher activity. Theoretical sources were analyzed, contemporary academic views on reflective approaches were compared, and their similarities and differences were identified. Additionally, reflective practices implemented in educational institutions were analyzed through real examples. These examples were selected based on teachers' experiences of analyzing their lessons, restructuring their activities based on student feedback, and introducing innovative approaches to teaching. These cases served as important empirical material for assessing the effectiveness of reflection mechanisms. The study utilized methods such as observation, interviews, written analysis, and content analysis to examine situations in which pedagogical reflection is demonstrated. Interviews with teachers helped identify their reflective competence, methodological approaches, and skills in self-evaluation and analysis. Based on this data, strategies were developed for organizing reflective activity both individually and institutionally. The study also addressed the technological and managerial aspects of reflective activity. In particular, methods such as

analyzing lesson recordings, self-assessment via online platforms, collecting electronic feedback, and organizing reflective discussions were examined. These methods allow for regular and systematic reflection in teacher activity. Additionally, techniques aimed at group reflection – such as methodological aspects of reflection seminars – were analyzed. As a result, this methodological approach enabled a comprehensive understanding of reflective activity, assessment of its impact on educational quality and pedagogical growth, and development of scientifically based recommendations for further improvement. In today's educational process, reflection is closely linked with digital technologies. Teachers can document and analyze their activities through electronic journals, video analysis, and online platforms. This supports systematic and accurate reflection. For example, reviewing video recordings of lessons allows teachers to objectively analyze their body language, tone, and classroom management techniques. This method enables teachers to work on themselves independently of external supervision. Reflection supports the development of both teacher and student. Student-led reflective activity is essential for the sustainability of learning outcomes and the activation of self-awareness processes. Therefore, teachers must also strive to cultivate reflective skills in their students during lessons. This, in turn, increases students' sense of responsibility and fosters their formation as active subjects in the learning process.

Analysis and Results. In today's educational process, reflection is emerging as a central component of pedagogical practice. Teachers now have the opportunity to evaluate their activities not only during the lesson but also during the post-lesson analysis phase. Reflective analysis enables the identification of strengths and weaknesses in one's practice and the adoption of strategies for improvement. In this context, reflection is viewed not as a tool of control, but as an important strategy for growth. Monitoring conducted through electronic tools, video lesson analysis, and the collection of student feedback in written and oral forms are giving rise to technologically integrated forms of reflection. Based on these approaches, lesson content, pedagogical strategies, and methodological tools are being reassessed. This plays a significant role in the professional development of teachers. Teachers participating in reflection seminars have the opportunity to present their lessons, exchange ideas, and receive critical feedback, helping them gain a fresh perspective on their practice. Such seminars are not just forming of methodological training but also serve as tools for building a culture of collaboration among educators. Processes of mutual analysis and learning based on experience sharing contribute to the formation of group-based reflection. Through personalized reflection, pedagogical dialogue between teacher and student deepens. Teachers learn to assess their practice not only from their own perspective but also through the student experience. This process encourages teachers to become more open and students to feel heard and valued. In this environment, values such as trust, understanding, mutual respect, and active subjectivity are cultivated. The reflective approach allows teachers to expand their methodological repertoire, update lesson plans, and revise assessment criteria. These changes positively influence student engagement, activity, and academic outcomes. Consistent implementation of the reflection process reflects stability, adaptability, and dynamism in the educational process.

Reflection helps teachers understand the impact they have on their students. Teaching methods, assignments, communication styles, and forms of assessment are all analyzed. Based on these analyses, individual growth paths are developed. For every teacher, reflection becomes a personal development roadmap. The professional thinking, critical perspective,

responsibility, and readiness for continuous improvement formed through reflection reinforce the teacher's role as an active participant in education. These competencies positively impact not only the teacher's development but also that of their students.

For example: A physics teacher implemented a practice of collecting written reflections from students after every lab session. In these reflections, students wrote about which parts of the lesson were clear and where they faced difficulties. The teacher then analyzed this feedback, revised the lesson content, and created explanatory video tutorials where necessary. In this case, the teacher was evaluating their activity not only from their own viewpoint but also through the students' eyes. This demonstrates that pedagogical reflection must be a two-way process. In another case, school leadership introduced monthly reflection seminars involving all teachers. During these seminars, teachers presented their lessons through video recordings and engaged in collective discussions. Effective methods were shared during these discussions. Here, reflection took on a collective character, enabling teachers to achieve professional growth through mutual feedback. This approach contributed to overall improvement in educational quality. At a university, a pedagogy professor organized a reflective roundtable discussion with students at the end of the semester. Students freely expressed their opinions, and the professor analyzed the feedback to revise the curriculum for the next semester.

Conclusion. Reflection, as a key mechanism for development based on deep analysis, takes the pedagogical process to a new level. It plays a decisive role in a teacher's professional maturity by helping them comprehend, analyze, and improve their practice, and adopt a critical stance toward it. The process of reflection strengthens a teacher's internal motivation for professional growth and awakens an intrinsic need for self-awareness and continuous renewal. The theoretical foundations, technological approaches, and practical experiences discussed throughout the article lay the groundwork for a deeper understanding of the methodology of pedagogical reflection and its effective application in educational practice. Personalized learning environments, the development of reflective competence, and collaborative analytical activities all reveal the multifaceted nature of reflection. Reflection reinforces the teacher's role not just as a knowledge provider, but as a mentor who shapes, guides, inspires, and leads learners toward professional maturity. Reflective culture introduces a new philosophical approach to education and demands from modern educators not only methodological knowledge but also socio-psychological maturity, cultural sensitivity, and positional awareness. Establishing a culture of reflection in educational institutions lays the foundation for continuous, consistent, and advanced development. This type of growth, in turn, supports the formation of students as active subjects and ultimately contributes to improving the quality of education.

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