

KONFERENSIYALAR COM

ANJUMANLAR PLATFORMASI

**XI RESPUBLIKA ILMIY-
AMALIY KONFERENSIYASI**

**YANGI DAVR ILM-
FANI: INSON UCHUN
INNOVATSION G'OYA
VA YECHIMLAR**

DEKABR, 2025



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YANGI DAVR ILM-FANI: INSON UCHUN INNOVATSION G'OYA VA YECHIMLAR

**XI RESPUBLIKA ILMIY-AMALIY
KONFERENSIYASI MATERIALLARI**

2025-yil, dekabr

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Mas'ul muharrir:
Isanova Feruza Tulqinovna

Annotatsiya

Mazkur to'plamda "Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar" mavzusidagi XI Respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. Nashrda respublikaning turli oliy ta'lim muassasalari, ilmiy markazlari va amaliyotchi mutaxassislari tomonidan tayyorlangan maqolalar o'rin olgan bo'lib, ular ijtimoiy-gumanitar, tabiiy, texnik va yuridik fanlarning dolzarb muammolari va ularning innovatsion yechimlariga bag'ishlangan. Ushbu nashr ilmiy izlanuvchilar, oliy ta'lim o'qituvchilari, doktorantlar va soha mutaxassislari uchun foydali qo'llanma bo'lib xizmat qiladi.

Kalit so'zlar: ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

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MUNDARIJA

TEXNIKA FANLARI

Xalilov Oybek, Axadova Diёra

ТРАНСФОРМАЦИЯ МЕТРОЛОГИЧЕСКИХ СИСТЕМ И ИННОВАЦИОННЫЕ МЕХАНИЗМЫ
УСИЛЕНИЯ НАЦИОНАЛЬНОЙ МЕТРОЛОГИЧЕСКОЙ ИНФРАСТРУКТУРЫ 5-14

TARIX FANLARI

Narimov Asadbek

XIVA XONLIGINING XVIII–XIX ASRLARDAGI TASHQI SIYOSATI 15-17

IQTISODIYOT FANLAR

Murtazayev Isabek

SAMARQAND VA NAVOIY VILOYATLARINING MINTAQAVIY SALOHİYATI HAMDA TARMOQ
STRUKTURASINING SHAKLLANISH XUSUSIYATLARI 18-21

Pulatov Dilshod, Son Evgeniya

MEDIUM TERM BUDGETING AS A LINK BETWEEN WIDE FISCAL POLICY PURPOSES AND
BUDGETING 22-25

Маджитова Лолахон

ПЕРСПЕКТИВЫ ВЗАИМООТНОШЕНИЯ ТРАДИЦИОННЫХ ФИНАНСОВЫХ ИНСТИТУТОВ И
ФИНТЕХ-СТАРТАПОВ 26-30

FILOLOGIYA FANLARI

Ubbiniyazova Jamila

ЕПИК QAXRAMON TABIATINING DUALLIGI (QORAQALPOQ XALQ DOSTONI «ALPAMIS»
MISOLIDA) 31-34

Хакимова Дилдора

БИЛИНГВИЗМ В МНОГОЭТНИЧНЫХ РЕГИОНАХ УЗБЕКИСТАНА: САМАРКАНД–БУХАРА–
ТАШКЕНТ КАК СОЦИОЛИНГВИСТИЧЕСКИЕ МОДЕЛИ 35-38

Matmurodov Xojimurod

REY BREDBERINING MARSGA HUYUM ASARI BILVOSITA TARJIMASIDA RANG NOMLARINING
TAHLILI 39-42

Muzaffarov Javlon

JON TOLKIN IJODIDA GERMAN VA SKANDINAV EPOSI KUCHI VA TA'SIRI 43-46

YURIDIK FANLAR

G'ulommamatova Parvina

KRIPTO-AKTIVLAR ORQALI PUL YUVISHGA QARSHI KURASH: XALQARO HUQUQIY
MEXANIZMLAR 47-52

Normurodova Behro'za

IJTIMOY TARMOQLARDAN RAQAMLI DALIL TO'PLASHDA FOYDALANUVCHI HUQUQLARI VA
DAVLAT MANFAATLARI TO'QNASHUVI: XALQARO-HUQUQIY JIHATLAR 53-59

Караходжаева Окилахон

ОБЩАЯ ХАРАКТЕРИСТИКА ФОРМ ПАРЛАМЕНТСКОГО КОНТРОЛЯ 60-63

PEDAGOGIKA FANLARI

Haqiqatbekov Zafarbek

OLY TA'LIM TIZIMIDA TALABALAR SOG'LIG'INI SAQLASHDA PSIXOLOGIK MASLAHAT VA
PEDAGOGIK TRENINGLARNING ROLI 64-68

Rustamova Shoxista

TALABALAR TADQIQOT KOMPETENSIYALARINI RIVOJLANTIRISHDA ONLAYN ILMIY
LOYIHALAR TAJRIBASI 69-73

Turaxodjayeva Zulxumor

RAQAMLI HIKOYACHILIK (DIGITAL STORYTELLING) ASOSIDA AXLOQIY TARBIYA: SINFDAN
TASHQARI FAOLIYATDA QO'LLASH 74-76

Butayev Norbek

ZAMONAVIY YONDASHUVLAR ASOSIDA TALABALARNING MUHANDISLIK
KOMPETENTLIGINI SHAKLLANTIRISH METODIKASINI TAKOMILLASHTIRISH 77-80

Jonibekova Mehriniso

REFLECTIVE PRACTICE AS A WAY OF DEVELOPING THE PROFESSIONAL IDENTITY OF
TEACHERS 81-83

TIBBIYOT FANLARI

Нурмаматова Нугина

ОСОБЕННОСТИ РАННЕЙ ДИАГНОСТИКИ АФФЕКТИВНЫХ РАССТРОЙСТВ ПРИ
ДЕМЕНЦИИ: ТЕОРЕТИЧЕСКИЙ И КЛИНИЧЕСКИЙ ВЗГЛЯД 84-86

PSIXOLOGIYA FANLARI

Rahmatullayeva Mushtariy

IJODIY FIKRLASH VA AQLIY INTELLEKT MODELINING UMUMIY XUSUSIYATLARI 87-91

REFLECTIVE PRACTICE AS A WAY OF DEVELOPING THE PROFESSIONAL IDENTITY OF TEACHERS

Jonibekova Mehriniso Umarbek qizi

Teacher, UzSWLU,

Department of theoretical aspects of the English language N2

Tel: +998 99 848 71 19

Email: mehrinisojonibekova@gmail.com

ORCID: 0009-0009-8529-5904

Tashkent, Uzbekistan

Annotation. This paper examines the critical role of reflective practice in the professional development and identity formation of teachers. Drawing on established theories from Dewey and Schön, it argues that teaching cannot be reduced to technical procedures but must be understood as a thoughtful, reflexive practice. The paper explores how systematic reflection enables educators to consciously navigate their subjectivity, articulate embedded knowledge, and transform their skills and professional stance. It highlights experiential learning during practicums as a key site for this development, where reflection bridges theory and practice, helping trainees analyze their actions and construct a deliberate professional identity.

Keywords: reflective practice, professional identity, teacher development, experiential learning, practicum, reflexivity, reflective practitioner, teacher education.

REFLEKTIV AMALIYOT- O'QITUVCHILARNING KASBIY SHAXSIYATINI RIVOJLANTIRISH USULI SIFATIDA

Jonibekova Mehriniso Umarbek qizi

o'qituvchi, O'zDJTU,

"Ingliz tili nazariy aspektlari N 2" kafedrası o'qituvchisi

Annotatsiya. Ushbu maqola o'qituvchilarning kasbiy rivojlanishi va shaxsiy qiyofasining shakllanishida refleksiv amaliyotning muhim o'rnini o'rganadi. Dewey va Shonning o'rnatilgan nazariyalariga tayangan holda, maqolada o'qitish texnik protseduralarga qisqartirib bo'lmaydigan, balki fikrli, refleksiv amaliyot sifatida tushunilishi kerak degan fikr ilgari suriladi. Maqolada tizimli refleksiya ta'limchilarga o'z sub'ektivligini ongli ravishda boshqarish, shaxsga singib ketgan bilimlarni ifodalash va o'z ko'nikma va kasbiy nuqtai-nazarini o'zgartirish imkonini qanday berishi o'rganiladi. Bunda eksperimental ta'lim amaliyot dasturlarida rivojlanishning asosiy maydoni sifatida ta'kidlanadi, bunda refleksiya nazariya va amaliyotni bog'lab, amaliyotchi o'qituvchilarga o'z harakatlarini tahlil qilish va ataylab qurilgan kasbiy qiyofani shakllantirishga yordam beradi.

Kalit so'zlar: refleksiv amaliyot, kasbiy qiyofa, o'qituvchi rivojlanishi, eksperimental ta'lim, amaliyot dasturi, refleksivlik, refleksiv amaliyotchi, o'qituvchilar tayyorlash.

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Every profession cultivates a distinct professional identity, a process vital to its long-term vitality. Within academic discourse, a reflexive approach is widely acknowledged as crucial to this development. For instance, the Conseil Supérieur de l'Éducation underscores that teaching is inherently reflexive, arguing that reducing it to a mechanical set of tasks risks eroding professional identity. Instead, teaching must be understood as a thoughtful, reflective practice. This research aligns with that view, positing that reflexive analysis enables educators to adopt a more conscious professional stance, one that thoughtfully navigates their own

subjectivity. Empirical studies consistently support the reflexive approach as an effective pathway for enhancing classroom practices. Through such reflection, teachers actively shape their professional identities [3,p 55-56]. They become better equipped to articulate their strengths, acknowledge their limitations, and define both personal goals and the strategies to achieve them. In essence, according to Pellerin, this process empowers educators to critically examine their professional posture, their societal and classroom roles, and their own actions thereby solidifying their professional identity. Teaching, therefore, cannot be confined to the mere application of technical procedures; reflective practice stands as a central catalyst for professional learning in action. When undertaken systematically, it allows teachers to articulate the knowledge embedded in their practice and fosters continuous improvement year after year.

However, engaging in reflection demands more than simple inquiry; it requires an attitude of openness and a commitment to self-study. Lafortune states that this process inevitably involves examining one's core values and beliefs, which can provoke cognitive dissonance and apprehension among practitioners. Such concerns often stem from the discomfort of confronting inconsistencies or contradictions that may unsettle established practices and necessitate change. Thus, while essential for growth, the journey toward a reflexive professional identity is one that courageously navigates both insight and uncertainty[5, p 43]. Experiential learning and reflective practice are crucial for the professional growth of teacher trainees during their work placements. These approaches act as a powerful bridge, helping students transition effectively into the teaching profession. This research seeks to explore the dynamic relationship between hands-on experience and critical reflection. When trainees skillfully apply their professional knowledge in practice, it demonstrates the effectiveness of their training and mentorship systems. Embracing this reflective imperative enables the development of new professional frameworks and standards.

A central question guiding this inquiry is how reflective practice and experiential learning shape teaching methods within a professionalization framework. Training environments are defined by the complex interactions among trainee teachers, making the collaborative construction of knowledge within university programs vital. The depth of practical experience is equally important, as it allows trainees to adapt and reconstruct strategies for solving problems they encounter. These professional training situations serve as key tools for analyzing practice. They enable trainees to critically evaluate their teaching, consciously articulate their actions, and construct new knowledge, thereby clarifying their professional aims[2, p 22-23].

Through reflective observation, teachers learn to connect theory with practice, interpreting classroom events and understanding the principles behind their pedagogical choices. Maintaining this habit of reflection throughout a teaching career cultivates the ability to improvise and respond adeptly to unexpected classroom events. This competence stems from identifying relevant knowledge, skills, and appropriate behaviours for specific situations. Altet emphasizes training future teachers in this type of reflexivity, enabling them to "reconstitute through analysis what he or she has done... to identify the knowledge and know-how mobilized in the action."

In the current era of teacher professionalization, the goal is to educate teachers through a cycle of reflection and action. Consequently, the ability to reflect *in* action often develops from training that simulates real-world emergencies. Vacher distinguishes between *reflection-in-*

action—the rapid, regulatory thinking done during practice—and *reflection-on-action*, the retrospective analysis of past actions[1, p 57]. Professional development can thus be seen as "a process of individual and collective transformation of skills and identity components". Perrenoud notes that in the immediacy of the classroom, reflection must be swift, guiding decisions without time for lengthy consultation. Furthermore, differentiates between standardized "gestures of the trade" (like writing on a board) and contextual "professional gestures," which are nuanced actions discernible only within specific situations. Ultimately, as Uwamariya and Mukamurera describe, professional development is a transformative process through which teachers progressively improve their practice, gain mastery, and find fulfillment in their work. Reflective practice is central to professional growth, as it becomes an essential habit woven into the daily fabric of a teacher's work. For trainee teachers, professional development unfolds through evolving views of their roles, shifts in perception, practical opportunities, and the specific conditions of their work environment. This development is a dynamic and ongoing process—whether intentional or not—through which individuals, in interaction with others and under supportive conditions, cultivate skills and attitudes grounded in educational values and professional ethics, thereby enriching and transforming their professional identity [4, p 36-37].

The concept of professionalism encompasses not only knowledge and experience but also institutional, organizational, contextual, and subjective factors that shape one's commitment to the profession. These elements enable educators to integrate professional standards to assess their practice while also drawing on personal resources to adapt to diverse situations and fulfill their roles effectively. The practicum offers a vital opportunity for trainees to engage with authentic professional experiences. Through reflective teaching, they learn to critically analyze their activities, articulate their actions, and formalize their understanding. The goal is to cultivate a sustained professional stance—one that fosters awareness and the capacity to respond thoughtfully to challenging or formative situations. Thus, integrating reflection into hands-on experience nurtures a deliberate, rather than spontaneous, reflective posture, encouraging teachers to revisit both their practice and themselves in ways that foster growth. Reflective practice supports problem-solving, enhances understanding of complex scenarios, invites questioning of one's methods, and inspires new strategies for improvement.

In essence, reflexivity involves the ability to critically examine problem situations, comprehend the broader context of teaching, and anticipate principles of action for similar challenges in the future.

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Mas'ul muharrir: *F.T.Isanova*
Texnik muharrir: *N.Bahodirova*
Diszayner: *I.Abdihakimov*

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