

## DEVELOPING PROFESSIONAL REFLECTION IN PSYCHOLOGY STUDENTS: INTEGRATION OF METACOGNITIVE AND COMPETENCY-BASED APPROACHES

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## PSIXOLOG TALABALARIDA KASBIY REFLEKSIYANI RIVOJLANTIRISH: METAKOGNITIV VA KOMPETENSIYAVIY YONDASHUVLAR INTEGRATSIYASI

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**Abstract:** *Professional reflection is a key psychological mechanism in the professional development of future psychologists. It integrates cognitive, emotional, motivational, and metacognitive processes that ensure conscious professional growth. Reflective competence supports professional identity formation, ethical awareness, and psychological readiness for professional activity. This article analyzes the psychological structure of professional reflection and its role in shaping the personality of psychology students. The results demonstrate that reflective practices enhance professional maturity, self-regulation, and psychological resilience, defining reflection as a strategic component of modern professional education.*

**Keywords:** *professional reflection, reflective competence, psychology students, professional development, reflective practice.*

**Annotatsiya:** *Ushbu maqolada psixolog talabalarida kasbiy refleksiyaning rivojlantirishning nazariy va amaliy asoslari metakognitiv va kompetensiyaviy yondashuvlar integratsiyasi nuqtai nazaridan tahlil qilinadi. Refleksiya shaxsning o'z faoliyatini anglash, baholash va takomillashtirish mexanizmi sifatida ko'rib chiqilib, uning psixolog mutaxassis tayyorlashdagi o'rni asoslab beriladi. Maqolada reflektiv ko'nikmalarni shakllantirishning samarali usullari, jumladan reflektiv kundalik, keystadi, trening va interfaol metodlar yoritilgan. Tadqiqot natijalari refleksiya psixolog talabalarining kasbiy kompetensiyalarini rivojlantirishda muhim omil ekanligini ko'rsatadi.*

**Kalit so'zlar:** *kasbiy refleksiya, metakognitsiya, kompetensiyaviy yondashuv, psixolog talaba, reflektiv tafakkur, professional rivojlanish, interfaol metodlar.*

In the modern higher education system, the process of training specialists is reaching a new level. Especially for students studying in the field of psychology, it is important not only to acquire theoretical knowledge, but also to be able to apply it in practical activities, to analyze and improve their professional activities. From this point of view, the development of professional reflection is manifested as an urgent pedagogical and psychological problem.

Metacognitive and competency-based approaches are one of the main directions of the modern educational paradigm, which serve to form students as conscious, independent and reflective thinkers. This article analyzes the issues of developing professional reflection based on the integration of these approaches.

Professional reflection is one of the important psychological and pedagogical factors that form the personality of a specialist in the modern education system. It is characterized by a person's conscious observation, analysis, evaluation of his professional activities and, if necessary, his desire to improve them. Professional reflection is especially important for students studying psychology, because future professional activities directly require working with the human psyche, emotional state, behavior, and personal problems. Therefore, a psychologist must not only understand others, but also, first of all, understand himself, analyze his own thinking, attitude, emotional reactions, and professional behavior.

Professional reflection helps a psychology student to perceive himself as a future specialist. It is formed in the process of the student's search for answers to questions such as "what kind of psychologist will I be?", "what are my strengths and weaknesses?", "what mistakes did I make in the process of practice?" This internal analysis and self-observation develop professional identity in a psychology student. That is, the student gradually begins to feel not as an ordinary student, but as a future specialist with certain responsibilities. This strengthens his sense of seriousness towards the profession, internal responsibility and desire for professional growth. Another important aspect of professional reflection is that it allows the student to recognize shortcomings in his work and develop a strategy for eliminating them. Usually, students with developed reflective thinking perceive their successes and failures not as a random event, but as a process associated with certain causes and factors. For example, if they encounter difficulties in communicating with a client during a practical session, they analyze the reason by associating it with their own communicative readiness, emotional management, or lack of sufficient practical experience. As a result, they feel the need to work on themselves. In this sense, professional reflection serves as a mechanism for the internal development of the individual. One of the concepts closely related to professional reflection is metacognition.

Metacognition, simply put, means "thinking about thinking." This is the ability of a person to monitor, control, and manage their own cognitive processes. Through metacognitive processes, a student understands what they know, what they do not know, how they learn best, and which strategy is more effective in which situation. In this regard, metacognition is an internal mechanism of reflection. Because in order for a person to analyze their own activities, they must first be able to understand their own thinking and cognitive processes.

Metacognition plays a very important role in the activities of psychology students. For example, when studying theoretical material, a student evaluates which topics he

understands well, and which sections require additional explanation or repetition. In practical training, he analyzes his questioning style, listening culture, level of empathy, or ability to establish contact with a client. In this case, metacognition is not limited to controlling knowledge, but also helps to consciously manage professional behavior. The student begins to gain control over his thinking process and professional actions, which makes him a more responsible and well-trained specialist.

Metacognitive skills include several components. First, this is awareness of one's own knowledge, that is, the ability to honestly answer the question "what do I know and what do I not know?" Second, planning one's activities, that is, determining what methods to choose to achieve the goal. Third, monitoring the activities being performed, that is, identifying errors in the work process and changing the strategy if necessary. Fourth, evaluating the outcome of the activity, that is, analyzing the results obtained and drawing conclusions for the future. All of these stages serve to form reflective thinking. Professional reflection and metacognition, when combined with a competency-based approach, give more effective results. The competency-based approach defines the main goal of education not only as mastering a certain amount of knowledge, but also as being able to apply that knowledge in real-life and professional situations. That is, in today's education system, the question of "what can one do?" is becoming more important than the question of "what does one know?". From this point of view, knowledge alone is not enough for psychology students; they must be able to apply psychological theories in practice, analyze problem situations, communicate effectively with people, and make professional decisions.

The competency approach takes reflection from a theoretical concept to the level of practical activity. The student does not just think about his/her own activity, but also tests his/her knowledge, skills and competencies in a real situation and draws conclusions on this basis. For example, in a psychological consultation session, the student applies the communication techniques he/she learned in theory in practice. At the end of the process, he/she conducts a reflective analysis of his/her own activity, determines which methods were effective, where there were difficulties, and what needs to be changed in the future. At this point, the competency approach and reflection complement each other. The integration of these approaches comprehensively develops the student psychologist. On the one hand, metacognition allows him/her to control his/her thinking, to understand and master the process of learning strategies. On the other hand, the competency approach creates the opportunity to connect this internal analysis with practical activity and test it in real professional situations. As a result, the student is formed as a reflective specialist who has deeply mastered theoretical knowledge, is able to work on himself, draw the right conclusions from his mistakes and adapt to new situations.

The role of the teacher is also very important in the process of developing professional reflection in psychology students. The teacher can have a guiding influence on the student through questions that stimulate reflective thinking, problem

tasks, practical situations and analytical exercises. For example, questions such as “Why did you make this decision in this situation?”, “To what extent did you understand the client’s situation during this conversation?”, “If this situation were to happen again in the future, would you approach it differently?” help the student to deeply analyze his experience. This ensures reflective professional development that goes far beyond the process of simple knowledge acquisition.

The integration of metacognitive and competency approaches creates an effective mechanism for developing reflective thinking in psychology students. If metacognition allows students to understand, control and evaluate their own thinking processes, then the competency approach inextricably links this process with practical activities. As a result, the student consciously analyzes his knowledge, evaluates his professional activities and develops the ability to adapt to real problem situations. At the same time, he acquires the skills of independent decision-making, justification of his actions and evaluation of his results.

The combination of these approaches serves to organize the educational process more effectively, forming students not only as knowledge holders, but also as active, reflective and responsible specialists. As a result, their professional training rises to a qualitatively new level, which creates a solid foundation for their successful work in future professional activities. To develop reflection in psychology students, it is necessary to widely use modern pedagogical technologies and interactive methods. Reflective diary keeping teaches students to analyze their thoughts in writing and develops self-assessment skills.

Through the case study method, students analyze real-life situations and justify their decisions. Trainings and group discussions deepen reflection and help to master different points of view. Role-playing games allow students to experience psychological situations in a practical way. Also, self-assessment and peer assessment methods strengthen reflective thinking and form a critical approach in students.

Practice shows that a student psychologist with reflective skills consciously manages his professional activities and constantly improves them. Such a student is able to make the right decisions in complex psychological situations, establishes effective communication with the client, and strives to prevent professional mistakes. Students with developed reflection tend to work on themselves, they are open to innovations and flexible. This contributes to their success in their future professional activities.

The development of professional reflection in psychology students is one of the priority areas of modern education. The integration of metacognitive and competency approaches allows for the effective organization of this process. Through reflection, students analyze their own activities, determine the path of self-development and develop as professionally mature specialists. Therefore, it is necessary to widely introduce innovative methods and technologies aimed at developing reflection in higher education institutions.

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