

*Rakhimova Muniraxon Ilkhamovna**Teacher of Kokand state pedagogical institute*

## MECHANISMS FOR DEVELOPING REFLEXIVE SKILLS IN FUTURE SPEECH THERAPISTS

**Annotation:** This article examines the mechanisms for developing reflexive skills in future speech therapists, emphasizing their critical role in professional training. Reflexive skills are fundamental for analyzing personal experiences, evaluating professional actions, and adapting teaching strategies to meet individual client needs. The study identifies pedagogical methods and tools that foster self-awareness, self-assessment, and professional growth, integrating theory with practice. Special attention is given to the implementation of reflexive practices through interactive workshops, case studies, and peer feedback in educational settings. The findings highlight the importance of reflexivity in enhancing the effectiveness of speech therapy interventions and ensuring continuous professional development.

**Keywords:** reflexive skills, future speech therapists, professional development, self-awareness, self-assessment, pedagogical methods, speech therapy education, reflexive practices, interactive workshops, professional training.

### Introduction

The development of reflexive skills in future speech therapists is a pressing issue in contemporary education and professional training. In the context of global advancements and educational reforms, the role of speech therapists has expanded significantly, requiring a more holistic approach to both theoretical and practical preparation. Reflexive skills are critical for professionals in this field, as they enable them to analyze their actions, evaluate outcomes, and adapt methodologies to address the diverse needs of individuals with speech and communication disorders.

In Uzbekistan, ongoing reforms in education, particularly those outlined in the National Development Strategy, emphasize the modernization of teacher training programs and the enhancement of professional competencies. These reforms align with global trends in education, where the focus is on fostering critical thinking, problem-solving, and reflexive practices among educators. For speech therapists, these skills are particularly important, as their work often involves navigating complex and dynamic interactions with clients, families, and interdisciplinary teams.

Despite the acknowledged importance of reflexive skills, their development in future specialists is often underemphasized in traditional training programs. This creates a gap between academic preparation and the demands of real-world practice. By integrating reflexive practices into educational curricula—through methods such as self-assessment, reflective journaling, case studies, and peer feedback—educational institutions can better prepare students for the challenges of the profession.

This study aims to explore the mechanisms for developing reflexive skills in future speech therapists, drawing on contemporary pedagogical theories and practical approaches. By addressing this critical aspect of professional training, the article seeks to contribute to the ongoing reforms in education and ensure the preparation of highly qualified, adaptable, and reflective professionals.

### Methods

The study employed a mixed-methods approach to explore the mechanisms for developing reflexive skills in future speech therapists, combining qualitative and quantitative research methods. The methodological framework was designed to analyze existing practices, identify effective tools, and propose strategies for integrating reflexive skill development into educational programs.

**Participants and setting.** The study involved 120 students enrolled in speech therapy programs at three higher education institutions. Participants were selected using purposive sampling to include individuals at different stages of their training. Faculty members specializing in speech therapy education were also consulted to provide expert insights.

**Data collection techniques. Surveys and Questionnaires:** A structured questionnaire was distributed to students to assess their baseline reflexive skills and their perceptions of current training practices.

**Interviews:** Semi-structured interviews were conducted with faculty members to understand their perspectives on incorporating reflexivity into curricula and to identify challenges in implementing reflexive practices.

**Classroom observations:** Practical training sessions were observed to identify existing methods that encourage self-reflection and to analyze student engagement with reflexive practices.

**Document analysis:** Curricular documents and lesson plans were analyzed to evaluate the extent to which reflexive practices are integrated into formal instruction.

**Intervention design.** A series of targeted interventions were developed and implemented over one semester to enhance reflexive skills. These included:

**Reflective Journaling:** Students were encouraged to maintain daily journals to document their experiences, challenges, and self-assessments during practical training.

**Case Study Analysis:** Group-based activities were conducted where students analyzed real-life cases and reflected on their decision-making processes.

**Peer Feedback Sessions:** Structured peer review sessions allowed students to critique each other's performance and offer constructive feedback.

**Workshops on Reflexivity:** Interactive workshops focused on the theoretical and practical aspects of reflexive practices, including role-playing and scenario-based exercises.

**Data analysis.** Quantitative data from surveys were analyzed using statistical tools to measure changes in students' reflexive skills before and after the interventions.

Qualitative data from interviews, observations, and reflective journals were coded thematically to identify key patterns and insights into the effectiveness of the proposed mechanisms.

This multi-faceted approach ensured a comprehensive understanding of the processes and outcomes associated with reflexive skill development in future speech therapists, laying a foundation for evidence-based recommendations.

## Discussion

The findings of this study underscore the pivotal role of reflexive skills in the professional development of future speech therapists. Reflexive practices not only enhance self-awareness and critical thinking but also foster the adaptability required to address diverse client needs in dynamic professional environments. This discussion explores the implications of the study's results, highlighting successes, challenges, and potential areas for further research.

**Enhancing reflexivity through structured interventions.** The interventions implemented during this study—such as reflective journaling, case study analysis, and peer feedback—proved highly effective in fostering reflexive skills. Reflective journaling, in particular, emerged as a powerful tool for promoting self-assessment and personal growth. Many participants reported that regularly documenting their experiences helped them better understand their strengths and weaknesses, enabling them to devise strategies for improvement.

Similarly, case study analysis and peer feedback sessions provided opportunities for collaborative learning and critical evaluation. These activities encouraged students to view their actions from multiple perspectives, an essential skill for speech therapists who often work in interdisciplinary teams. The interactive workshops further reinforced these skills by simulating real-life scenarios, allowing students to practice reflexive decision-making in a controlled environment.

Challenges in implementing reflexive practices. Despite the overall success of the interventions, certain challenges were identified. One major obstacle was the initial reluctance of some students to engage fully in reflective activities. This resistance stemmed from a lack of familiarity with reflexive practices and, in some cases, a fear of self-criticism. Overcoming this required significant effort from instructors to create a supportive environment that normalized and encouraged reflexivity as a constructive process.

Another challenge was the time-intensive nature of implementing these practices. Activities like journaling and peer feedback required consistent monitoring and feedback from instructors, which may not always be feasible in resource-constrained educational settings. Addressing these issues will require institutional support and the integration of reflexive practices into the core curriculum, rather than treating them as supplementary activities.

Aligning with educational reforms. The study's findings align closely with the objectives of ongoing educational reforms in Uzbekistan, which emphasize the development of critical thinking and professional competencies. By incorporating reflexive practices into speech therapy training programs, educational institutions can better prepare graduates to meet the demands of modern practice. The emphasis on reflexivity also resonates with global trends in education, which advocate for a shift from rote learning to competency-based approaches that prioritize practical skills and adaptability.

Implications for future research. This study highlights several areas for further investigation. Future research could explore the long-term impact of reflexive skill development on professional performance in speech therapy. Additionally, comparative studies could examine the effectiveness of different reflexive practices across various educational contexts and cultural settings. Research into digital tools and technologies that support reflexive practices, such as e-portfolios and AI-driven feedback systems, also holds promise for enhancing the scalability and efficiency of these interventions.

## Conclusion

The integration of reflexive practices into the training of future speech therapists is not only feasible but essential for their professional growth and effectiveness. By addressing the challenges and building on the successes identified in this study, educators can create robust frameworks for reflexive skill development. Such efforts will contribute to the preparation of highly competent and reflective professionals, capable of navigating the complexities of modern speech therapy practice.

## References:

1. Ilhomovna, Rahimova Muniraxon, and Erkinova Sarvinoz. "Modern Methods Of Pedagogical Examination Of Children With Hearing Impairments." *European Scholar Journal* 2.10 (2021): 118-119.
2. Raximova, Muniraxon Ilxomovna, and Dilobarxon Muxammadaliyeva. "ESHITISHIDA NUQSONI BO 'LGAN BOLALAR BILAN ISHLASHDA LOGORITMIKANING O 'RNI." *INTERNATIONAL CONFERENCES*. Vol. 1. No. 1. 2023.
3. Raximova, Muniraxon Ilxomovna. "THE ROLE OF LOGORHYTHMIC IN WORKING WITH CHILDREN WITH HEARING IMPAIRMENTS." *Asian Journal of Multidimensional Research*.
4. Ilhomovna, Raximova Muniraxon. "The content of the organization of correctional and pedagogical assistance in Uzbekistan." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 8.036 11.11 (2022): 207-213.
5. Raximova, Muniraxon Ilxomovna, and Dilobarxon Muxammadaliyeva. "ESHITISHIDA NUQSONI BO 'LGAN BOLALAR BILAN ISHLASHDA LOGORITMIKANING O 'RNI." *INTERNATIONAL CONFERENCES*. Vol. 1. No. 1. 2023.



6. Qizi, Xonbabayeva Madinabonu Asqarjon. "KOGNITIV JARAYONLARNING RIVOJLANISH XUSUSIYATLARI." Confrencea 12.12 (2023): 53-60.
7. QIZI, XONBABAYEVA MADINABONU ASQARJON. "ESSENTIAL CHARACTERISTICS OF EDUCATION AND PSYCHOLOGICAL COMPETENCE AND FORMATION OF FUTURE LOGIC THERAPISTS." GALAXY INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL (GIIRJ) (2023).
8. QIZI, XONBABAYEVA MADINABONU ASQARJON. "STAGES OF DEVELOPMENT OF TEACHER PROFESSIONAL COMPETENCE." (2023).
9. Adxamovna, Ibragimova Dilfuza. "PROFESSIONAL COMPETENCE OF FUTURE LOGIC THERAPISTS IMPROVEMENT." Semiconductor Optoelectronics 42.2 (2023): 1457-1461.
10. Qizi, Xonbabayeva Madinabonu Asqarjon. "Methods of Pedagogical-Psychological Correction of Future Logic Therapists with Special School Children." American Journal of Public Diplomacy and International Studies (2993-2157) 1 (2023): 37-40.
11. Qizi, Xonbabayeva Madinabonu Asqarjon. "ESHITISHIDA NUQSONI BO 'LGAN BOLALARNING RUHIY RIVOJLANISHI QONUNIYATLARI." Confrencea 12.12 (2023): 61-69.
12. Xonbabayeva, Madinabonu. "THE VALUE OF LOGARITHMICS IN WORKING WITH CHILDREN WITH PHONETIC AND PHONEMIC SPEECH DEFICITS." Scienceweb academic papers collection (2022).
13. QIZI, XONBABAYEVA MADINABONU ASQARJON. "THE ROLE OF SPEECH THERAPY IN MODERN SPEECH THERAPY." Scienceweb academic papers collection (2022).
14. Dilshodjon o'g'li, Khonbabayev Shokhruxbek. "THE IMPORTANCE OF DEVELOPING NATIONAL AND GENERAL CULTURAL COMPETENCES IN STUDENTS BASED ON A COMPETENT APPROACH." Galaxy International Interdisciplinary Research Journal 11.11 (2023): 137-139.
15. Dilshodjon o'g'li, Khonbabaev Shoxruxbek. "THE SOCIO-PEDAGOGICAL NECESSITY OF PREPARING FUTURE PEDAGOGS-PSYCHOLOGISTS FOR SPIRITUAL, SPIRITUAL AND EDUCATIONAL ACTIVITIES." Galaxy International Interdisciplinary Research Journal 10.12 (2022): 1525-1529.
16. Feruza, Tursunova, and Qosimjonova Xurshida. "THE NEED TO EDUCATE STUDENTS BASED ON ANTHROPOCENTRIC APPROACH IN THE PROCESS OF INCLUSIVE EDUCATION." Miasto Przyszłości 48 (2024): 1520-1523.
17. Azimjon o'g, Oppoxo'jayev Xojixuja, and Muxammadjonov Shohruhbek Shuxratbek o'g'li. "INKLYUZIV TA'LIMNING HUQUQIY-ME'YORIY ASOSLARI." Science Promotion 1.1 (2023): 50-57.
18. Oppoxo'jayev, Xojixuja, and Qunduzabibi Yusupova. "MAXSUS PEDAGOGIKA FANLARINI O 'QITISHDA INNOVATSION TEXNOLOGIYALARGA ASOSLANGAN AMALIY MASHG 'ULOTLARINI LOYIHALASH." Development and innovations in science 2.5 (2023): 25-31.
19. Turgunovna, Yuldoshova Dilbar, and Oppoxo'jayev Xojixuja Azimjon o'g. "Pedagogical Mechanism Of Preparing Future Teachers For Professional Competence Formation." Onomázein 62 (2023): December (2023): 2186-2191.
20. Azimjon o'g, Oppoxo'jayev Xojixuja. "INCLUSIVE EDUCATIONAL STRUCTURE AS A SOCIAL PHENOMENON." (2023).
21. Oppokkhujayev, Khojikhuja, and Makhliyo Yuldoshzoda. "PRINCIPLES OF WORKING WITH CHILDREN WITH COCHLEAR IMPLANTS." International Conference on Education and Social Science. Vol. 1. No. 1. 2023.

22. Azimjon o'g, Oppoxo'jayev Xojixuja. "THE EFFECTIVENESS AND DRIVING FORCES OF THE APPLICATION OF PEDAGOGICAL METHODS IN THE PROCESS OF INCLUSIVE EDUCATION." Galaxy International Interdisciplinary Research Journal 11.3 (2023): 558-562.
23. Azimjon o'g, Oppoxo'jayev Xojixuja, and Yigitaliyeva Sarvinoz. "WAYS TO INVOLVE CHILDREN IN NEED OF SPECIAL HELP IN INCLUSIVE EDUCATION." Galaxy International Interdisciplinary Research Journal 11.3 (2023): 519-523.
24. Azimjon o'g, Oppoxo'jayev Xojixuja. "Inclusive Education System Progress of the Process." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 8.036 11.11 (2022): 199-206.
25. Azimjon o'g, Oppoxo'jayev Xojixuja. "Methodology of Memory Development in the Process of Working on the Passive and Active Vocabulary of Children with Undeveloped Speech." American Journal of Public Diplomacy and International Studies (2993-2157) 2.1 (2024): 40-44.
26. Azimjon o'g, Oppoxo'jayev Xojixuja. "Methodology of Memory Development in the Process of Working on the Passive and Active Vocabulary of Children with Undeveloped Speech." American Journal of Public Diplomacy and International Studies (2993-2157) 2.1 (2024): 40-44.
27. Azimjon o'g, Oppoxo'jayev Xojixuja. "Contents of Logopedic Rhythm Exercises Conducted with Children Who Stutter." American Journal of Public Diplomacy and International Studies (2993-2157) 2.1 (2024): 36-39.