The results also highlight the role of co-teaching in fostering metacognitive awareness. Teachers frequently modeled thinking strategies such as analyzing text structure, identifying implicit meanings, and evaluating sources of information. Through guided discussions and reflective tasks, students became more aware of how they think and learn, which is a crucial component of analytical thinking. This finding supports constructivist theories that emphasize the importance of teacher guidance and learner reflection in developing higher-order cognitive skills. From a pedagogical perspective, the findings suggest that co-teaching supports the educational goals of Presidential Schools by aligning language instruction with cognitive development. While traditional single-teacher models may limit instructional flexibility, co-teaching allows for a more dynamic and responsive approach. However, the study also identifies challenges, including the need for effective coordination, shared planning time, and clear role distribution between teachers. Without proper collaboration, the potential benefits of co-teaching may not be fully realized.

In discussion, the results corroborate existing literature on the effectiveness of co-teaching in enhancing learning outcomes, while extending it to the context of elite educational institutions. The findings demonstrate that co-teaching is not only beneficial for inclusive or remedial settings but also highly effective in academically advanced environments where cognitive and analytical thinking are prioritized. Therefore, integrating co-teaching into English language instruction at Presidential Schools can be considered a strategic approach to developing learners' intellectual and linguistic competencies.

Conclusion and Recommendations. This study examined the role of co-teaching as an instructional tool for fostering cognitive and analytical thinking skills in English language classes at Presidential Schools. The findings demonstrate that co-teaching significantly enhances students' higher order thinking abilities by creating an interactive, supportive, and intellectually challenging learning environment. Through collaborative teaching models such as team teaching and parallel teaching, students were able to engage more deeply with language content, analyze texts critically, and express complex ideas more effectively in English.

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THE ROLE OF REFLECTION IN THE FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE ENGINEERS

Annotation. *This article examines the role of reflection in the formation of professional competence among future engineers. Reflection is considered an important pedagogical mechanism that supports critical thinking, self-analysis, and professional growth. The study demonstrates that integrating reflective practices into engineering education enhances student motivation, independent learning, and professional awareness. Practical recommendations for implementing reflective approaches are presented.*

Keywords: *reflection, professional competence, engineering education, reflective practice, professional development.*

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BO'LAJAK MUHANDISLARNING KASBIY KOMPETENTLIGINI SHAKLLANTIRISHDA REFLEKSIYANING ROLI

Annotatsiya. *Ushbu maqolada bo'lajak muhandislarning kasbiy kompetentligini shakllantirish jarayonida refleksiyaning o'rni tahlil qilinadi. Refleksiya talabalarning tanqidiy fikrlashini rivojlantirish, o'z faoliyatini tahlil qilish hamda professional rivojlanishini qo'llab-quvvatlovchi muhim pedagogik mexanizm sifatida ko'rib chiqiladi. Tadqiqot natijalari refleksiv faoliyatni ta'lim jarayoniga integratsiyalash talabalarning motivatsiyasi, mustaqil o'rganish ko'nikmalari va professional ongini rivojlantirishga ijobiy ta'sir ko'rsatishini ko'rsatadi. Maqolada muhandislik ta'limida refleksiv yondashuvni joriy etish bo'yicha amaliy tavsiyalar berilgan.*

Kalit so'zlar: *refleksiya, kasbiy kompetentlik, muhandislik ta'limi, refleksiv yondashuv, professional rivojlanish.*

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РОЛЬ РЕФЛЕКСИИ В ФОРМИРОВАНИИ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ ИНЖЕНЕРОВ

Аннотация. *В данной статье рассматривается роль рефлексии в процессе формирования профессиональной компетентности будущих инженеров. Рефлексия рассматривается как важный педагогический механизм, способствующий развитию критического мышления, самоанализа и профессионального роста студентов. Результаты исследования показывают, что интеграция рефлексивных практик в образовательный процесс положительно влияет на учебную мотивацию, навыки самостоятельного обучения и формирование профессионального сознания студентов. В статье представлены практические рекомендации по внедрению рефлексивного подхода в инженерное образование.*

Ключевые слова: *рефлексия, профессиональная компетентность, инженерное образование, рефлексивный подход, профессиональное развитие.*

Introduction. Contemporary higher education operates within a rapidly evolving technological and socio-economic environment where engineering professionals are expected to demonstrate not only technical expertise but also advanced analytical and reflective abilities. The engineering profession today requires continuous adaptation to changing technologies, interdisciplinary collaboration, and lifelong learning. These demands highlight the importance of forming professional competence as a multidimensional concept that combines knowledge, practical skills, personal responsibility, and critical thinking.

Traditional educational models often focus on transferring theoretical knowledge, while modern competency-based education emphasizes active learning and personal engagement in the learning process. Within this framework, reflection becomes a crucial pedagogical tool that allows students to analyze their experiences and improve professional performance. Reflection supports the transition from passive learning toward conscious professional growth, enabling students to evaluate their decisions and identify areas requiring improvement.

For future engineers, reflective thinking is especially important because professional practice frequently involves solving complex problems under uncertainty. The ability to reflect on actions, outcomes, and alternative solutions contributes to better decision-making and professional adaptability. Therefore, integrating reflective practices into engineering education represents an essential step toward improving the quality of professional training.

Literature Review. The concept of reflection has a strong theoretical foundation in educational research. Early educational theorists emphasized reflective thinking as a process that connects experience with learning, enabling individuals to develop deeper understanding through analysis and evaluation. Later studies expanded this idea by focusing on reflection as a central element of professional practice and lifelong learning.

Modern pedagogical research indicates that reflective learning promotes metacognitive awareness and self-regulation. Through reflection, students become more aware of their learning strategies and are better able to control their educational progress. Researchers note that reflective activities encourage learners to move beyond simple description toward critical analysis and interpretation of their experiences.

In engineering education, reflection plays an important role in bridging theory and practice. Engineering students frequently face tasks requiring evaluation of technical decisions and consideration of multiple solutions. Reflective exercises such as learning journals, structured self-assessment, and group discussions help students analyze professional situations more effectively. Studies also demonstrate that reflection positively influences communication skills and collaboration, which are essential components of engineering work.

Despite growing recognition of its importance, reflection is often implemented inconsistently within engineering programs. Scholars emphasize the need for structured and systematic integration of reflective practices to maximize their educational impact.

Research Methodology. The study employed a mixed-method research approach designed to analyze the influence of reflective practices on the development of professional competence among engineering students. This approach allowed both qualitative understanding and quantitative evaluation of learning outcomes.

Participants included undergraduate engineering students participating in courses where reflective activities were incorporated into regular instructional practice. The research process consisted of several

interconnected stages. First, theoretical sources on reflection and competency development were analyzed to establish the conceptual basis of the study. Second, reflective assignments were implemented during classroom activities to encourage self-analysis and professional evaluation.

Data were collected through multiple instruments, including classroom observations, reflective journals, structured questionnaires, and comparative analysis of student performance. Reflective journals were used to track the depth of student reflection over time, while questionnaires measured changes in motivation, confidence, and professional awareness.

The combination of these methods ensured a comprehensive analysis of how reflection contributes to educational effectiveness and professional development within engineering education.

Analysis and Results. The analysis revealed that reflective activities produced significant positive effects on students' professional development. Students demonstrated increased awareness of their learning processes and became more capable of evaluating their strengths and weaknesses. Over time, reflective writings showed a transition from descriptive statements toward deeper analytical reflections, indicating growth in higher-order thinking skills.

Reflective practice also contributed to improved decision-making abilities. Students became more confident in evaluating alternative solutions and justifying their professional choices. This is particularly important in engineering contexts, where effective problem-solving requires critical analysis and careful consideration of consequences.

Furthermore, participation in group reflection sessions enhanced communication and teamwork skills. Students learned to discuss professional challenges openly and consider different perspectives, which contributed to collaborative learning environments. Increased motivation and responsibility for personal learning were also observed, suggesting that reflection supports self-directed learning behavior.

Overall, the findings confirm that reflective practice enhances both academic performance and professional competence development among engineering students.

Conclusion and Recommendations. The study confirms that reflection serves as a powerful pedagogical mechanism in the formation of professional competence among future engineers. By encouraging self-analysis and critical thinking, reflective practice transforms the learning process into an active and meaningful experience that supports long-term professional development.

Based on the findings, several recommendations are proposed. First, reflective activities should be integrated systematically throughout engineering curricula rather than applied occasionally. Second, reflective tasks should be closely connected to real engineering problems to ensure professional relevance. Third, educators should encourage self-assessment and peer feedback to strengthen reflective thinking and collaborative learning. Finally, reflection should be combined with project-based and practice-oriented educational approaches to maximize learning effectiveness.

Future research may explore digital and technology-enhanced reflective tools and examine their role in supporting continuous professional development among engineering students.

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TEACHING ENGLISH USING ARTIFICIAL INTELLIGENCE

Annotation. *The use of artificial intelligence (AI) in teaching English as a foreign or second language is examined in this article. It looks at how AI-powered solutions improve language learning and student engagement, including chatbots, intelligent tutoring systems, automated assessment platforms, and tailored learning apps. The paper also covers the advantages of AI for educators, including less work, more assessment accuracy, and the ability to make data-driven educational decisions. The results indicate that, when applied carefully, artificial intelligence can greatly increase the efficacy of teaching English while enhancing rather than taking the place of the teacher. The article concludes that AI is a potential instrument for contemporary language instruction and urges more study and professional growth to guarantee its appropriate and successful application.*