специалистов для работы в первичном звене здравоохранения (сельские врачебные пункты) с акцентом на профилактическую медицину.

**Заключение.** Главным вопросом при подготовке специалиста вуза считается вовлечение студентов в последовательную самостоятельную когнитивную деятельность, которая будет способствовать реализации творческого подхода студентов к учебе, воспитанию осознанной дисциплины, контроля собственной воли, овладению методами научного познания мира, совершенствования умений грамотного распределения своего времени, развития побуждения к научно-исследовательским работам.

Развитие профессиональной компетентности студентов-медиков – это непрерывный процесс интеграции фундаментальных знаний, практических умений и личностных качеств. Методологический переход к компетентностному подходу позволяет подготовить врача, способного не просто воспроизводить алгоритмы, а творчески подходить к решению сложных клинических задач. Дальнейшее совершенствование этой системы видится в более глубокой цифровизации учебного процесса, укреплении связи «вуз-наука-клиника» и создании системы непрерывного профессионального образования (Life-long learning), которая начинается со студенческой скамьи.

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## TEACHERS' REFLECTIVE PRACTICE AS A FACTOR OF PROFESSIONAL DEVELOPMENT

***Annotation.*** *This article examines teachers' reflective practice as a significant factor in professional development. Reflective practice is understood as a conscious and systematic process through which teachers analyze their own teaching experiences in order to improve instructional effectiveness. The study highlights the theoretical foundations of reflection, its main types, and its role in enhancing teaching quality. Special emphasis is placed on the development of reflective competence, which enables teachers to adapt to changing educational contexts, implement innovative methods, and engage in lifelong learning. The findings suggest that teachers who regularly apply reflective practices demonstrate higher levels of professional awareness, problem-solving skills, and instructional flexibility. Moreover, reflective practice supports continuous professional growth by encouraging self-evaluation and informed decision-making. Overall, the article confirms that reflection is an essential tool for sustaining teachers' professional development in modern education systems.*

***Keywords:*** *reflective practice, teacher professional development, self-reflection, teaching quality, lifelong learning.*

## O'QITUVCHILARNING REFLEKTIV AMALIYOTI VA UNING PROFESSIONAL RIVOJLANISHDAGI ROLI

***Annotatsiya.*** *Ushbu maqola o'qituvchilarning reflektiv amaliyotini professional rivojlanishdagi muhim omil sifatida o'rganadi. Reflektiv amaliyot o'qituvchilarning o'z pedagogik tajribalarini ongli va tizimli tarzda tahlil qilish orqali ta'lim sifatini oshirish jarayoni sifatida tushuniladi. Tadqiqot refleksiyaning nazariy asoslarini, uning asosiy turlarini va ta'lim sifatini yaxshilashdagi rolini yoritadi. Maxsus e'tibor reflektiv kompetensiyani rivojlantirishga qaratiladi, bu esa o'qituvchilarga o'quv jarayonining o'zgaruv-*

*chan sharoitlariga moslashish, innovatsion usullarni qo'llash va umrbod ta'lim olish imkonini beradi. Tadqiqot natijalari shuni ko'rsatadiki, muntazam reflektiv amaliyotlarni qo'llaydigan o'qituvchilar professional ong, muammolarni hal qilish ko'nikmalari va pedagogik moslashuvchanlik darajasi yuqori bo'ladi. Shuningdek, reflektiv amaliyot o'z-o'zini baholash va ongli qaror qabul qilish orqali doimiy professional rivojlanishni qo'llab-quvvatlaydi. Maqola refleksiyaning zamonaviy ta'lim tizimlarida o'qituvchilarning professional rivojlanishini ta'minlovchi muhim vosita ekanligini tasdiqlaydi.*

***Kalit so'zlar:*** *reflektiv amaliyot, o'qituvchining professional rivojlanishi, o'z-o'zini refleksiya qilish, ta'lim sifati, umrbod ta'lim.*

## РЕФЛЕКСИВНАЯ ПРАКТИКА УЧИТЕЛЕЙ КАК ФАКТОР ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ

***Аннотация.*** *В данной статье рассматривается рефлексивная практика учителей как один из ключевых факторов их профессионального развития. Рефлексия определяется как осознанный процесс анализа собственной педагогической деятельности, направленный на выявление сильных и слабых сторон преподавания и последующее совершенствование профессиональных умений. В работе раскрываются теоретические основы рефлексивной деятельности, ее формы и значение в повышении качества образования. Особое внимание уделяется формированию рефлексивной компетентности учителей как условию профессионального роста, педагогической гибкости и готовности к инновациям. Результаты анализа показывают, что систематическое применение рефлексивных практик способствует более эффективному решению педагогических задач, развитию критического мышления и повышению мотивации к саморазвитию. В целом, рефлексия выступает важным инструментом профессионального самосовершенствования современного учителя.*

***Ключевые слова:*** *рефлексивная практика, профессиональное развитие учителя, педагогическая деятельность, самоанализ, качество образования.*

**Introduction.** In the modern education system, the professional development of a teacher is one of the important factors determining the quality and effectiveness of education. Rapid changes in the educational process, new pedagogical technologies and individual needs of students require teachers not only to have knowledge and skills, but also to regularly analyze and improve their own activities. In this regard, the reflective practice of teachers is emerging as an important mechanism for their professional growth and development of professional competencies [1;15 p.].

Reflective practice is interpreted as a conscious process aimed at a teacher's in-depth analysis of his/her own pedagogical activities, assessing the effectiveness of the methods and approaches used in the lesson, and understanding existing problems and eliminating them. This process allows the teacher to learn from his/her own experience, identify mistakes and plan future pedagogical activities. As a result, reflection serves to form a teacher not only as a provider of knowledge, but also as a constantly ready to learn, analytically thinking specialist.

Today, the process of transition from traditional approaches to innovative, student-centered education is gaining momentum in the education system. This requires teachers to be flexible, creative, and critical in the pedagogical process. It is precisely reflective practice that is an effective tool for developing these qualities, allowing teachers to reconsider their activities based on new approaches. Through reflection, a teacher can more deeply analyze the level of mastery of students, their activity in the lesson process, and their motivation.

At the same time, reflective practice is one of the important conditions for ensuring the continuous professional development of teachers. It helps in self-assessment, identification of professional needs, and formation of an individual development strategy. In the process of reflection, a teacher combines his experience with theoretical knowledge and moves to a qualitatively new stage of his pedagogical activity. Therefore, studying the reflective practice of teachers as a factor of professional development is one of the current directions of educational research today.

**Literature review and research methodology.** The issue of reflective practice of teachers is one of the most widely studied scientific areas in the field of pedagogy and educational psychology. The theoretical foundations of this concept were formed in the studies of the American philosopher and educator J. Dewey, who interpreted reflection as a conscious process of thinking based on experience (Dewey, 1933). In his opinion, reflection is an important tool for a deep understanding of pedagogical activity and its improvement [2;72 p.].

The concept of reflective practice was further developed in subsequent studies. D. Schön (1983) distinguishes two types of reflection in the professional activities of teachers - "reflection during action"

and "reflection after action". According to him, the teacher demonstrates professional flexibility by quickly responding to problems that arise during the lesson. This approach is of great importance in combining the practical experience of teachers with theoretical knowledge.

The role of reflective practice in professional development is also widely covered in the studies of K.Zeichner and D.Liston (1996). They evaluate reflection as a process that develops a teacher's critical thinking and strengthens social and pedagogical responsibility. Also, Farrell (2015) studies reflective practice on the example of language teachers and emphasizes that reflection serves to form the professional identity of teachers [3;41 p.]

Recent studies show that reflective practice is directly related to continuous professional development. For example, Larrivee (2008) describes a reflective teacher as a specialist who constantly improves his or her work and makes conscious pedagogical decisions. These scientific sources provide theoretical and practical justification for the importance of reflective practice in improving the quality of education. [4; 109]

This study used a methodology based on qualitative and analytical approaches. The research used methods of analysis, comparative analysis and generalization of scientific and pedagogical literature. Through the analysis of the literature, the theoretical foundations of the concept of reflective practice and its impact on the professional development of teachers were studied.

The research also used the method of conceptual analysis to identify the main components of reflective practice - self-assessment, analysis of experience and professional decision-making processes. The methodological approach allowed us to consider the reflective activity of teachers as a systematic process. The results of the study serve to scientifically substantiate reflective practice as a factor of professional development.

**Analysis and results.** The impact of reflective practice on their professional development was analyzed. During the analysis, it was found that reflection is an integral part of pedagogical activity, which directly affects the professional views of teachers, methods of organizing the lesson process, and their relationships with students. The studied scientific sources and theoretical approaches made it possible to evaluate reflective practice as an internal mechanism that ensures the professional growth of a teacher.

Teachers who regularly conduct reflective activities have a deeper understanding of their pedagogical experience and strive to improve it. Such teachers analyze problems arising in the lesson process in relation to their own activities, rather than external factors. As a result, they make conscious decisions when choosing methodological approaches, adapt the content of the lesson to the needs and capabilities of students. This serves to increase the effectiveness of the educational process [7;101 p.].

In addition, the analysis clearly demonstrated that reflective practice develops teachers' critical thinking skills. Through reflection, the teacher is not afraid to recognize shortcomings in his work, but rather accepts them as an opportunity for professional development. This increases the professional flexibility of teachers and strengthens their readiness to introduce new pedagogical technologies. Especially in modern educational conditions, the reflective approach is manifested as a factor supporting the innovative activity of the teacher.

Reflective practice is not limited to individual development, but also has a positive effect on collective professional growth. When teachers discuss their experiences with colleagues, the reflection process deepens and pedagogical cooperation is strengthened. In such an environment, teachers have the opportunity to exchange experiences and jointly solve common problems. As a result, a reflective culture is formed in the educational institution, which serves to sustainably increase the quality of education.

Reflective practice also plays an important role in the formation of teachers' professional identity. By analyzing their own activities, a teacher becomes more aware of their professional values, goals, and responsibilities. This, in turn, strengthens a positive attitude towards the profession and increases internal motivation for professional activity. A high level of motivation ensures teachers' desire for continuous learning [6].

At the same time, the analysis also showed that there are certain problems in the effective implementation of reflective practice. In particular, lack of time, limited methodological support, and insufficient formation of a culture of reflection are factors that hinder teachers' reflective activity. However, it was found that these problems can be overcome through a systematic approach, professional development programs, and reflective exercises.

In general, the results of the study confirm that reflective practice is an important and effective factor in the professional development of teachers. Reflection serves to consciously manage the teacher's

pedagogical activity, constantly develop their professional competencies, and improve the quality of education. Therefore, the widespread introduction of reflective practice in the education system is of great importance in ensuring the professional development of a modern teacher.

**Conclusion.** This article examines the reflective practice of teachers as an important factor in ensuring their professional development. During the study, it was found that reflection is an effective mechanism for in-depth analysis of the teacher's pedagogical activity, revision of their experience, and improvement of their professional activities. The reflective approach allows teachers to critically evaluate their lessons, make conscious pedagogical decisions, and find flexible solutions to problems in the educational process.

It has been shown that teachers who regularly use reflective practice consistently develop their professional competencies. Such teachers strive to introduce innovative methods in their work, adapt the content of education to the individual needs of students, and achieve high efficiency in the pedagogical process. Reflection develops teachers' critical thinking, professional responsibility, and self-assessment skills, creating a solid foundation for continuous professional growth.

It has also been found that the importance of reflective practice is not only evident at the individual level, but also in collective professional development. Teachers' reflective experiences are shared by colleagues discussion with strengthens pedagogical cooperation, forms a culture of experience exchange and creates a positive professional environment in the educational institution. This serves to sustainably increase the quality of education and consistently improve pedagogical activities.

In conclusion, it can be said that the widespread introduction of reflective practice in the education system is of great importance in ensuring the professional development of a modern teacher. Reflection ensures that the teacher has a conscious attitude to his/her activities, determines his/her professional goals and forms a self-development strategy. Therefore, it is advisable to improve methodological manuals, trainings and professional development programs aimed at developing the reflective competence of teachers. Future research should be directed to a deeper study of reflective practice at different stages of education and across disciplines.

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## USING DIGITAL PLATFORMS AND ONLINE COLLABORATION TOOLS TO IMPROVE ENGLISH FOR SPECIFIC PURPOSES (ESP) SPEAKING SKILLS

***Annotation.*** *The objective of the article is to look into how digital platforms and online collaboration tools might help ESP students strengthen their speaking skills. The research in this article will focus on using digital tools in a variety of ways, including synchronous/asynchronous mode of delivery, AI-driven tools, and collaborative use, to provide a framework for investigating the impact of these tools on the development of speaking fluency, pronunciation accuracy, interaction competence, and learner autonomy. This article presents a thorough analysis of the most recent scientific literature on digital technology and its benefits to ESP students.*

***Keywords:*** *English for Specific Purposes (ESP), speaking skills, digital platforms, online collaboration, AI-driven learning, communicative competence, technology-enhanced language learning.*