



PEDAGOGICAL POSSIBILITIES OF DEVELOPING REFLECTIVE SKILLS IN FUTURE EDUCATORS BASED ON DUAL EDUCATION TECHNOLOGY

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ABSTRACT

This thesis examines the pedagogical possibilities of developing reflective skills in future educators through dual education technology. The relevance of the study is determined by the growing need to connect theoretical training with practical professional activity in preschool education. Dual education creates conditions for students to observe real pedagogical situations, analyze their own actions, compare theoretical knowledge with practice, and develop skills of self-assessment and self-improvement. The study shows that reflection becomes more effective when practical training, mentoring, feedback, and independent analysis are organized as an integrated pedagogical process. The results indicate that dual education technology contributes to the formation of professional awareness, responsibility, critical thinking, and readiness for continuous professional development.

KEYWORDS: Dual education technology, future educators, reflective skills, professional training, pedagogical practice, self-assessment, preschool education, professional development.

INTRODUCTION

The modernization of higher pedagogical education requires the training of future educators who are able not only to master theoretical knowledge but also to apply it consciously in real professional situations. In preschool education, the educator's activity is directly connected with communication, observation, emotional support, planning, assessment, and the organization of children's development. Therefore, future educators must develop reflective skills that help them analyze their pedagogical actions, identify difficulties, correct mistakes, and plan their professional growth.

Reflection has long been considered an important condition for meaningful learning. J. Dewey emphasized that reflective thinking gives educational value to experience, because a person does not simply act but analyzes the reasons and consequences of action [1]. D. Schön developed the idea of the reflective practitioner and showed that professional competence is strengthened through reflection in action and reflection on action [2]. These theoretical ideas are especially significant for teacher education, where students need continuous connection between academic knowledge and practical experience.

Dual education technology is based on the integration of learning in an educational institution and practical training in a professional environment. International studies define work-based learning as learning that takes place in real or closely related work settings and supports the development of practical professional skills. In this context, dual education provides future

educators with the opportunity to gain experience in preschool institutions while continuing theoretical training at university. This connection creates favorable pedagogical conditions for the gradual formation of reflective skills.

The study was carried out on the basis of theoretical analysis, pedagogical observation, comparison, generalization, and interpretation of scientific sources on dual education, reflective practice, and professional teacher training. The methodological basis of the study included the reflective approach, competency-based approach, practice-oriented approach, and the theory of experiential learning. D. Kolb's concept of experiential learning was also taken into account, since it explains learning as a process in which concrete experience, reflective observation, abstract conceptualization, and active experimentation are interconnected [3]. In the context of dual education, this cycle is reflected in the student's practical activity, analysis of pedagogical situations, theoretical understanding, and repeated application of improved methods.

The analysis showed that dual education technology has significant pedagogical possibilities for developing reflective skills in future educators. First, it allows students to work with real pedagogical situations. During practical training in preschool institutions, students observe children's behavior, communication, play activity, emotional reactions, and learning difficulties. Such situations cannot be fully mastered only through theoretical lessons. When students analyze these observations, they begin to understand the connection between pedagogical decisions and educational results.

Second, dual education strengthens the role of feedback. In traditional training, students often receive feedback only after completing assignments. In dual education, feedback is provided by university teachers, mentors, and practitioners in preschool institutions. This creates a broader reflective environment in which students compare different opinions, evaluate their own actions, and determine ways to improve their professional behavior. Reflection becomes not an occasional task but a regular component of learning.

Third, dual education technology supports the formation of self-assessment skills. Future educators learn to evaluate how they plan activities, communicate with children, use methods, manage time, and respond to pedagogical difficulties. Self-assessment helps them understand their strengths and weaknesses. As a result, students gradually move from external control to internal professional responsibility.

Fourth, the dual model develops the need for self-improvement. When students face real professional challenges, they better understand the importance of additional reading, consultation, observation, and independent work. Reflective diaries, practice reports, portfolios, discussions, and mentor conversations can be used as effective tools for this process. F. Korthagen's approach to realistic teacher education also supports the idea that teacher training should begin from concrete practical problems and lead students to deeper professional understanding [4].

The pedagogical possibilities of dual education are also connected with the development of critical thinking. Future educators learn to ask why a certain method was effective, why communication with a child was difficult, and what alternative pedagogical solutions could be used. This type of analysis forms a reflective position and prepares students for independent decision-making in future professional activity.

At the same time, the effectiveness of dual education depends on several pedagogical conditions. Practical training must be purposefully connected with theoretical courses, mentors must be prepared to guide students' reflection, assessment criteria must include reflective indicators, and students must regularly complete analytical tasks. Without these conditions, practice may remain only mechanical participation and may not lead to deep professional reflection.

Dual education technology creates wide pedagogical possibilities for developing reflective skills in future educators. It connects theoretical knowledge with real pedagogical activity, strengthens feedback, develops self-assessment, encourages self-improvement, and forms professional responsibility. The development of reflective skills in future educators should be organized through systematic observation, analysis of pedagogical situations, reflective diaries, mentoring, and discussion of practical experience. The study confirms that dual education can become an effective pedagogical mechanism for preparing future educators who are able to analyze their own activity, improve professional competence, and adapt to the changing requirements of preschool education.

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