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ANALYSIS OF MODERN PEDAGOGICAL TECHNOLOGIES AND LEADING INTERNATIONAL PRACTICES IN DEVELOPING STUDENTS' REFLECTIVE THINKING

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ABSTRACT
This article highlights the theoretical and methodological foundations for developing students' reflective thinking, the modern pedagogical technologies employed in this process, and an analysis of leading international practices. It also examines, on a scientific basis, the essence of reflective thinking, its stages of formation, and the active collaboration of educational stakeholders in developing it. The study's results show that modern technologies play an important role in shaping students' conscious approaches to self-analysis, self-assessment, and mastery.

KEYWORDS
Reflective thinking, reflection, pedagogical technology, reflective approach, metacognitive competence, international practice, personal development.

INTRODUCTION
In the context of globalization and digital transformation, one of the main tasks of the education system is to prepare the individual as a specialist with reflective competence—capable of analyzing their own thinking activity and drawing conclusions from their experience. Forming reflective thinking in students fully aligns with the strategic goals of modern education, in particular with the concept of developing human capital. Reflection is a cognitive process that gives the individual the opportunity to take a conscious look at their own activity during learning, to re-evaluate and analyze knowledge, and to generate new knowledge independently. From this point of view, orienting the educational process not only toward imparting knowledge but also toward cultivating reflective thinking is becoming a key principle of modern pedagogy.

Reflective thinking is a type of thinking aimed at consciously monitoring one's thought processes, analyzing them, evaluating the results, and improving one's activity. Scholars such as J. Dewey, D. Kolb, D. Schön, L. Vygotsky, and J. Bruner assess reflection as a higher-order form of human thought. In their view, reflective thinking enables the learner or student to update and consolidate knowledge through planning, analyzing, and evaluating their own activity.

Reflection develops a person's metacognitive competence—that is, the ability to manage and control their own processes of knowing. In this respect, it is regarded as a central psycho-pedagogical component of the modern educational process.

Today, a variety of pedagogical technologies are yielding effective results in developing reflective thinking in higher education. These include problem-based learning, portfolio-based approaches, interactive methods, information and communication technologies, the flipped classroom, blended learning, and meta-project (metaprojective) teaching technologies.

Problem-based learning activates the reflective process by fostering students' analysis of their own ideas, illuminating a problem from different perspectives, and justifying their conclusions. Portfolio technology reflects the dynamics of individual development in the learning process and teaches the student to analyze their strengths and weaknesses.

The flipped classroom model ensures a shift from passive listening to active participation in instruction. Students study independently before class and consolidate their knowledge during class through analysis, discussion, and debate.

Moreover, the introduction of a digital learning environment has created new opportunities for developing reflective thinking. For example, platforms such as Google Classroom, Moodle, Kahoot, Padlet, and Mentimeter provide interactive spaces for students to express their ideas, engage in discussion, and analyze their learning.

The issue of developing reflective thinking is one of the priority directions of education policy in many developed countries.

In UK higher education institutions, the Reflective Practitioner model is widely applied, and students keep reflective journals throughout their practicums. This process cultivates a culture of analyzing one's own activity, evaluating results, and learning lessons from mistakes.

In Finland's experience, reflection is integrated at every stage of education and is implemented through tools such as the learning diary and self-assessment matrix. In U.S. universities, based on D. Kolb's experiential learning model, learners generate new knowledge by analyzing their practical experiences.

In Japan's education system, reflective thinking is developed through a feedback system between student and teacher; at the end of each lesson, the student analyzes their thoughts in written form.

These practices show that reflective thinking is an integral component of teacher preparation and the foundation of professional competence.

Forming reflective thinking in students is one of the pressing pedagogical issues of today's educational process. As a result of the harmonious use of modern pedagogical technologies, information tools, and foreign practices, reflective thinking serves not only to deeply analyze learning activity but also to foster self-development, improve professional mastery, and develop creative thinking and a metacognitive approach.

An education model based on a reflective approach should be viewed as an innovative approach that directs the individual toward working on oneself and toward new pedagogical ideas through independent analysis and evaluation.

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