



## **THE IMPORTANCE OF REFLECTIVE ATTITUDE IN THE CONDITIONS OF ACADEMIC MOBILITY**

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### **Abstract**

In the modern education system, academic mobility expands the opportunities for students and professors to exchange international experience. This study analyzes the pedagogical importance of a reflexive attitude in the conditions of academic mobility.

The article examines the processes of self-assessment and development of academic mobility participants based on the reflexive approach models of such famous scientists as John Dewey and David Kolb. The results of the study show that a reflexive attitude plays a decisive role in increasing the effectiveness of academic mobility programs and ensuring the personal and professional development of participants.

**Keywords:** Academic mobility, reflexive attitude, Dewey model, Kolb cycle, experiential learning, self-assessment, international education.

### **Introduction**

#### **AKADEMIK MOBILLIK SHAROITIDA REFLEKSIV MUNOSABATNING AHAMIYATI**

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pedagogika kafedrası, 2-bosqich tayanch doktoranti.

### **Annotatsiya**

Zamonaviy ta'lim tizimida akademik mobillik talabalar va professor-o'qituvchilarning xalqaro tajriba almashish imkoniyatlarini kengaytirmoqda. Ushbu tadqiqot akademik mobillik sharoitida reflektiv munosabatning pedagogik ahamiyatini tahlil qiladi.

Maqolada John Dewey va David Kolb kabi taniqli olimlarning reflektiv yondashuv modellari asosida akademik mobillik ishtirokchilarining o'zini-o'zi baholash va rivojlantirish jarayonlari ko'rib chiqiladi. Tadqiqot natijalari shuni ko'rsatadiki, reflektiv munosabat akademik mobillik dasturlarining samaradorligini oshirish va ishtirokchilarning shaxsiy-professional rivojlanishini ta'minlashda hal qiluvchi rol o'ynaydi.

**Kalit so'zlar:** akademik mobillik, reflektiv munosabat, Dewey modeli, Kolb sikli, tajribaviy o'rganish, o'zini-o'zi baholash, xalqaro ta'lim.

## Introduction

Globalization processes are also bringing profound changes to the field of education. Academic mobility programs provide students, graduate students, and faculty with the opportunity to study and exchange experiences in different countries. However, mere geographic mobility does not guarantee educational success in itself.

Participants in academic mobility are faced with the need to adapt to a new environment, different educational systems, and cultural contexts. In these conditions, a reflexive attitude - the ability to consciously analyze one's own experience and draw conclusions from it - becomes especially important.

The purpose of the study: to theoretically substantiate the pedagogical significance of a reflexive attitude in the context of academic mobility and to identify ways to develop it.

Research objectives:

- analyze the theoretical foundations of a reflexive attitude;
- identify its specific features in the context of academic mobility;
- show the relationship between a reflexive attitude and academic success.

Theoretical foundations. John Dewey's Theory of Reflective Thinking

American pragmatist philosopher and educator John Dewey (1859-1952) was one of the first to scientifically substantiate the concept of reflective thinking. In his work "How We Think" (1910), reflection is defined as "active, careful, and continuous reflection" [1].

According to Dewey, reflective thinking consists of the following stages:

1. Problem perception - the emergence of uncertainty or difficulty
2. Problem clarification - a deeper analysis of the situation

3. Hypothesis - the assumption of possible solutions
4. Logical reasoning - the mental testing of hypotheses
5. Observation and experiment - the practical testing of hypothesized solutions

The most important point that Dewey emphasized is that reflection is not just a process of remembering past experiences, but also a process of drawing meaningful conclusions for future actions [2].

David Kolb's Experiential Learning Cycle

The Experiential Learning Theory, developed by David Kolb (1939-), is widely used in modern education. His work "Experiential Learning: Experience as the Source of Learning and Development" (1984) presents a four-stage cycle [3]:

1. Concrete Experience - experiencing a new situation
2. Reflective Observation - considering experience from different perspectives
3. Abstract Conceptualization - drawing general conclusions from experience
4. Active Experimentation - applying new knowledge in practice

Although reflection is located in the second stage in Kolb's model, it is actually an important part of the entire cycle. Because at each stage, the learner needs to analyze and reconsider his experience [4].

Characteristics of a reflexive attitude

Research by modern educators and psychologists shows that a reflexive attitude has the following characteristics:

Metacognitive character - thinking about one's own thinking process [5];

Critical analysis - the ability to objectively evaluate experiences;

Self-regulation - control over the learning process;

Transformative character - the ability to change personal views and approaches.

The importance of a reflexive attitude in the context of academic mobility is very great, and it is very important to study its importance. There are also opportunities and difficulties of academic mobility, and it is important to study them. In particular, participants in academic mobility face the following main difficulties:

-cultural adaptation - adaptation to a new socio-cultural environment;

-language barriers - the difficulties of learning in a foreign language;

-differences in the education system - adaptation to different pedagogical approaches;

-social integration - integration into a new academic community [6].

The importance of a reflexive attitude in preventing such problems is as follows:

1. Development of cultural competence. A reflexive approach allows participants in academic mobility to become aware of their cultural stereotypes and to objectively assess the new cultural context. According to Dewey's model, the process of noticing problematic situations (e.g. cultural misunderstandings) and finding ways to resolve them is an important part of reflexive thinking [7].

2. Adapting learning strategies. Kolb's experiential learning cycle is very important for participants in academic mobility, especially in the following cases:

-Gathering concrete experiences in a new educational environment;

-Analyzing these experiences through reflexive observation;

-Abstract conceptualization of effective learning strategies;

-Testing new approaches through active experimentation [8].

3. Personal and professional development. A reflexive attitude contributes to the personal and professional development of participants in academic mobility in the following ways:

Self-awareness - objective assessment of one's strengths and weaknesses;

Clarifying goals - defining future development directions;

Effective use of resources - making the most of existing opportunities;

Innovative approaches - developing new ideas and solutions [9].

4. Increasing academic success. Studies show that students with a reflective attitude show high results in academic mobility programs. The reasons for this are:

Conscious control of the learning process - analyzing and improving their own learning style;

Effective learning from mistakes - using even bad experiences as a source of development;

Adaptability - the ability to quickly adapt to changing conditions [10].

Reflective attitudes are developmental in nature, and their development is carried out through a number of methods. The following approaches are recommended for developing a reflective attitude in academic mobility programs:

1. Reflective Writing. Journaling, maintaining a portfolio, and writing essays analyzing one's own experiences are effective tools for forming a reflective attitude [11].

2. Mentoring programs. Regular conversations with an experienced mentor help develop the learner's reflective skills.

3. Group discussions. Sharing experiences with other participants in academic mobility stimulates reflective thinking.

4. Self-assessment tools. The ability to monitor one's own development through special questionnaires, tests and assessment methods.

Conclusion. Academic mobility is developing as an integral part of modern education. However, mere geographical mobility does not guarantee educational success. A reflective attitude - the ability to consciously analyze one's own experiences and draw conclusions from them - plays a crucial role in increasing the effectiveness of academic mobility programs.

John Dewey's theory of reflective thinking and David Kolb's experiential learning cycle form the theoretical basis of a reflective attitude in the context of academic mobility. These models allow participants to adapt to a new educational environment, develop cultural competence and ensure personal and professional growth.

To develop a reflective attitude, specific pedagogical approaches should be used in academic mobility programs. Reflective writing, mentoring, group discussions, and self-assessment tools effectively support this process.

In the future, taking into account the reflexive component in the design of academic mobility programs and its systematic development is an important condition for improving the quality of education and ensuring the personal development of participants.

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