



THE IMPACT OF REFLEXIVE MECHANISMS ON PROGNOSTIC COMPETENCE IN EDUCATIONAL PROCESS

A. Bekmuratov

Senior Teacher, Department of Pedagogy,
Nukus State Pedagogical Institute named after Ajinyoz

Abstract

The modern educational environment requires teachers and students not only to acquire knowledge but also to develop the ability to predict, analyze, and improve learning outcomes. Prognostic competence plays a crucial role in this process, as it enables educators to anticipate educational results and plan appropriate pedagogical strategies. One of the key factors influencing the development of prognostic competence is the use of reflexive mechanisms in the educational process. Reflection allows learners and teachers to analyze their actions, evaluate results, and make informed predictions about future outcomes. This paper examines the concept of reflexive mechanisms, their role in education, and their impact on the development of prognostic competence.

Keywords: Competence, prognostic competence, reflexive, education, formation, development, approach, mechanism.

Introduction

In modern conditions, the assessment of the effectiveness of vocational education and the professional activity of an individual is carried out from the perspective of a competency-based approach (Baidenko, 2005; Zeer, 2005; Zimnyaya, 2004; Raven, 2002; Tatur, 2004; Khutorsky, 2013). As part of the competency-based approach, the essence of which is to focus on specialized models that combine the interests of the individual and society, create a system of advanced labor market needs and requirements in the field of education, and focus on educational outcomes expressed in terms of competencies (Medvedev and Tatur, 2007). Today the problem of developing general cultural and professional competencies is especially relevant. Reflexive competence is becoming especially relevant among the competencies of a modern teacher. Reflexivity, as one of the most important features of theoretical thinking, must be mastered by students. But for its development, the teacher must have experience of reflexive and reflexive activity.

Moreover, education in the 21st century is focused not only on knowledge transfer but also on the development of critical thinking, analytical skills, and self-regulation.





Among these abilities, prognostic competence is particularly important because it allows individuals to anticipate possible outcomes and make informed decisions. In the teaching profession, prognostic competence helps educators plan lessons, predict student performance, and adjust instructional strategies accordingly.

Reflexive mechanisms play a significant role in developing this competence. Reflection involves analyzing one's actions, experiences, and results in order to improve future performance. In the educational process, reflexive mechanisms help both teachers and students understand their strengths and weaknesses, evaluate learning strategies, and forecast future learning achievements.

The purpose of this paper is to analyze the influence of reflexive mechanisms on the formation and development of prognostic competence in the educational process.

Materials and Discussions

Reflexive mechanisms refer to cognitive and psychological processes that enable individuals to analyze and evaluate their own actions, thoughts, and experiences. Reflection allows learners to become more aware of their learning processes and outcomes. It encourages self-assessment, critical thinking, and conscious decision-making.

Basing on the statements of V. Z. Woolf and V. N. Harkin that professional reflexion contains the unity of human (the ability to self-study, analysis of cause-and-effect links, doubts, implementation of value criteria, work on oneself) and professional, i.e. the use of this ability in difficult conditions and circumstances of the professional life (Woolf & Harkin, 1995), we focus on the fact that the teacher should have not only a personal reflexion, but a reflexion of professional activities on the taught subject. The personal reflexion is characterized by the processes of self-awareness, self-knowledge, self-esteem, self-control, self-examination. The professional reflexion is characterized by the ability to carry out the analysis of applied technologies, methods, techniques, training methods to improve the quality of education and create conditions for the development of student's personality as well as the ability to carry out the educational process of pedagogical diagnostics and prognosting its development in the nearest and distant future.

In pedagogy, reflexive mechanisms are often implemented through activities such as self-evaluation, feedback discussions, reflective journals, and collaborative learning. These methods help learners and educators examine the effectiveness of teaching strategies and learning methods.

Researchers emphasize that reflection is an essential component of professional development for teachers. By reflecting on their teaching practices, educators can



identify successful approaches and areas that require improvement. This reflective process ultimately contributes to better educational outcomes.

V. I. Stenkova determined reflexive competence as an adequate concept of one's professional characteristics, the ability to regulate one's professional activities (Stenkova, 2007).

According to U. V. Kusheverskaya, reflexive competence is the system forming component of professional pedagogical activity and the quality of the personality allowing to carry out a reflexion in the most efficient and appropriate way, that provides development and self-development, promotes creativity in educational and professional activities, achievement their maximum effectiveness and efficiency (Kusheverskaya, 2007).

V. A. Metaeva highlights reflexive competence as the acmeological phenomenon that contributes to achievement the best results in the work and she defines it as a metacompetence (Metaeva, 2006).

The research of Davydov (2009), Kunakovskaya (2011), Kusheverskaya (2007), Metaeva (2006), Stetsenko (2006) confirms the position that the process of the reflexive competence development emerges as an important component of life-long teacher education.

Furthermore, prognostic competence refers to the ability to predict future outcomes based on available information, analysis, and experience. In the educational context, it includes the ability to anticipate student learning results, identify potential challenges, and design appropriate teaching strategies.

For teachers, prognostic competence involves planning lessons, forecasting student difficulties, and selecting methods that promote effective learning. For students, it includes predicting the results of their learning efforts and setting realistic academic goals.

The development of prognostic competence requires analytical thinking, experience, and continuous reflection. Without reflection, predictions may be inaccurate or based on incomplete understanding of the learning process.

As for reflexive mechanisms, they significantly contribute to the development of prognostic competence. Through reflection, individuals analyze past experiences and identify patterns that can help predict future outcomes. This process strengthens analytical thinking and decision-making abilities. For example, when teachers reflect on previous lessons, they can identify which teaching methods were effective and which were not. Based on this analysis, they can predict how students might respond to different teaching approaches in future lessons. Similarly, students who reflect on their study habits can predict which strategies will help them succeed academically.





Reflection also promotes metacognitive skills, which are essential for accurate diagnosing and planning. By understanding how they learn best, students can make more realistic predictions about their academic performance.

For implementing these approaches several educational strategies can be used to promote reflexive mechanisms and enhance prognostic competence. These include: Reflective journals – Students and teachers record their experiences, analyze learning outcomes, and identify areas for improvement.

Self-assessment activities – Learners evaluate their own performance and identify strengths and weaknesses.

Peer feedback – Students learn to analyze others' work and reflect on their own learning strategies.

Group discussions – Collaborative reflection helps participants gain different perspectives and improve decision-making.

Problem-based learning – Encourages students to analyze situations and predict possible solutions.

These methods create opportunities for continuous reflection and improve the ability to predict educational results.

Despite the benefits of reflexive mechanisms, several challenges may arise in their implementation. Some students may lack the motivation or skills required for effective reflection. Additionally, time constraints in educational programs may limit opportunities for reflective activities.

Teachers also need appropriate training to effectively integrate reflection into their teaching practices. Without guidance, reflective activities may become superficial and fail to produce meaningful insights.

Therefore, educational institutions should provide support and training to ensure the effective use of reflexive mechanisms.

Conclusion

Reflexive mechanisms play a crucial role in the development of prognostic competence in the educational process. Through reflection, both teachers and students can analyze their experiences, evaluate learning strategies, and make informed predictions about future outcomes. This process enhances critical thinking, self-regulation, and decision-making abilities.

The integration of reflective practices such as self-assessment, feedback, and reflective writing can significantly improve the effectiveness of education. By fostering reflexive mechanisms, educational institutions can help learners develop





stronger prognostic competence and become more successful in academic and professional environments.

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