



A PEDAGOGICAL MODEL FOR ORGANIZING INDIVIDUAL LEARNING BASED ON A REFLECTIVE APPROACH

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ABSTRACT

This study explores the theoretical and methodological foundations of a reflective pedagogical model designed to transform the traditional university environment into a space for autonomous student development. The model addresses the inherent tension between standardized academic structures and the necessity for personalized learning. Central to this approach is the distinction between the Individual Educational Program (IEP), serving as the projected pedagogical framework, and the Individual Educational Trajectory (IET), representing the student's realized personal path and subjective meaning. The proposed model operates through a continuous cycle of three stages: Design, Implementation, and Reflection. By utilizing methodological tools such as educational dialogue and symbolic modeling, the framework shifts the student from a passive recipient of knowledge to an active subject of their own education. The ultimate goal of the model is the cultivation of self-organization and reflective competencies, allowing learners to navigate complex educational environments with agency and purpose.

Currently, higher education institutions are making efforts to create an active learning environment and apply a variety of forms, methods, and means of teaching. Various authors have noted a change in the roles of teachers and students. A reflective approach in education means a methodological orientation in educational activities. This approach allows students to develop reflective skills by relying on a system of principles, interrelated concepts, and methods of action. A systematic analysis of the reflective approach in higher education is carried out in the classroom.

The distinctive feature of reflective classes is that they consist of three consecutive stages:

- class design;
- implementation of educational activities;
- reflection on activities.

Educational dialogue with students involves setting educational tasks through subject-specific activities, transforming the subject matter into diagrams and other symbolic means,

and creating situations for reflection in which students can become aware of their own ideas about the phenomena and situations under discussion.

A necessary characteristic of reflective learning activities is the organization of student activities based on an individual educational program. An individual educational program is a structured plan of action for a student at a certain stage of learning. The successful implementation of individual programs requires the active involvement of each learner in the management of the educational process.

Scientific literature emphasizes the importance of reflective practices in the development of individual educational programs. When students adopt a reflective stance, they establish connections between various factors, and it is precisely their educational needs that become apparent when comparing their achievements and difficulties with their current qualities. These moments contribute to self-awareness and decision-making, representing acts of self-organization and self-management.

The experience of entering the curriculum emphasizes the importance for students of understanding the boundaries of content and their own capabilities. Familiarity with the course's goals and objectives, although secondary, is necessary. Students often do not realize this necessity, asking questions about what and how they will study. Therefore, from the very beginning of the discipline, it is important for students to present their individual educational path.

The route is an action plan, and actual results can be assessed based on an individual educational trajectory (IET). Experience working with students shows that individual educational routes can vary greatly, sometimes differing from the IET. An individual educational trajectory is a specific fact, result, and personal meaning of mastering educational content. For example, if a student masters the material using electronic resources, the teacher can analyze the time spent on completing assignments and the number of attempts, which contributes to more effective management of the educational process.

An individual educational program assumes that the student takes responsibility for their education, is aware of their goals, understands the characteristics of their learning style, and, based on this, independently develops educational activities, plans steps for organizing their academic work, and reflects on their progress.

However, traditional structures and conditions of the educational process at universities do not always ensure the full implementation of students' individual educational programs, as students' actions often remain stereotypical and lack independence. Students may not realize the need to pause, self-analyze, and reflect on questions such as "What am I doing?" and "What is the meaning of my actions?" Often, their actions follow the teacher's plan, and they may lack their own program orientation.

When a student uses an individual educational program, the teacher's methodological preparation for classes also changes. Based on this, specific methodological recommendations for teachers can be developed, drawing on previous scientific publications:

- When organizing classes in the classroom, the teacher determines the goals and objectives, guided by the requirements of the curriculum and taking into account the individual goals of each student.

- The content of each lesson is developed jointly with students, taking into account their needs and interests.
- A variety of work formats is recommended to increase student interest and prevent fatigue.
- The teacher independently chooses whether to conduct discussions in the form of individual surveys or general discussions, based on the complexity of the task, the overall level of student preparation, and the size of the group.
- Active student participation is encouraged, their comments are stimulated, and the teacher encourages them to justify their answers, gradually guiding them towards reasoned conclusions.
- The teacher should not impose their own answers on students, except in situations related to terminology.
- Organizing students' independent work is a key task for the teacher, and students are required to actively strive to complete their homework thoroughly.
- When determining the amount of homework, it is recommended to aim for 1.5 to 3 hours of independent work for every 2 academic hours of classroom instruction. It is important to avoid assignments that cannot be checked during the next class.
- It is advisable to advise students to divide their homework into two stages: the first immediately after receiving the assignment, and the second on the eve of the classroom check.
- Teachers should familiarize students with educational literature and teach them how to use it. It is also important to explain how to work with reference books, encyclopedias, and online resources and students should learn to evaluate the reliability of information.
- At the end of each class, reflection is conducted, based on which steps forward are taken in the educational process.

It is necessary to take into account the unique needs of each student, determine their level of preparation and style of learning, and create personalized educational plans.

The development of reflection skills plays an important role in the learning process. Regular reflection sessions, self-analysis, and self-assessment help students recognize their strengths and weaknesses, plan their learning, and solve problems.

Active participation in setting goals helps students to take an informed and responsible approach to their learning. Teachers can help students to formulate SMART goals and create individual plans for achieving them.

A diagnostic system incorporating formative assessments and various diagnostic methods helps identify the needs of each student. Feedback from teachers is an important tool for reflection and correction of the learning process.

Active involvement of students in independent learning activities, including individual projects and assignments, helps to develop self-organization skills, creative thinking and research skills.

The organization of group projects and the exchange of experience creates a favorable learning environment, facilitating group work, the exchange of knowledge and experience, and mutual assistance between students.

The model for organizing individual study based on a reflective approach in the credit-module system is aimed at creating a flexible and personalized learning environment that considers the unique needs and characteristics of each learner..

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