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MAKTABGACHA VA MAKTAB TA'LIMI VAZIRLIGI

O'zbekiston Milliy Pedagogika Universiteti



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13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohalari va bosqichlari bo'yicha)
13.00.07 Ta'limda menejment
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13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
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10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal

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Reflection and Critical Thinking Dispositions Among University Students in Uzbekistan 602
Zarina Nasimova

REFLECTION AND CRITICAL THINKING DISPOSITIONS AMONG UNIVERSITY STUDENTS IN UZBEKISTAN

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Abstract: Reflection can take place while a student is working through a problem, after a decision has been made, or while planning a future response. This study examined how these three forms of reflection relate to seven critical thinking dispositions in a university sample in Uzbekistan. The analysis draws on the correlational findings of a doctoral study involving 300 students from Bukhara State University (n = 120), Karshi State University (n = 100), and Urgench State University (n = 80). Seven disposition domains from the California Critical Thinking Disposition Inventory framework were correlated with situational, retrospective, and prospective reflection as reported for the Karpov reflexivity measure.

The dissertation's Pearson correlation matrix identified positive associations between situational reflection and analyticity (r = .43) and open-mindedness (r = .36); between retrospective reflection and maturity of judgment (r = .38) and truth-seeking (r = .34); and between prospective reflection and systematicity (r = .41). The five coefficients were marked p ≤ .05 in the source. This differentiated pattern suggests three plausible points for reflective learning activities: checking a judgment during a task, revisiting the evidence after an outcome, and planning how to evaluate an upcoming decision. These are pedagogical implications, not tested effects. The correlational design cannot show that reflection training caused changes in critical thinking.

Key words: critical thinking disposition; reflection; metacognition; analyticity; university students; Uzbekistan.

Annotatsiya: Refleksiya o'z fikrini faoliyat jarayonida kuzatish, tugallangan ishni qayta ko'rib chiqish va kelgusi qarorlarni oldindan o'ylashni qamrab oladi. Tadqiqotda refleksiyaning vaziyatli, retrospektiv va istiqbolli shakllari tanqidiy fikrlashga moyillikning yetti ko'rsatkichi bilan qanday bog'liqligi o'rganildi. Doktorlik tadqiqotining korrelyatsion tahlili Buxoro davlat universitetidan 120, Qarshi davlat universitetidan 100 va Urganch davlat universitetidan 80 nafar, jami 300 talabani qamrab olgan. CCTDI metodikasining yetti ko'rsatkichi Karpov refleksivlik metodikasidagi vaziyatli, retrospektiv va istiqbolli refleksiya bilan taqqoslangan.

Dissertatsiyadagi Pirson korrelyatsiyalari vaziyatli refleksiyaning tahliliylik (r = .43) va ochiq fikrlilik (r = .36), retrospektiv refleksiyaning mulohaza yetukligi (r = .38) va haqiqatni izlash (r = .34), istiqbolli refleksiyaning esa tizimlilik (r = .41) bilan ijobiy bog'liqligini ko'rsatgan. Ushbu besh koeffitsiyent manbada p ≤ .05 darajasida ahamiyatli deb belgilangan. Topilmalar o'quv faoliyatida fikrni jarayon davomida tekshirish, natijadan so'ng dalillarni qayta ko'rish va kelgusi qarorni rejalash bo'yicha farqlangan farazlarni ilgari surishga imkon beradi. Bular sinovdan o'tgan pedagogik ta'sirlar emas; korrelyatsiyalar refleksiya mashqlari tanqidiy fikrlashni oshirishini isbotlamaydi.

Kalit so'zlar: tanqidiy fikrlashga moyillik; refleksiya; metakognitsiya; tahliliylik; talabalar; O'zbekiston.

Аннотация: Рефлексия включает контроль собственных мыслей в ходе деятельности, пересмотр выполненной работы и предварительное обдумывание будущих решений. Исследование посвящено связям ситуативной, ретроспективной и перспективной рефлексии с семью показателями предрасположенности к критическому мышлению. Корреляционный анализ данных докторского исследования охватил 300 студентов: 120 из Бухарского государственного университета, 100 из Каршинского государственного университета и 80 из Ургенчского государственного университета. Семь шкал CCTDI сопоставлены с ситуативной, ретроспективной и перспективной рефлексией, представленной в методике рефлексивности Карпова.

В диссертации сообщается о положительных корреляциях ситуативной рефлексии с аналитичностью (r = .43) и открытостью мышления (r = .36), ретроспективной рефлексии со зрелостью суждения (r = .38) и стремлением к истине (r = .34), перспективной рефлексии с систематичностью (r = .41). Все пять коэффициентов отмечены в источнике как значимые при p ≤ .05. Выявленные различия позволяют сформулировать гипотезы для учебных заданий, направленных на проверку рассуждения во время работы, пересмотр доказательств после получения результата и планирование будущего решения. Такие педагогические эффекты в данной работе не проверялись; корреляции не доказывают, что упражнения на рефлексию улучшают критическое мышление.

Ключевые слова: предрасположенность к критическому мышлению; рефлексия; метапознание; аналитичность; студенты; Узбекистан.

INTRODUCTION

Critical thinking requires monitoring how a conclusion is reached as well as assessing the conclusion itself. A student may recognize a weak source after a discussion, notice an unsupported inference during an assignment, or anticipate where a future argument needs stronger evidence. These episodes differ in timing and may involve different psychological resources. Schön (1983) drew attention to reflection within action and reflection after action; subsequent approaches also emphasize forward-looking analysis of possible consequences. The present article uses the situational, retrospective, and prospective categories documented in the doctoral study rather than treating reflection as one score.

A second distinction concerns the outcome. Critical thinking skills refer to what a person can demonstrate on an analysis or inference task, whereas dispositions describe willingness to seek accurate information, consider alternatives, analyze carefully, and exercise judgment (Facione, 1990). The California Critical Thinking Disposition Inventory (CCTDI) divides these orientations into seven domains (Giancarlo & Facione, 2001). Examining each domain separately can show whether reflection is more strongly related to evaluating an argument, admitting uncertainty, or planning a line of inquiry.

LITERATURE REVIEW

Karpov's account of reflexivity treats reflection as a psychological property that can be examined across temporal orientations (Karpov, 2003). In education, reflective activity is often encouraged through journals, post-task review, or questions asked during a task. A systematic review by Mann et al. (2009) described the conceptual and measurement complexity of reflective practice. Empirical studies have found links between reflection and critical thinking dispositions in medical students (Khoshgoftar & Barkhordari-Sharifabad, 2023); a controlled trial with nursing students reported gains after reflective training (Zhang et al., 2017). Those studies support closer examination, but disciplinary and measurement differences prevent their effects from being assumed in an Uzbek university population.

An earlier conceptual article in the Uzbek context located reflection within a broader set of pedagogical factors, including evidence use, dialogue, and formative feedback (Nasimova, 2026). What remains to be specified empirically is how particular temporal forms of reflection align with particular critical thinking dispositions. A student who reconsiders a past error may differ psychologically from one who checks a current inference or anticipates the demands of a future decision.

This study therefore asks which of the seven CCTDI disposition domains correlate with situational, retrospective, and prospective reflection in a three-university sample. The analysis is intentionally limited to the reflection matrix of a larger doctoral project. It reports the full matrix and interprets the marked associations as correlational evidence, without treating them as proof of a training effect or an underlying causal mechanism.

This is a cross-variable, correlational report based on the doctoral study's reflection results. The study record identifies 300 respondents: 120 from Bukhara State University, 100 from Karshi State University, and 80 from Urgench State University. The reflection correlations were reported for the pooled sample. Although the larger project also examined academic motivation and an intervention, neither of those results is used to support the claims in this article.

RESEARCH METHODOLOGY

The doctoral abstract reports the seven CCTDI disposition domains of truth-seeking, open-mindedness, analyticity, systematicity, critical thinking self-confidence, inquisitiveness, and maturity of judgment. Disposition concerns readiness to employ critical thinking and should not be equated with demonstrated skill (Giancarlo & Facione, 2001). Reflection was represented by situational, retrospective, and prospective scores from the methodology attributed to A. V. Karpov (2003). In this article, situational reflection denotes monitoring current thinking; retrospective reflection denotes reconsidering completed actions; and prospective reflection denotes anticipating future decisions. These descriptions follow the three domains used in the study record and do not claim a separate validation of their translated form.

ANALYSIS AND RESULTS

The dissertation reports Pearson correlations for each of seven disposition domains against each of three reflection domains (21 cells). Table 1 reproduces every coefficient exactly as provided, apart from formatting decimal points for English presentation. The source marks certain cells with an asterisk for $p \leq .05$. The raw observations, confidence intervals, scale reliabilities, and missing-data details were not available for independent recalculation. No regression model or statistical adjustment is inferred from the matrix.

Five of the 21 reported correlations were marked significant in the dissertation table. Situational reflection was positively related to analyticity ($r = .43$) and open-mindedness ($r = .36$). Retrospective reflection was related to maturity of judgment ($r = .38$) and truth-seeking ($r = .34$). Prospective reflection was related to systematicity ($r = .41$). Table 1 provides the complete set of results, including coefficients without a significance marker.

Table 1: **Correlations between critical thinking dispositions and three forms of reflection (n = 300)**

Critical thinking disposition	Situational reflection	Retrospective reflection	Prospective reflection
Truth-seeking	.08	.34*	.04
Open-mindedness	.36*	.05	-.07
Analyticity	.43*	-.08	.10
Systematicity	-.09	.03	.41*
Critical thinking self-confidence	.04	.06	.08
Inquisitiveness	.07	.09	.03
Maturity of judgment	.10	.38*	.06

Note. Values are Pearson r coefficients as reported in the doctoral study. * $p \leq .05$ according to the source; unmarked values were not designated significant.

The strongest reported relationship involved monitoring current thinking and analyticity ($r = .43$). The source also linked monitoring current thinking to openness toward alternative views ($r = .36$). These two associations concern different dispositions: examining the internal structure of an argument and remaining receptive to evidence from another perspective. They should not be collapsed into a single "reflection improves critical thinking" result.

Looking backward was associated with seeking the most accurate conclusion ($r = .34$) and making a considered judgment under uncertainty ($r = .38$). Looking forward was associated with organizing reasoning systematically ($r = .41$). The source did not mark the coefficients for self-confidence or inquisitiveness as significant for any of the three reflection domains. A lack of a marker should be interpreted within the source's threshold and does not establish that such relationships are absent in other populations.

The pattern is consistent with the idea that different forms of reflection accompany different orientations toward reasoning. Situational reflection occurs while a student is engaged with a current problem. Its positive relationship with analyticity suggests a plausible connection between checking one's ongoing thought process and seeking logical or evidential structure. Its relationship with open-mindedness suggests that students who notice how they are reacting to a new claim may also be more willing to inspect a competing interpretation. Neither association establishes which process leads to the other.

Retrospective reflection was linked to truth-seeking and maturity of judgment. Reconsidering a finished decision may offer an opportunity to examine whether the original evidence justified it and whether an alternative explanation was overlooked. The observed correlations align with that account, but the data do not show that participants actually corrected an error. A stronger follow-up study could collect before-and-after written justifications and assess whether students identify missing evidence, revise unsupported conclusions, and acknowledge uncertainty in a new task.

Prospective reflection was associated with systematicity. Students who think ahead about a task may also prefer orderly reasoning, but a correlation cannot distinguish an effect of planning from a stable tendency to be organized. The finding nonetheless points to a testable educational idea: before a complex inquiry, students could write down what evidence would count against their preferred interpretation, which steps they will use to check sources, and what would justify changing the conclusion. Such an activity should be evaluated against a comparison condition rather than described as an effect demonstrated here.

The current results are related to, but methodologically different from, prior studies. Khoshgoftar and Barkhordari-Sharifabad (2023) reported a relationship between reflective capacity and critical thinking disposition among medical students; their constructs and scales do not map directly onto the three Karpov categories. Zhang et al. (2017) assessed a reflective training intervention in nursing education and therefore addressed change under an intervention, a question this correlation matrix cannot answer. A broader synthesis of teaching studies also suggests that critical thinking instruction depends on pedagogical design (Abrami et al., 2015). The most appropriate use of the present analysis is to select sharper hypotheses for such designs.

CONCLUSIONS AND RECOMMENDATIONS

For seminar practice, the three domains can be translated into different prompts. During a task, the teacher may ask which assumption is doing the most work in an argument. After a task, students may compare their initial answer with the evidence they later found. Before a new task, they may plan what contrary information they need to seek. These suggestions follow the domain pattern and existing reflective practice literature (Schön, 1983; Mann et al., 2009); they are proposals to be evaluated, not outcomes measured in the present data. Reflection also needs sufficient subject knowledge and constructive feedback to avoid becoming a ritual of unsupported self-description.

This study has important limits. The dissertation summary gives the total sample and coefficients but does not state the recruitment method, response rate, data collection dates, demographic composition, local reliability estimates, or individual-level observations. The pooled matrix does not show whether the associations differ by academic program or institution. Questionnaire answers may reflect shared response style. Twenty-one comparisons were reported with $p \leq .05$ markers and no documented correction for multiple testing. To assess the proposed mechanisms, future research should report complete psychometric evidence, use direct performance measures alongside dispositions, preregister domain-specific predictions, and compare reflective activities with an appropriate control condition.

In a reported sample of 300 Uzbek university students, situational reflection correlated with analyticity and open-mindedness, retrospective reflection with truth-seeking and maturity of judgment, and prospective reflection with systematicity. The differentiated pattern provides specific hypotheses for designing and testing reflective learning activities. It does not establish that reflection causes improvements in critical thinking disposition or skill.

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13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta’limotlar tarixi
13.00.02 Ta’lim va tarbiya nazariyasi va metodikasi (sohalar bo‘yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg‘ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta’limi nazariyasi va metodikasi
13.00.06 Elektron ta’lim nazariyasi va metodikasi (ta’lim sohalari va bosqichlari bo‘yicha)
13.00.07 Ta’limda menejment
13.00.08 Maktabgacha ta’lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

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