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DEVELOPING SELF-REGULATED LEARNING SKILLS THROUGH REFLECTIVE PEDAGOGICAL PRACTICES

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Abstract: Self-regulated learning is essential for academic success and lifelong education. The aim of this study was to analyze reflective pedagogical practices that develop self-regulation. The findings show that learning diaries, goal setting, self-assessment, feedback analysis and reflective discussions improve planning, monitoring and evaluation of learning activities.

Keywords: self-regulated learning, reflection, metacognition, pedagogy, learning autonomy

Introduction

Contemporary education aims to prepare learners who can manage their own learning beyond formal classroom conditions. Self-regulated learning includes goal setting, planning, strategy selection, monitoring, motivation control and self-evaluation. These skills do not develop automatically; they require systematic pedagogical support. Reflective practices help students become aware of how they learn, why they succeed or fail and what strategies should be improved. Therefore, developing self-regulated learning through reflection is an important task of modern pedagogy.

Materials and Methods

The study reviewed scientific literature on self-regulation, metacognition and reflective learning. The analyzed practices included reflective journals, learning plans, self-assessment checklists, feedback analysis, portfolio work and group reflection. Their effectiveness was evaluated according to students ability to set goals, monitor progress, select learning strategies and evaluate outcomes.

Results

The analysis showed that reflective practices positively influence self-regulated learning. Students who used learning diaries were better able to identify difficulties and plan improvements. Goal-setting activities increased motivation and direction. Self-assessment checklists helped learners evaluate task quality. Feedback analysis encouraged correction of mistakes. Portfolios demonstrated progress over time and supported academic responsibility.

Discussion

Reflection transforms learning from mechanical task completion into conscious self-development. It enables students to understand the connection between effort, strategy and result. Teachers should model reflective thinking and provide guiding questions. Regular reflection is more effective than occasional reflection after major tasks. Digital portfolios and online journals can support this process. However, students need training to produce meaningful reflection rather than formal descriptions.

Conclusion

Reflective pedagogical practices are effective for developing self-regulated learning skills. Learning diaries, self-assessment, portfolios and feedback analysis improve planning, monitoring and responsibility. These methods should be integrated into teaching practice to support autonomous and lifelong learning.

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