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## DIDACTIC FOUNDATIONS FOR DEVELOPING REFLECTIVE COMPETENCE OF FOREIGN LANGUAGE TEACHERS IN HIGHER EDUCATION

Annotation

This article examines the theoretical and didactic aspects of improving the reflective competence of foreign language teachers in the higher education system. Reflective competence is defined as a teacher's ability to analyze and critically evaluate their professional activity, adapt to changing educational conditions, and engage in continuous professional self-development. The study explores the structural components of reflective competence, its relationship with personal autonomy, and reflective readiness for self-directed learning. Particular attention is paid to the opportunities for developing reflective competence in foreign language teaching through the main types of speech activity. The effectiveness of reflective techniques and interactive teaching methods is substantiated. The research findings demonstrate that the development of reflective competence among future foreign language teachers is a key factor in enhancing the quality of higher education.

**Key words:** Reflective competence, foreign language teacher, higher education, didactic opportunities, self-development.

## OLIIY TA'LIMDA CHET TIL O'QITUVCHILARINING REFLEKSIV KOMPETENSIYASINI RIVOJLANTIRISHNING DIDAKTIK ASOSLARI

Annotatsiya

Mazkur maqolada oliy ta'lim tizimida chet til o'qituvchilarining refleksiv kompetensiyasini takomillashtirish masalalari nazariy va didaktik jihatdan tahlil qilinadi. Refleksiv kompetensiya o'qituvchining o'z kasbiy faoliyatini tahlil qilish, tanqidiy baholash, o'zini-o'zi rivojlantirish va o'zgaruvchan ta'lim sharoitlariga moslashish qobiliyatini ifodalaydi. Tadqiqotda refleksiv kompetensiyaning tarkibiy qismlari, shaxs avtonomiyasi bilan o'zaro bog'liqligi hamda o'zini-o'zi ta'limga refleksiv tayyorlikning ahamiyati yoritib berilgan. Chet tilni o'qitishda nutq faoliyatining asosiy turlari orqali refleksiv kompetensiyani rivojlantirish imkoniyatlari ochib berilgan. Shuningdek, refleksiv usullar va interfaol metodlardan foydalanishning pedagogik samaradorligi asoslab beriladi. Tadqiqot natijalari bo'lajak chet til o'qituvchilarini tayyorlash jarayonida refleksiv kompetensiyani rivojlantirish oliy ta'lim sifatini oshirishning muhim omili ekanligini ko'rsatadi.

**Kalit so'zlar:** Refleksiv kompetensiya, chet til o'qituvchisi, oliy ta'lim, didaktik imkoniyatlar, o'zini-o'zi rivojlantirish.

## ДИДАКТИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ РЕФЛЕКСИВНОЙ КОМПЕТЕНТНОСТИ ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ В ВЫСШЕМ ОБРАЗОВАНИИ

Аннотация

В статье рассматриваются теоретические и дидактические аспекты совершенствования рефлексивной компетентности преподавателей иностранных языков в системе высшего образования. Рефлексивная компетентность определяется как способность преподавателя анализировать и критически оценивать собственную профессиональную деятельность, адаптироваться к изменяющимся условиям обучения и осуществлять непрерывное профессиональное саморазвитие. В работе раскрываются структурные компоненты рефлексивной компетентности, её взаимосвязь с автономией личности и рефлексивной готовностью к самообразованию. Особое внимание уделяется возможностям развития рефлексивной компетентности в процессе обучения иностранному языку через основные виды речевой деятельности. Обосновывается эффективность применения рефлексивных приёмов и интерактивных методов обучения. Результаты исследования подтверждают, что развитие рефлексивной компетентности будущих преподавателей иностранных языков является важным условием повышения качества высшего образования.

**Ключевые слова:** Рефлексивная компетентность, преподаватель иностранного языка, высшее образование, дидактические возможности, саморазвитие.

**Introduction.** In general, the didactic opportunities for developing reflective competence among foreign language teachers are of great importance for organizing the educational process in a more effective and productive manner. Reflective competence refers to a teacher's ability to analyze their own professional activity, adapt to changing conditions, and continuously develop professional skills. Didactic opportunities, in turn, help teachers to study and improve their pedagogical practice and to create new methods and approaches for providing effective instruction to learners [2].

In foreign language learning, the main focus is placed on the consistent and systematic development of all

components of reflective competence in students while they acquire various strategies of speaking, reading, listening, and writing. In this process, combinations of didactic opportunities play a crucial role. By developing key reflective competencies related to the main types of speech activity in foreign language teaching, learners are oriented toward mastering a foreign language as a means of international communication [10].

**Literature Review and Discussions.** Methodologically oriented foreign language instruction at all stages should contribute to the development of reflective competence through reflective interaction in educational, social, cultural, administrative, and professional spheres, both

in formal and informal communication contexts. At the same time, special attention is paid to developing oral and written reflective culture in a foreign language, as well as deepening knowledge about the countries whose languages are being studied [3].

Thus, based on theoretical analysis, the didactic opportunities for developing the reflective competence of foreign language teachers can be interpreted as a professional quality of the individual, manifested in an active critical attitude of the teacher toward their own activity and toward themselves as the subject of this activity, as well as in the teacher's readiness and ability to creatively perceive pedagogical situations and organize them in an optimal way.

At present, various socio-economic changes taking place in Uzbekistan are also reflected in the higher education system, including foreign language teaching. Today, universities are able to independently organize their scientific and educational activities and train specialists who are ready to continuously enrich their knowledge and abilities. Moreover, by developing clear personal goals (for example, in language learning), such specialists are prepared to creatively apply various educational programs and use their abilities to achieve success, relying primarily on reflective readiness for self-development.

Taking into account personal self-awareness, the successful manifestation of reflective competence in professional activity depends on the extent to which this competence has been developed during the years of study at a particular university. Therefore, it is necessary to guide future specialists toward searching for their own paths of professional development and to convince them of the importance of foreign language proficiency for enhancing their professional mastery, which is often linked to personal self-improvement. For this reason, a tendency can be observed toward emphasizing the priority of a learner-centered approach in education, particularly in language learning. One of the key conditions for effective foreign language learning is the development of reflective readiness for self-directed learning [10].

It should be noted that modern approaches to foreign language teaching are closely connected with changes in education and integration processes, which makes it possible to justify the existence of a holistic process of self-development. In fact, this process is carried out solely by the individual [5], and its results are manifested in personal development. In this regard, the following characteristics of reflective competence can be identified: integrity, consciousness, attentiveness, independence, the creative nature of activity, and its personal and professional significance.

Reflective competence represents an individual's independent cognitive activity and includes the following components: self-development based on personal autonomy, which relies on the presence of cognitive abilities and self-awareness; satisfaction of needs through completed activities; productive activity based on cognitive needs during problem formulation, creative inquiry, and the discovery of new knowledge; and specially organized independent cognitive activity aimed at achieving goals related to self-development. It is important to emphasize the significance of the relationship between personal autonomy and reflective competence. Independent activity serves as an essential condition for internal freedom, as it arises within the structure of cognitive needs, for example, in language learning.

**Methods and Results.** On this basis, it is possible to identify essential components of personal autonomy manifested in purposeful free activity. These components include:

a) awareness of the possibility of carrying out an activity;

b) integration of external requirements of activity with internal beliefs and personal interests;

c) manifestation of willpower;

d) the desire for self-expression and self-realization in the chosen type of activity (for example, mastering a foreign language).

Thus, the main condition for self-development through personal autonomy is the individual's ability to understand this autonomy on the basis of self-development.

However, in reflective competence activity, as a rule, the second version of goal setting proves to be more effective, since self-development is always a self-regulated cognitive process. Therefore, self-development is closely connected with the competence of organizing one's own activity, which includes independently setting goals and objectives, selecting methods to achieve them, timely identifying one's actions, exercising self-control, and making self-corrections. From this perspective, the development of reflective competence can be linked to its internal mechanisms (self-development components), which represent an important aspect of restructuring consciousness. The essence of this process lies not only in acquiring new knowledge, values, goals, and activity programs, but also in recognizing the absence of certain knowledge and skills. Such activity can be described as a constant desire to learn a foreign language through a creative approach. Moreover, reflective competence is usually the central component of self-development. Therefore, this activity is interpreted as a reflective activity, whose components include reflective self-awareness (genesis), followed by self-knowledge (activity), and culminating in self-development (result). At this stage, reflective self-awareness functions as a process that ensures stable involvement in activating and directing reflective competence, stimulates personal activity and freedom, and mediates the development of an appropriate system of internal motivations.

Main Characteristics of Reflective Competence include:

Personal characteristic - leads to the consideration of the content, structure, and process of self-development at the level of reflective activity.

Goal orientation - becomes possible only when an individual recognizes the importance of the goals of self-development.

Systematic nature - ensures continuity and coherence of reflective competence levels and the step-by-step mastery of self-awareness processes.

Reflective competence is based on a teacher's ability to continuously analyze their own activity, introduce improvements through critical thinking, and adapt to changing conditions. These methodological characteristics help teachers manage the pedagogical process effectively, provide higher-quality instruction, and support their professional development.

Four aspects of reflective competence have been identified. The cooperative aspect involves psychological knowledge that ensures the coordination of subjects' professional competencies and group roles and facilitates the design of collective actions based on joint cooperation. The communicative aspect reflects the level of development of communication and interpersonal perception. From this perspective, reflective competence is characterized as a specific quality of self-knowledge. The personal aspect is presented as a process of reconsideration, while the intellectual aspect manifests itself in the subject's ability to distinguish, analyze, and relate their actions to objective situations.

In addition, the following characteristics of reflective methods in foreign language classes are of particular importance:

Reflection of emotional state and mood [6]. This can be implemented both at the beginning and at the end of a lesson. It allows the establishment of emotional contact with the audience, prepares students for learning activities, or helps relieve stress after intensive mental work. Therefore, it is advisable to use games and interactive methods at the beginning of lessons to engage students in the topic and enhance their mood. For example, the brainstorming method is one of the most effective techniques for solving a problem by collecting students' free ideas and reflections and arriving at an optimal solution. This method also ensures the participation of all students and encourages reflective thinking.

Reflection on the content of the learning material. This type of reflection can be used at different stages of a lesson and aims to determine the level of comprehension of the material. In this regard, the pre-, while-, and post-stages play an important role in revealing the content of a lesson. In the research process, reading skills (pre-reading, while-reading, and post-reading) were tested in practice at these stages.

Reflection of activity. This includes classroom exercises, homework, and independent tasks [6]. Vocabulary development exercises are considered particularly important for revealing the characteristics of developing students' reflective competence through classroom activities.

Thus, the teacher's task is to support future foreign language teachers and ensure their independence in the process of developing linguistic and personal abilities. Consequently, the teacher's role is to strengthen future foreign language teachers' motivation for self-directed learning and actively

involve them in creative activities during the foreign language learning process.

**Conclusion.** It is true that improving the reflective competence of foreign language teachers in higher education is a strategically important task in the context of ongoing educational transformation. Reflective competence serves as a fundamental professional quality that enables teachers to critically analyze their pedagogical practices, adapt to dynamic educational environments, and continuously pursue self-development. Its development is closely connected with personal autonomy, self-awareness, goal orientation, and systematic self-regulation.

The didactic opportunities embedded in foreign language teaching, such as interactive methods, staged lesson organization (pre-, while-, post-activities), collaborative learning, and reflective tasks, create favorable conditions for fostering reflective thinking and professional growth. Through the integration of emotional, cognitive, communicative, cooperative, and intellectual dimensions of reflection, teachers enhance not only their instructional effectiveness but also their capacity for lifelong learning.

Therefore, the development of reflective competence should be considered a central objective in the professional preparation of future foreign language teachers. A systematic, learner-centered, and creativity-oriented approach to teacher education will ensure that graduates are capable of managing their own professional growth, responding flexibly to educational challenges, and contributing meaningfully to the quality and sustainability of higher education.

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