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BO‘LAJAK INGLIZ TILI O‘QITUVCHILARIDA REFLEKTIV AMALIYOTNI RIVOJLANTIRISHNING PEDAGOGIK VA LINGVODIDAKTIK ASOSLARI

Annotatsiya

Ushbu maqolada bo‘lajak ingliz tili o‘qituvchilarida reflektiv amaliyotni rivojlantirishning pedagogik va lingvodidaktik asoslari tahlil qilinadi. Reflektiv amaliyotning nazariy asoslari (Dewey, Schön, Brookfield) va uning metakognitiv xabardorlik bilan bog‘liqligi ilmiy adabiyotlar asosida yoritiladi. Shuningdek, maqolada ACT modeli (Analyze, Connect, Transform) reflektiv ko‘nikmalarni tizimli rivojlantirish vositasi sifatida taklif etiladi. O‘zbekiston oliy ta’lim tizimida reflektiv amaliyotning joriy holati va mavjud muammolar tahlil qilinib, ularni bartaraf etish bo‘yicha amaliy tavsiyalar beriladi. Maqola bo‘lajak ingliz tili o‘qituvchilarining kasbiy tayyorgarligini takomillashtirishga qaratilgan.

Kalit so‘zlar: reflektiv amaliyot, reflektiv ko‘nikmalar, metakognitiv xabardorlik, ACT modeli, ingliz tili o‘qituvchilari, pedagogik asoslar, lingvodidaktik asoslar, kasbiy rivojlanish.

ПЕДАГОГИЧЕСКИЕ И ЛИНГВОДИДАКТИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ РЕФЛЕКСИВНОЙ ПРАКТИКИ У БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В статье анализируются педагогические и лингводидактические основы формирования рефлексивной практики у будущих учителей английского языка. Рассматриваются теоретические аспекты рефлексивной практики (с опорой на труды Дж. Дьюи, Д. Шёна и С. Брукфилда) и ее взаимосвязь с метакогнитивной осведомленностью. Кроме того, предлагается модель ACT (Analyze, Connect, Transform - «Анализ, Связь, Трансформация») как инструмент для систематического развития навыков рефлексии. В работе анализируются текущее состояние рефлексивной практики и существующие проблемы в системе высшего образования Узбекистана, а также предлагаются практические рекомендации по их решению. Статья направлена - на совершенствование профессиональной подготовки будущих учителей английского языка.

Ключевые слова: рефлексивная практика, рефлексивные умения, метакогнитивная осведомленность, модель ACT, преподаватели английского языка, педагогические основы, лингводидактические основы, профессиональное развитие.

PEDAGOGICAL AND LINGUODIDACTIC FOUNDATIONS FOR FOSTERING REFLECTIVE PRACTICE AMONG PROSPECTIVE ENGLISH LANGUAGE TEACHERS

Annotation

This article analyzes the pedagogical and linguodidactic foundations for developing reflective practice among prospective English language teachers. It examines the theoretical underpinnings of reflective practice (drawing on Dewey, Schön, and Brookfield) and its relationship with metacognitive awareness. Furthermore, the article proposes the ACT model (Analyze, Connect, Transform) as a tool for the systematic development of reflective skills. It analyzes the current state of reflective practice and existing challenges within Uzbekistan's higher education system, offering practical recommendations to address these issues. The article aims to enhance the professional preparation of future English language teachers.

Keywords: reflective practice, reflective skills, metacognitive awareness, ACT model, English language teachers, pedagogical foundations, linguodidactic foundations, professional development.

Introduction. In today's global teacher education landscape, the paradigm has decisively shifted from a technical-rationality model, which positioned teachers as technicians applying prescribed methods, to a reflective-practitioner model, which views them as autonomous, critical professionals who adapt and create knowledge in context (Schön, 1983). In the context of Uzbekistan, the "Uzbekistan 2030" strategy and concomitant legislative decrees stress competence-based education and critical thinking, opening a vital policy opportunity for incorporating reflective practice. However, many deficiencies remain, including a primarily theoretical curriculum, insufficient dedicated time for guided contemplation, and a lack of structured training for teacher educators to facilitate deep reflection. In this context, the President of the Republic of Uzbekistan, Sh.M.Mirziyoyev, has often stressed the critical role of education in national development. In his address to the Oliy Majlis, he remarked that "the most important task is to educate a new generation of personnel who think independently, have modern knowledge and skills, and can take responsibility for the future of the country" (Mirziyoyev, 2020). Furthermore, the Decree "On the Strategy 'Uzbekistan-2030' (PF-158, 2023) identifies human capital development and educational quality enhancement as essential national priority.

Literature review. The following study investigates the theoretical and empirical bases of reflective practice in teacher education, with a particular emphasis on prospective English language instructors. The review is divided into five major sections: theoretical foundations of reflective practice, reflection and metacognitive awareness, reflective practice in English language teacher education, models and frameworks for reflective practice, and the current state of reflective practice in Uzbekistan.

The concept of reflective practice originated with the work of John Dewey, an American philosopher and educational reformer. In his influential book How We Think (1933), Dewey defined reflective thinking as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (p. 9). This definition highlights three fundamental qualities of reflection: it is active (requires mental effort), persistent (continuous), and careful.

Dewey (1933) recognized five stages of reflective thinking: a sense of difficulty or problem, the location and definition of the problem, the suggestion of potential solutions, the formation of reasoning about the answers, and additional observation and experimentation to test the solution. These phases laid the groundwork for many following reflected models. Dewey also defined three important attitudes or dispositions for reflective practice: open-mindedness (willingness to explore various views), wholeheartedness (sincere desire to learn and improve), and accountability (acceptance of one's acts and their consequences).

Donald Schön (1983) built on Dewey's work by establishing two separate sorts of reflection: reflection-in-action and reflection-on-action. Reflection-in-action refers to thinking about one's actions while performing them—the spontaneous, intuitive corrections that professionals make in real time. Reflection-on-action is the careful, systematic review of one's own actions following an incident.

Stephen Brookfield (1995) broadened the concept of reflective practice by introducing the notion of critical reflection and the four lenses through which teachers can examine their practice: the autobiographical lens (one's own experiences as a learner and teacher), the students' eyes lens (seeing the classroom from students' perspectives), the colleagues' experiences lens (learning from peers and mentors), and the theoretical literature lens (connecting practice to research and theory).

Metacognition, first defined by John Flavell in the 1970s, refers to "thinking about one's own thinking" or "cognitions about cognitions" (Noushad, 2008). Flavell (1979) characterized metacognition as having two components: metacognitive knowledge (knowledge about one's own cognitive processes) and metacognitive experiences.

Schraw and Dennison (1994) expanded on the notion by distinguishing two major components of metacognitive awareness: knowledge of cognition (what one knows about one's own cognitive processes) and regulation of cognition (how one plans, monitors, and assesses cognitive processes). Metacognitive awareness is described as "the ability to reflect on, understand, and control learning" (p. 460).

Several crucial characteristics have been discovered in research to help future English instructors build reflective abilities. (See table 1.1) This includes:

Table 1.1

Key Factors in Developing Reflective Skills

Factor	Description	Source
Disciplinary Linguistic Sensitivity	Knowledge of English syntax, phonology, semantics, pragmatics, and SLA theories	Corder (1967)
Structured, Scaffolded Reflective Routines	Systematic use of reflective models (Gibbs, Kolb) through teaching diaries and self-evaluations	April (2003)
Video-Stimulated Recall (VSR)	Use of video recordings to provide external, objective data on teaching performance	Brunker (2025)
Collaborative Peer Observation	Non-evaluative peer observations followed by structured critical friendship discussions	Moon (1999)
The "Learner's Perspective" Empathy Task	Experiencing language learning from a beginner's perspective to understand affective factors	Boud, Keogh & Walker (1985)
Explicit Metacognitive Vocabulary Training	Teaching specific terminology (monitoring, evaluating, planning, etc.)	Vogelsang et al. (2025)

Source: Compiled by the author based on Corder (1967), April (2003), Brunker (2025), Moon (1999), Boud, Keogh & Walker (1985), Vogelsang et al. (2025)

These factors are further supported by four broad categories: cognitive factors (critical thinking, problem-solving abilities), affective factors (motivation, emotional regulation), social factors (peer collaboration, mentor support), and pedagogical factors (structured frameworks, regular practice, quality feedback).

A number of models and frameworks have been developed to help guide reflective activity in teacher education. (See table 1.2) This includes:

Table 1.2

Models and Frameworks for Reflective Practice

Model/Framework	Author(s)	Key Features
Gibbs' Reflective Cycle	Gibbs (1988)	Six stages: Description, Feelings, Evaluation, Analysis, Conclusion, Action Plan
Kolb's Experiential Learning Cycle	Kolb (1984)	Four stages: Concrete Experience, Reflective Observation, Abstract Conceptualization, Active Experimentation
Schön's Reflection Model	Schön (1983)	Reflection-in-action and reflection-on-action
Brookfield's Four Lenses	Brookfield (1995)	Autobiographical, students' eyes, colleagues' experiences, theoretical literature
Dewey's Five Phases	Dewey (1933)	Suggestion, Intellectualization, Hypothesis, Reasoning, Testing
Rolfe's "What? So What? Now What?"	Rolfe et al. (2001)	Three-stage reflection model
Moon's Map of Reflection	Moon (1999)	Noticing, Making Meaning, Working with Meaning, Transformative Learning
Boud, Keogh & Walker's Model	Boud et al. (1985)	Returning to Experience, Attending to Feelings, Re-evaluating Experience
The ACT Model	Proposed	Analyze, Connect, Transform

Source: Compiled by the author based on Gibbs (1988), Kolb (1984), Schön (1983), Brookfield (1995), Dewey (1933), Rolfe et al. (2001), Moon (1999), Boud et al. (1985).

Although Dewey (1933), Schön (1983), and Brookfield (1995) provide a solid theoretical framework, their approaches were established in Western contexts and particularly for general professional education, rather than EFL teacher preparation in Central Asia. Dewey's five phases are logically sound, but they lack practical teaching techniques. Schön's reflection-in-action is difficult to assess in

pre-service contexts since novices frequently lack the implicit information that experienced professionals have. Brookfield's four lenses are valuable, but they necessitate an open critical dialog culture, which may not yet exist in Uzbek higher education, where hierarchical and teacher-centered traditions predominate. Furthermore, existing empirical research (Pousi et al., 2025; Vogelsang et al., 2025) primarily focus on European contexts, creating a void in understanding how reflective practice might be systematically cultivated in post-Soviet, transitional education systems. Furthermore, the literature rarely discusses the integration of metacognitive awareness and linguodidactic content knowledge, a gap that the current study aims to solve by proposing the ACT paradigm.

Uzbekistan's education system is in a constant state of flux. The "Uzbekistan 2030" strategy and concomitant legislative decrees stress competence-based education and critical thinking, opening up a vital policy opportunity for incorporating reflective practice (Mirziyoyev, 2020; President of the Republic of Uzbekistan, 2023).

Research methodology. This study uses a mixed-methods research design that combines quantitative and qualitative methodologies to thoroughly analyze the development of reflective skills in prospective English instructors. The quantitative component consists of a pre- and post-test experimental design with control and experimental groups to assess the efficacy of the ACT model (Analyze, Connect, Transform) intervention. The qualitative component comprises reflective journals, semi-structured interviews, and classroom observations to acquire a better understanding of participants' reflective thinking processes and experiences. A Likert-scale reflective skills questionnaire, open-ended reflective questions, scenario-based exercises, and a rubric specifically designed for measuring reflective skills are among the data gathering devices. The study follows ethical norms, including informed consent, confidentiality, and the option to withdraw at any time.

Analysis and results. The quantitative analysis demonstrated that the experimental group's reflective skills improved significantly when compared to the control group. The pre-test findings revealed no significant differences between the two groups, confirming their initial equivalence. However, post-test findings showed that the experimental group scored much higher than the control group, with a large effect size, indicating that the ACT model intervention was highly effective. The qualitative study of reflective diaries and interviews found three significant themes: higher self-awareness of cognitive processes, improved capacity to connect theory and practice, and increased confidence in making evidence-based teaching decisions. Participants in the experimental group consistently stated that the structured ACT model provided a clear framework for contemplation, leading them beyond superficial description to deeper critical examination.

Conclusions and recommendations. This study investigated the pedagogical and linguistic underpinnings for establishing reflective practice in future English instructors, with a particular emphasis on the Uzbek setting. The findings demonstrate that reflective practice is more than just an additional ability; it is a key professional competency that bridges the theory-practice divide, improves teaching efficacy, and increases metacognitive awareness. The quantitative analysis demonstrated a statistically significant improvement in the experimental group's reflective skills compared to the control group, with a substantial effect size, confirming the efficacy of the ACT model (Analyze, Connect, Transform). The qualitative study revealed three significant themes: higher self-awareness of cognitive processes, improved capacity to connect theory and practice, and better confidence in making evidence-based teaching decisions. These findings indicate that consistent use of the ACT model improves both the knowledge and regulatory components of metacognitive awareness in future English instructors. The study also found that, while Uzbekistan's education system has created a favorable policy window for incorporating reflective practice, significant challenges remain, such as a traditional educational culture, a lack of systematic training for teacher educators, resource constraints, and an evaluation system that prioritizes quantitative outcomes over qualitative, process-oriented skills like reflection.

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