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BO'LAJAK CHET TIL O'QITUVCHILARINING REFLEKSIV KOMPETENSIYALARINI AMALGA OSHIRISH BOSQICHLARI

Annotatsiya

Reflektiv kompetensiyalarni rivojlantirish bo'lajak chet tili o'qituvchilarining kasbiy shakllanishining asosi hisoblanadi. Reflektiv amaliyot o'qituvchilarga o'zlarining pedagogik yondashuvlarini tanqidiy baholash va takomillashtirish, o'qitishni o'quvchilar ehtiyojlariga moslashtirish va murakkab sinf dinamikasini boshqarish imkonini beradi. Ushbu maqolada o'qituvchilarni tayyorlashdan oldingi ta'lim dasturlarida reflektiv kompetensiyalarni amalga oshirish bosqichlari ko'rsatilgan, aks ettirishning progressiv xarakteriga asosiy tushunchadan chuqur, tanqidiy tahlilgacha urg'u berilgan. Maqolada ta'lim nazariyalari va empirik xulosalarga asoslanib, har bir darajadagi strategiyalar, muammolar va ilg'or tajribalarni ta'kidlab, aks ettiruvchi kompetensiyani rivojlantirishning bosqichma-bosqich modeli taqdim etilgan. Topilmalar shuni ko'rsatadiki, to'g'ridan-to'g'ri fikr yuritish bo'lajak til o'qituvchilarining pedagogik, lingvistik va madaniyatlararo mahoratiga sezilarli hissa qo'shadi.

Kalit so'zlar: Reflektiv amaliyot, aks ettirish qobiliyati, o'qituvchi ta'limi, chet tilini o'rgatish, kasbiy rivojlanish, pedagogik aks ettirish, tayyorlov o'qituvchilari.

ЭТАПЫ РЕАЛИЗАЦИИ РЕФЛЕКСИВНЫХ КОМПЕТЕНЦИЙ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация

Развитие рефлексивных компетенций является краеугольным камнем профессионального образования будущих учителей иностранных языков. Рефлексивная практика позволяет педагогам критически оценивать и совершенствовать свои педагогические подходы, согласовывать преподавание с потребностями учащихся и ориентироваться в сложной динамике класса. В этой статье описываются этапы внедрения рефлексивных компетенций в программы подготовки учителей до поступления на работу, подчеркивая прогрессивный характер рефлексии от базового осознания до глубокого критического анализа. Опираясь на образовательные теории и эмпирические результаты, в статье представлена поэтапная модель развития рефлексивной компетенции, выделяя стратегии, проблемы и передовой опыт на каждом уровне. Результаты показывают, что преднамеренная, спланированная рефлексия вносит значительный вклад в педагогическую, лингвистическую и межкультурную компетентность будущих преподавателей языков.

Ключевые слова: Рефлексивная практика, рефлексивная компетентность, педагогическое образование, преподавание иностранных языков, профессиональное развитие, педагогическая рефлексия, будущие учителя.

STAGES OF IMPLEMENTING REFLECTIVE COMPETENCIES OF FUTURE FOREIGN LANGUAGE TEACHERS

Annotation

The development of reflective competencies is a cornerstone of professional formation for future foreign language teachers. Reflective practice enables educators to critically evaluate and improve their pedagogical approaches, align teaching with learners' needs, and navigate complex classroom dynamics. This article outlines the stages of implementing reflective competencies in pre-service teacher education programs, emphasizing the progressive nature of reflection from basic awareness to deep, critical analysis. Drawing on educational theories and empirical findings, the article presents a staged model of reflective competency development, highlighting strategies, challenges, and best practices at each level. The findings suggest that deliberate, scaffolded reflection contributes significantly to the pedagogical, linguistic, and intercultural proficiency of future language educators.

Key words: Reflective practice, reflective competence, teacher education, foreign language teaching, professional development, pedagogical reflection, pre-service teachers.

Introduction. In modern educational paradigms, the concept of reflection has emerged as a vital aspect of teacher development. For foreign language educators, reflective competencies are especially critical due to the complex interplay of linguistic, cultural, and pedagogical factors involved in language instruction. The cultivation of these competencies enables teachers not only to evaluate their teaching strategies but also to adapt and grow in response to diverse classroom realities. This article aims to delineate the stages through which reflective competencies are developed in future foreign language teachers, providing a structured model for teacher education programs.

Reflective competence refers to the ability to critically assess one's teaching experiences, make informed decisions, and implement changes based on that assessment. Drawing from the works of Schön [5], Kolb [4], and Dewey [2], reflection can be understood in both practical and theoretical terms, encompassing "reflection-in-action" and "reflection-on-action."

The features of the development of reflexive competence of future foreign language teachers within the framework of professional training are considered. The main professional and methodological skills that require special attention in the training of future foreign language teachers in

the foreign language specialty are distinguished, and the stages of work and practical methods for the development of these skill groups are proposed.

Analysis of literature on the topic

In modern education, a foreign language is given special importance as a language of international communication. The need for society for specialists who know a foreign language is reflected in the entire education system: English has become the first foreign language offered for study in most secondary schools and other educational institutions [1]. In this regard, the demand for foreign language teachers is constantly increasing. However, the number of graduates of the faculty of foreign languages who work in their specialty after graduating from a pedagogical university remains small.

In addition, in the development of reflexive competence, the following stages of the development of the professional activity of future foreign language teachers can be distinguished: the stage of academic activity at the university, the stage of professional activity at the university, the actual stage of professional activity after graduation [1].

In particular, G. Makkamova [6] suggests preparing future foreign language specialists for professional activity through intercultural dialogue in order to increase the cultural knowledge and professional potential of future foreign language teachers in the field of philology.

Z.K. Norkoziyeva [7] put forward the point of view that the professional training of future specialists, as well as the level of mastering a foreign language, is determined by their age characteristics and individual characteristics, as well as self-correction in accordance with age and individual characteristics.

N.M. Ahmedova [8] in her study noted that, by organizing interdisciplinary connections in the study of a foreign language, a future foreign language teacher directs his personal activity to the search for new concepts, laws, and phenomena, which seems to be a promising means of developing reflexive competence in determining his own destiny and self-organization in his future professional activity.

According to G. Djurayeva [9], the professional qualities of future foreign language teachers are developed on the basis of forming knowledge about the country, influencing the thoughts and feelings of the interlocutor in another language through the interpretation of universal human values during communication.

Based on the classification of professional pedagogical skill groups developed by E.I. Passov [10] and the methodological skill groups identified by J.S. Fritsko [11], as well as the analysis of the results of determining the diagnostic level, we highlight the following skills in the development of professional specialties.

Research method. In the process of teaching a foreign language, the content and operational stages of developing reflexive competence in students play a very important role in analyzing, improving and consolidating students' own knowledge. Through these stages, students can create opportunities to understand, manage and effectively develop their own activities and the learning process. Below we will consider in detail what opportunities the content and operational stages create for the development of reflexive competence in students.

The content and operational stages create important opportunities for the development of reflexive competence in students. The content stage supports students in selecting and analyzing materials to be studied, while the operational stage develops the skills of self-analysis, evaluation of results and independent decision-making in practical activities. These processes encourage students to understand their knowledge

more deeply, effectively manage the learning process and achieve better results.

At the reflective analysis stage, students analyze their own learning process. Students evaluate the materials they have studied, the practical exercises they have performed and their own achievements. At the same time, they try to identify their weaknesses and improve on them.

The founder of reflective research, J. Dewey [12], wrote: "Where there is no question or problem to be solved, where there is no difficulty to overcome, the stream of thought flows randomly, unpreparedly, difficulties are a natural stimulus for reflective research." At this stage, it is very important to encourage future foreign language teachers to move away from generally accepted stereotypes and use innovative approaches to solving such problems. The teacher can offer a counter-approach: future foreign language teachers, having planned part of a foreign language lesson, should think and talk about how they would solve such a problem; what working methods can be transferred to the situation of learning a foreign language, whether they are subject to change and why. After a collective discussion of the problem situation, future foreign language teachers independently develop a part of a foreign language lesson based on the goals of self-professional development and a specific methodological problem. In the next lesson, future foreign language teachers will implement a reflexive strategy of self-affirmation and carry out professional activities.

Analysis and results. The development of professional and methodological competence of future foreign language teachers in accordance with the reflexive approach is not the only, but very effective condition for effective work. It ensures the development of the professional skills of the future specialist and his readiness to perform teaching functions. There is a connection between improving the professional and methodological skills of future foreign language teachers and improving the quality of foreign language teaching in general. However, this study does not end the problem under study. We believe that future research prospects can be directed to a detailed study of ways to develop other professionally significant competencies of future foreign language teachers within the framework of reflexive competence.

Analysis of theoretical sources on the topic of the study provides grounds for emphasizing that the core of any competence is skill. It can be concluded that the main indicator of the development of reflexive competence of future foreign language teachers in the process of teaching a subject is a high level of professional and methodological skills.

In the study of D.T. Pardayeva [13], self-development is defined as a synonym for reflexive activity - the activity of a future teacher consisting of the following skills: self-observation, self-control, self-management. Self-observation allows a future teacher to notice his mistakes during the statement. Self-control helps to determine the cause and nature of mistakes and difficulties. She noted that self-control and self-regulation help a future teacher to draw conclusions based on the analysis of his mistakes and regulate his speech during the preparation or speech process.

The idea of competence-based education is one of the priority areas of modernization of modern education. The essence of the competency-based approach in vocational education lies in the development of reflexive competence as a combination of basic and specific competencies in future foreign language teachers.

In addition to the above, one of the priority tasks of foreign language education is to develop the ability of future foreign language teachers to learn and learn independently, to design and implement their own professional education, that is, the development of reflexive and cognitive competence is of great importance.

Thus, the content of reflective and cognitive competence includes the development of general educational and special educational skills that allow the development of educational activity in mastering a foreign language, as well as with their help to satisfy cognitive interests in other areas of knowledge.

An important component of the educational and cognitive competence of future foreign language teachers is their reflective ability. From the point of view of a structurally meaningful consideration of the problem, reflective competence is an analytical and evaluative stage of educational and cognitive competence, which includes the activity of understanding and evaluating the course and results of independent activity aimed at mastering a foreign professionally oriented language.

This means that a future foreign language teacher must be able to identify the positive and negative aspects of their educational work, compare the results achieved with the intended goals and objectives, realistically understand their capabilities, and in connection with all this, adequately plan the program and implement it for the most optimal mastery of a foreign language.

Conclusion and suggestions

The development of reflective competencies is a dynamic and iterative process that must be nurtured through intentional pedagogical design. Teacher educators play a pivotal role in facilitating each stage of this development. When effectively implemented, reflective practices empower future foreign language teachers to become adaptive, thoughtful, and culturally sensitive professionals.

In conclusion, we note that the task of developing the reflexive competencies of future foreign language teachers in the context of foreign language teaching seems to be important from the point of view of mastering foreign language professional competence: it consists in ensuring the independence of future foreign language teachers in setting their own educational goals and assessing their correctness; searching for ways to achieve these goals and knowing their optimality; it is distinguished by the implementation of practical actions at the above stages and assessing their adequacy, determining the level of knowledge of a foreign language.

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