

RESEARCH ARTICLE

Methodology For The Development Of Professional-Reflexive Competence Of Future Primary School Teachers

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Abstract

The article substantiates a methodological approach aimed at developing professional-reflexive competence in future primary school teachers. The study proposed a methodological system that improves the processes of reflection and professional growth, analysis of teacher activity in the context of digital education, self-assessment, and pedagogical decision-making. As a result of the experimental work, a significant increase in the indicators of reflexive analysis skills, methodological generalization, and lesson redesign was noted in the experimental group.

KEY WORDS

Professional reflection, professional-reflexive competence, future teacher, methodological system, reflexive portfolio, microdars, pedagogical analysis, digital education.

INTRODUCTION

Currently, the reforms being implemented in the education system are making the issue of improving the quality of primary education and training pedagogical personnel with modern competencies an urgent task. In particular, it is important to be able to consciously analyze the professional activity of future primary school teachers, to develop reflexive activity aimed at assessing and improving their pedagogical experience. Therefore, the issue of the formation and development of professional-reflexive competence in the process of pedagogical education requires separate scientific and methodological research. Professional-reflexive competence represents the teacher's ability to analyze their own activity, critically approach pedagogical situations, and evaluate their knowledge, skills, and experience in decision-making. The peculiarity of the activity of a primary school teacher is explained by the fact that it plays an important role in the personal, intellectual, and social development of

students. Therefore, the formation of reflexive thinking in future teachers is an integral part of their professional training. Although reflection is recognized as a leading factor in the professional development of a person in scientific research in the field of pedagogy and psychology, the issue of systematic development and implementation of a methodology for the development of professional-reflexive competence in future primary school teachers has not been sufficiently studied. From this point of view, this study is aimed at identifying effective methods and techniques aimed at developing professional-reflexive competence, substantiating their pedagogical conditions. Improving the quality of primary education directly depends on the teacher's professional skills, the ability to analyze their activities and draw conclusions from pedagogical situations. In today's educational environment, the teacher is required not only to impart knowledge, but also to monitor the dynamics of student development, adapt the

learning process, choose an individual approach, and evaluate the result based on evidence. This makes the formation of professional-reflexive competence in the future teacher an urgent issue.

Evidence of relevance:

1. The quality of education is stabilized when relying on reflexive analysis: if the teacher can identify and analyze the reasons for errors in their work, their methodological solutions will be improved.
2. In elementary school, pedagogical situations change frequently and quickly: children with different levels of preparedness, psychological adaptation, motivation, and differences in learning speed require constant analysis and adaptation from the teacher.
3. In the context of digital education, the possibilities of lesson analysis have expanded: video lessons, online platforms, e-portfolios, analytical tools have created new conditions for the methodological development of reflexive competence.
4. The need for practice-oriented training has increased: not limited to theoretical knowledge, it is necessary to systematically establish reflexive practices such as microdars, observation, analysis, and redesign.

Therefore, this article covers the issue of the methodology, of developing professional-reflexive competence in future teachers, its adaptation to the educational process and proof of its effectiveness through result indicators:

identification of the components of professional-reflexive competence;

development of a methodological system (model) of development;

determination of diagnostic criteria and indicators;

Determining the effectiveness of the methodology through experimental testing.

Professional-reflexive competence is a set of stable abilities of the future teacher to analyze, evaluate, draw conclusions and improve their pedagogical activity. It consists of the following components:

1. Cognitive component: knowledge of the concept of reflection, pedagogical analysis, lesson design, assessment methods.

2. Operational-practical component: skills in lesson analysis, problem-solving, methodological decision-making, and replanning.

3. Motivational-value component: need for self-development, professional responsibility, openness to innovation.

4. Personal-regulatory component: self-control, emotional stability, self-esteem, and behavior correction.

1) The quality of education is stabilized based on reflexive analysis.

The quality of education is stabilized not by random successes, but by systematic analysis and improvement. Reflexive analysis allows the teacher not only to evaluate their work at the level of "how did it go?" but also to deeply consider questions such as "why did it happen this way? what factor influenced it? what evidence is there? what will I change next time?." It is this mechanism that establishes the xato-sabab-yechim-natija chain in the educational process.

The impact of the reflexive approach on quality can be seen in several scientific-logical directions:

-The accuracy of error detection increases: the teacher does not limit themselves to the general conclusion that the problem in the lesson is "students did not understand," but divides the problem into components (was the goal unclear, did the method not match, was the level of the task difficult, was there a lack of a differentiated approach, was the assessment criterion incorrectly set).

-Evidence-based decisions appear: in reflexive analysis, the teacher connects their conclusion with pedagogical evidence, such as observation, student work, assessment results, question-and-answer activity, time allocation. This leads to choosing a methodological solution based on facts, not "emotions."

-Reduces repetitive errors: reflexive analysis provides a "clear change plan for the next lesson." For example, if the explanatory section is too long, time savings through active methods (cluster, pair work) are planned in the next lesson.

-Stabilization of quality (stable) is ensured: when the reflexive cycle operates regularly, the quality of lessons is not constant, but approaches a state of consistently high results.

Thus, reflexive analysis is a mechanism of "internal control and quality management," ensuring the professional growth of the

teacher, which serves to constantly improve the lesson.

2) In elementary school, pedagogical situations change frequently and quickly.

Elementary school is the most rapid stage of student development, where psychological and pedagogical processes are closely interconnected. Therefore, at this stage, the teacher cannot always work with a "ready-made scheme": the situation changes quickly, the pace of students' perception, attention, emotional state, and motivation are different. Therefore, adaptive pedagogical management is required from the teacher, and the main support for this adaptability is reflection.

Factors that enhance this variability:

-Preparation Difference: There may be students in the same class who read quickly, learn slowly, are supported at home, or have such a disability. One method does not affect everyone equally; the teacher should notice these differences during the lesson and adapt the task.

-Psychological adaptation: School is a new social environment for an elementary school student. Conditions such as fear, shyness, rapid distraction, and lack of self-confidence directly affect the dynamics of the lesson.

-Quickly changing motivation: Younger students' interest can ignite and decline quickly. Therefore, the teacher should notice where motivation is coming from in the lesson and be able to immediately change the methodological approach.

-Learning speed and perception difference: some will need the same explanation, while others will need visual assistance, additional examples, and practical exercises.

In this context, reflexive competence gives the teacher:

- quick analysis of the situation (what worked/what didn't work);
- selection of a method corresponding to the student's needs;
- manage the lesson in "real time" (change the plan and rhythm if necessary);
- Viewing student errors as a learning resource (diagnosing errors).

Therefore, the specific dynamics of elementary school bring professional reflection to the level of professional necessity, and not just an additional skill.

3) In the context of digital education, the possibilities of lesson analysis have expanded.

The most important advantage of the digital educational environment is that it makes the pedagogical process "visible" and "recognizable." While previously the teacher relied more on memory and overall impression when analyzing the lesson, digital tools allow analyzing the lesson process based on evidence (evidence).

These opportunities are manifested in the following areas:

-Video lesson and microanalysis: Video recording of the lesson allows the teacher to clearly see their speech, questioning style, time allocation, student activity, and classroom communication culture. Video analysis reveals the difference between thinking "that's what I did" and "that's what I actually did."

-Online platforms and trace data: indicators such as who completed the task when, which question made the most mistakes, the number of repetitions, reading speed become an important diagnostic source for reflexive analysis.

-E-portfolio: the student's (future teacher's) lesson plans, reflective diary, analytical conclusions, videos, rubrics are collected in one place. This makes it possible to observe reflexive competence not as a one-time task, as a trajectory of continuous development.

Analytics and rubrics: Numerical evaluation rubrics systematize reflection: for example, "depth of analysis" is evaluated by a 4-level indicator (description → causal analysis → argumentation → strategic conclusion).

At the same time, digital education creates a methodologically important prerequisite for the development of reflection: reflection is no longer a subjective opinion, but a fact-based professional analysis.

4) The need for practice-oriented training has increased.

The teaching profession is not acquired "only with theoretical knowledge." The most important principle of professional training of a future teacher is the unity of theory and practice. Because in a real classroom environment, the teacher constantly assesses the pedagogical situation, makes quick decisions, manages student activity, and analyzes the result. These processes are shaped by reflective practices.

Reasons leading to increased practice-oriented training:

- increase in elements of a differentiated approach and inclusive education in the classroom;
- transition of assessment to a competency-based approach (assessment of the result based on activity and skills, not just a test);
- the need to apply modern methods (STEAM, project, interactive approaches) in accordance with the lesson;
- Increased expectations of parents and society (integration of education quality and upbringing).

From this point of view, reflexive competence is the "core" of practical training and is systematically developed through the following reflexive practices:

The proposed methodology removes reflection from the level of "personal judgment" and connects it with methodological analysis and pedagogical decision. Especially micro-lesson-video analysis and a reflective portfolio make the professional growth of the future teacher visible (monitored). Also, in the process of peer review and case study, students compare different solutions and develop reflexive thinking in a socio-intellectual environment.

Professional-reflexive competence is one of the basic competencies that serve to improve the quality of lessons of the future primary school teacher.

The methodological system, based on the integration of science and practice, micro-lesson-video analysis, reflective diary, case study, and digital portfolio, increases the depth of reflective analysis. The methodology corresponds to the subjects of the curriculum of the pedagogical direction of the university and gives effectiveness when combined with practice.

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