

Psychological and Pedagogical Features of Developing Reflective Competence of Students in The Process of Teaching English

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Abstract: This article examines reflection as a key psychological and pedagogical mechanism in the professional development of future foreign language teachers. It highlights ongoing educational reforms in Uzbekistan and emphasizes the role of methodological training in fostering analytical and independent thinking. The study identifies reflective competence as a fundamental basis for both professional and communicative development. Particular attention is given to the use of introspection, interactive technologies, and student-centered approaches within the credit-modular system. The findings suggest that reflective competence enhances self-education, motivation, and continuous professional growth, thereby improving overall teaching effectiveness.

Keywords: Reflection, reflective competence, foreign language teaching, professional development, methodology, critical thinking, self-education, credit-modular system, interactive methods, pedagogical skills.

Introduction: A modern individual should be developed not only as a specialist in a particular field but also as a person who possesses a strong command of foreign languages and information technologies, along with broad knowledge and a well-rounded worldview. In this regard, the Resolution of the President of the Republic of Uzbekistan No. PR-5117, "On Measures to Bring the Promotion of Foreign Language Learning to a Qualitatively New Level," has played a significant role in the advancement of the national education system.

The fundamental reforms implemented in the field of education aim to cultivate physically healthy, spiritually mature, and comprehensively developed individuals. These reforms also encourage young people to actively participate in ongoing transformations within the education sector. Furthermore, they focus on improving the quality of education for future foreign (English) language teachers to meet international standards and on enhancing their professional competence.

THEORETICAL BACKGROUND

The course Methods of Teaching Foreign Languages plays a crucial role in the professional preparation of future teachers. According to the university curriculum, methodological training is delivered in the third year through lectures and seminars, and in the fourth year through teaching practice.

The content and structure of this discipline are determined by its objectives and specific characteristics. Effective acquisition of methodological knowledge requires a deep understanding of modern educational needs, alignment with academic programs, and adherence to student-centered teaching principles.

Teaching at the university level requires continuous research, analysis, and the application of effective instructional strategies. A future teacher should develop into a reflective practitioner capable of analyzing both personal and advanced pedagogical experiences, conducting psychological observations of learners, and creatively applying contemporary

teaching methodologies.

Reflection is a central concept in this context. It can be defined as an individual's ability to analyze their own thoughts, emotions, and actions, as well as to evaluate and improve them. Reflection enables learners to progress from simple knowledge acquisition to metacognitive awareness ("I know that I know"), making it a key component of both personal and professional development.

METHODOLOGY

This course encourages students to critically analyze their knowledge, skills, and competencies in accordance with modern university requirements. Particular emphasis is placed on:

- student-centered learning approaches;
- modular education systems;
- interactive teaching methods;
- the development of reflective skills.

The methodology also highlights the importance of effectively organizing the reflection stage in foreign language classes. Reflection is structured on the basis of internal motivation, aligning the learning process with students' needs, interests, and goals.

Future teachers are trained to:

- conduct self-analysis and self-evaluation;
- apply reflective techniques in teaching practice;
- develop independent learning skills;
- solve pedagogical problems creatively.

RESULTS

Research conducted by various scholars demonstrates the significance of reflective competence in foreign language teaching.

N.M. Akhmedova emphasizes that the ability to analyze and evaluate one's own teaching activity is a key component of professional competence [1]. M.Kh. Gulyamova highlights the importance of reflection in communicative competence, particularly in fostering self-awareness and effective interaction [2]. A.A. Musayeva identifies reflective competence as an essential factor in personal and professional growth [3]. D.T. Pardayeva underscores the role of analytical and reflective thinking in developing linguistic competence [4]. K.J. Riskulova associates reflection with the

understanding and evaluation of sociolinguistic contexts [5]. D.Kh. Kholmurodova demonstrates that the effectiveness of language acquisition increases through the use of interactive and reflective teaching methods [6]. I.B. Utayeva emphasizes that reflective analysis is essential for the conscious understanding of grammatical structures [7].

These studies confirm that reflective competence serves as a foundation for the development of various competencies, including professional, communicative, linguistic, grammatical, and sociolinguistic competencies.

Practical experience indicates that well-organized reflective activities significantly improve learning outcomes. They enhance learners' motivation, promote independent thinking, and enable students to critically evaluate and improve their knowledge and skills.

CONCLUSION

Reflection is a crucial psychological mechanism in both personal and professional development. It enables learners to analyze their own activities, identify challenges, and implement improvements.

In contemporary education, there is a growing emphasis on self-education, self-development, and independent learning. Therefore, it is essential not only to transmit knowledge but also to develop students' ability to think critically and solve problems independently.

Recommendations:

- strengthen the role of reflection in foreign language teaching;
- integrate interactive and innovative teaching methods;
- develop students' independent learning and self-assessment skills;
- encourage research-oriented thinking among future teachers;
- improve methodological training in alignment with international standards.

In conclusion, the development of reflective competence is a key factor in enhancing the quality of education and in preparing highly qualified foreign language teachers capable of meeting the demands of modern higher education.

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