

Developing Pre-Service English Teachers' Professional Competence Through A Reflective Approach: A Model For Integrative Practice

Artikova Tanzilla Abduxalilovna

PhD candidate, Namangan State Institute of Foreign Languages, Uzbekistan

Received: 26 August 2025; **Accepted:** 22 September 2025; **Published:** 24 October 2025

Abstract: The study explores a reflective approach to improving the professional competence of pre-service English language teachers. It synthesizes theoretical and practical insights from global reflective models, including those by Kolb [3], Frolova [4], Farrel [5], and Stepanova [6], and adapts them to the Uzbek teacher education context. The research introduces a four-stage integrative model that combines experiential learning, reflective analysis, and continuous professional development (CPD). The proposed model emphasizes motivation, analytical reflection, creative transformation, and sustained professional growth, ensuring that teacher candidates develop critical thinking, metacognitive awareness, and reflective judgment essential for modern education.

Keywords: Reflective approach, pre-service teachers, experiential learning, professional development, reflective model, English language teaching.

Introduction: In the 21st century, the success of educational processes depends not only on teachers' theoretical and methodological preparation but also on their reflective thinking abilities—the capacity to analyze their own practices, draw conclusions from mistakes, and identify paths for professional growth. Reflection has thus become an essential pedagogical paradigm in pre-service teacher education, promoting awareness, adaptability, and continuous improvement. Recent studies by Shorina [1] and Salygina [2] have positioned reflection as a core mechanism for enhancing teaching quality through conscious analysis of professional actions. These models, along with the experiential learning theory of Kolb [3], and later developments by Frolova [4], Farrel [5], and Stepanova [6], collectively illustrate how reflective thinking can transform teacher training from a knowledge-based process into an experiential, analytical, and transformative journey.

METHOD

1. Theoretical Foundations of the Reflective Approach

Reflection as a pedagogical concept originates from John Dewey's idea of learning through experience, later refined in Kolb's experiential learning cycle [3], which involves four stages: Concrete Experience, Reflective

Observation, Abstract Conceptualization, and Active Experimentation. Kolb's model promotes learning as a cyclical process where knowledge is continuously created through reflection on experience, encouraging learners to connect theory and practice. Shorina [1] and Salygina [2] expanded this concept by designing structured reflective models for teacher education. Shorina's model consists of motivational, practical-integrative, and creative-analytical stages, progressively developing reflection from self-awareness to creative analysis. Salygina, on the other hand, emphasized the collective dimension of reflection through 'reflective communities,' where teachers exchange experience and collaboratively analyze teaching situations. Frolova [4] proposed a three-phase model—motivational, analytical, and transformational—that views reflection as a process of adaptation, analysis, and innovation. It integrates theory with practice, guiding teachers to move from identifying challenges to developing new strategies. Similarly, Farrel's [5] five-stage model—philosophy, principles, theory-in-use, practice, and context—broadens reflection to include moral, cultural, and social dimensions, highlighting the teacher's identity and values.

2. International and Technological Perspectives

Asian reflective practices, such as Japan's Lesson Study (Jugyo Kenkyu), emphasize collaborative reflection, where teachers jointly plan, observe, and discuss lessons. In China, the use of reflective journals and teaching diaries allows teachers to document and evaluate their ethical and pedagogical decisions. Stepanova [6] proposed a digital meta-reflection model, adapting reflection to the realities of technological education. Her framework integrates: digital tracking, which records learning activities via platforms like Moodle or Google Classroom; meta-reflection, focusing on analyzing how and why learning occurs; and automated analysis, using learning analytics and AI to assess performance data objectively. This technological transformation enriches traditional reflection with new tools for monitoring, personalization, and evidence-based professional growth.

3. Reflective Practices in Uzbekistan

In Uzbekistan, recent dissertations (2020–2025) have increasingly adopted reflective approaches in teacher education. Kodirov [7] demonstrated that reflection in English lessons increased students' communicative competence from 35% to 72%. Abdullayev [8] incorporated a reflective-assessment stage in his pedagogical technology model, allowing students to self-evaluate and plan improvements. Botirova [9] highlighted reflection as a key element in research training and professional self-development. Tillayeva [10] focused on integrative reflection to foster analytical thinking and self-regulation. These findings confirm that reflection fosters analytical awareness, methodological literacy, and professional autonomy among pre-service English teachers.

RESULTS AND DISCUSSION

Based on the synthesis of global and local reflective models, a new integrative reflective model was designed for pre-service English teachers in Uzbekistan. This model unites experiential, analytical, and digital reflection frameworks and unfolds in four interconnected stages. Stage 1 (Preparation for Practice): Identifying strengths and weaknesses, observing lessons, engaging in micro-teaching, forming initial reflection (Frolova [4]; Kolb [3]). Stage 2 (Guided Practice): Teaching under supervision, evaluating lessons, improving strategies (Farrel [5]). Stage 3 (Reflection and CPD Planning): Analyzing portfolios, setting professional goals, practicing metareflection (Stepanova [6]). Stage 4 (Continuous Professional Development): Sustained reflection using digital tools, peer feedback, e-portfolios. The model integrates elements of CLT, TBLT, and differentiated instruction, combining reflective journals, video lesson analysis,

peer observation, and mentoring as tools for professional growth.

CONCLUSION

Reflection is not a supplementary activity but the core mechanism of professional development. By synthesizing global and local perspectives, this research demonstrates that reflective thinking enables pre-service English teachers to internalize pedagogical theory, enhance classroom practice, and sustain long-term growth through CPD. The proposed four-stage integrative reflective model ensures the continuous interplay between experience, analysis, and innovation. It prepares future teachers not only to teach effectively but to learn from their own teaching—to think, evaluate, and evolve within dynamic educational contexts.

REFERENCES

1. Shorina, A.V. (2021). Reflexive approach in pedagogical training of psychology students. Veliky Novgorod University.
2. Salygina, I.A. (2021). Professional learning communities and collective reflection. Moscow: Pedagogika.
3. Kolb, D.A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall.
4. Frolova, E.V. (2019). Reflective mechanisms in teacher professional adaptation. Moscow: Academy of Pedagogical Sciences.
5. Farrel, T.S.C. (2015). *Reflective Practice in ESL Teacher Development Groups: From Philosophy to Practice*. Palgrave Macmillan.
6. Stepanova, S. (2022). *Digital Metareflection in Modern Pedagogical Education*. Moscow: Education and Informatics.
7. Kodirov, O. (2025). *Developing Communicative Competence through Reflection in English Lessons*. Tashkent: NamSU.
8. Abdullayev, Y. (2023). *Innovative Technologies with Reflective Components in Teacher Education*. Tashkent: TDPU.
9. Botirova, S. (2024). *Reflection as a Core of Research Competence Formation*. Samarkand: SIU.
10. Tillayeva, R. (2022). *Integrative and Reflective Approaches in Developing Research Skills*. Fergana State University.