

Developing Professional-Reflexive Competence In Future Primary School Teachers Within A Digital Learning Environment

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Abstract: This article examines the development of professional reflective competence in future primary school teachers in the context of contemporary educational reforms in the Republic of Uzbekistan. The article examines the components of professional reflective competence—cognitive, analytical, evaluative, and developmental—and analyzes the characteristics of pedagogical reflection in a digital educational environment. The paper recommends methodological approaches to the formation of reflective competence: digital portfolios, research lessons, structured reflective diaries, written reflection, problem-oriented learning, and a mentoring system. It also emphasizes the importance of systematically developing reflective activity through special courses, technological approaches, and practical seminars.

Keywords: Professional reflective competence, future primary school teachers, digital educational environment, pedagogical reflection, methodological system.

Introduction: Within the framework of modern educational reforms, particularly with the implementation of the competency-based approach in the Republic of Uzbekistan, teachers' professional reflexive competence has gained special significance. This competence refers to a teacher's ability to critically evaluate their own professional activity, learn from mistakes, and continuously improve. In the context of innovative education, the development of reflective culture in future educators and teachers is considered an important pedagogical problem. The deep integration of digital technologies into the educational process requires teachers not only to possess technical skills but also to have the ability to critically analyze their pedagogical practice—that is, to engage in reflection. However, in practice, many teachers focus primarily on using digital tools, while systematic mechanisms for analyzing how these tools influence learning outcomes, lesson design, and teachers' professional growth remain insufficient. Therefore, developing professional reflexive competence within the context of a digital environment is regarded as a pressing pedagogical issue in contemporary education. The development of professional reflexive competence in a digital learning environment is recognized as a

significant pedagogical problem of the modern education system. Theoretical and empirical studies indicate that the systematic implementation of reflective approaches—such as digital portfolios, lesson study, and structured reflective journals—accelerates teachers' professional growth and improves the quality of instruction. From this perspective, professional reflexive competence is considered one of the core competencies in the training of future primary school teachers. While reflection in traditional education systems is often limited and undocumented, in a digital learning environment it becomes a systematic and measurable process.

The relevance of this article lies in the fact that, at present, there is a lack of sufficient scientific foundations for a methodological system aimed at developing reflective competence in future teachers. Therefore, improving the methodological system is considered a pressing and scientifically significant issue in pedagogical science. The main objective is to develop a methodological system focused on enhancing the professional-reflective competence of future primary school teachers in a digital learning environment and to scientifically substantiate its effectiveness. At the same

time, addressing this issue requires attention to the following tasks:

1. Identifying the content and structure of professional-reflective competence.
2. Investigating the characteristics of pedagogical reflection in a digital learning environment.
3. Analyzing the existing methodological system for training future primary school teachers.
4. Developing a model of an improved methodological system.
5. Providing theoretical and practical justification for the effectiveness of the model.

In developing professional-reflective competence in primary school teachers, the teacher's ability to analyze their own activities, evaluate performance, draw conclusions, and engage in continuous self-improvement plays a crucial role. Accordingly, it is necessary to consider the following structural components of this competence:

- **Cognitive** — reflection and pedagogical knowledge;
- **Analytical** — analysis of pedagogical situations;
- **Evaluative** — critical self-assessment of one's professional activity;
- **Developmental** — actions oriented toward professional growth.

Reflective competence enables primary school teachers to improve the educational process by taking into account learners' age-related characteristics and contributes to effective interaction with pupils. In the process of educating future primary school teachers, special attention is paid to developing their professional competence, creating the necessary conditions for conscious career choice based on their abilities and achieved level of preparedness, as well as enhancing their readiness and personal motivation. All of this confirms the relevance of the issue of forming the foundations of pedagogical competence in modern higher education.

The organization of such a system, aimed at developing abilities, contributes to the formation of professional competence in future teachers. In the course of pedagogical practice, it is especially important to view the formation of pedagogical competence among students of pedagogical higher education institutions as a pressing issue, as well as to create the necessary conditions for their conscious career choice in accordance with their abilities, level of preparedness, and personal motivation. It would not be an exaggeration to state that all of this demonstrates the relevance of forming the foundations of professional

competence in contemporary higher education.

Pedagogical practice occupies a special place in the professional training of future primary school teachers. The connection between their theoretical and practical preparation is one of the most important conditions for improving the quality of education, since practice is carried out in conditions as close as possible to future professional activity, within which the process of forming professional skills takes place. For this reason, the professional qualifications of future primary school teachers are being successfully strengthened. Moreover, pedagogical practice is a key component of the "pedagogical university-school" system, providing significant opportunities for close cooperation aimed, on the one hand, at enhancing the professional and pedagogical training of future teachers and, on the other hand, at improving the quality of teaching and upbringing.

Effective pedagogical communication is one of the most important components of a teacher's professional activity. Communication in pedagogical activity serves as a means of solving educational problems, providing socio-psychological support for the learning process, and organizing relationships between teachers and students, thereby determining the success of education and upbringing. A future primary school teacher should possess such professional competencies as the ability to foster student motivation, plan and assess the educational process, be proficient in information and communication technologies, engage in continuous self-development, have psychological knowledge, and demonstrate thorough mastery of their subject matter.

To develop reflective competence in primary school teachers, the following proposals can be put forward:

1. **Introducing specialized courses on reflection** – it is necessary to organize special classes on the fundamentals of reflection for students studying in pedagogical programs.
2. **Using technological approaches** – expanding opportunities for lesson analysis and peer feedback through online platforms.
3. **Organizing practical seminars and trainings** – involving students in real classroom processes in order to develop their ability to conduct reflective analysis.
4. **Implementing a reflection-based assessment system** – taking teachers' self-analysis abilities into account when evaluating their professional performance.

Reflective competence is one of the key attributes of a modern teacher and plays a central role in professional development. To foster reflective competence in

future primary school teachers, methods such as written reflection, problem-based learning, peer analysis, and mentoring systems can be employed. At the same time, this methodology can be further improved through specialized reflection courses, technological approaches, and practical trainings. The situational analysis method discussed above is considered an effective approach for developing students' reflective thinking, applying theoretical knowledge in practice, and enhancing problem-solving skills.

Under conditions of digitalization, developing professional-reflective competence in future primary school teachers is a priority direction for improving the quality of education and training pedagogical personnel. The proposed methodological system ensures reflective activity, effective use of digital tools, and improved quality of pedagogical decision-making. Professional reflective competence is a core quality of the modern teacher that enhances educational effectiveness, and its development in future teachers becomes more effective through digital technologies and collegial collaboration.

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