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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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A METHODOLOGICAL MODEL FOR DEVELOPING PEDAGOGICAL REFLECTION IN PRE-SERVICE EFL TEACHERS

Rahimberdiyeva Maftuna Rakhimberdi kizi

Independent PhD researcher at the department of pedagogy,
Chirchik state university, Uzbekistan

Abstract: The present article explores the issue of developing pedagogical reflection in pre-service EFL teachers and proposes a methodological model for its systematic formation in teacher education programs. In modern foreign language pedagogy, professional competence is no longer understood solely as knowledge of grammar, vocabulary, or teaching techniques. It also includes the ability of future teachers to analyze their instructional decisions, evaluate classroom interactions, identify strengths and weaknesses in their teaching behavior, and improve their practice through conscious self-assessment. The article argues that pedagogical reflection is one of the key conditions for the formation of an autonomous, flexible, and professionally mature EFL teacher. The study is based on a theoretical analysis of pedagogical, methodological, and psychological literature devoted to reflective practice, teacher education, and language pedagogy. On this basis, a methodological model is proposed that includes motivational, cognitive, procedural, and evaluative components. The article describes the main stages of the model, the instructional tools required for its implementation, and the pedagogical conditions that ensure its effectiveness. Particular attention is paid to reflective journals, peer discussions, microteaching, teaching practicum, mentor feedback, and self-analysis tasks. It is concluded that systematic work on reflection development contributes to stronger methodological awareness, better classroom decision-making, and long-term professional growth of future foreign language teachers.

Key words: pedagogical reflection, pre-service EFL teachers, methodological model, reflective practice, teacher education, professional development, microteaching.

Annotatsiya: Mazkur maqolada bo'lajak ingliz tili o'qituvchilarida pedagogik refleksiyaning rivojlantirish masalasi yoritilib, uni bo'lajak ingliz tili o'qituvchilarini tayyorlash dasturlarida tizimli ravishda shakllantirishga qaratilgan metodik model taklif etiladi. Zamonaviy chet tillar pedagogikasida kasbiy kompetensiya endilikda faqat grammatika, lug'at boyligi yoki o'qitish usullarini bilish bilangina cheklanmaydi. U, shuningdek, bo'lajak o'qituvchilarning o'z o'qitish qarorlarini tahlil qila olishi, sinfdagi o'zaro munosabatlarni baholashi, o'z pedagogik faoliyatidagi kuchli va zaif tomonlarni aniqlashi hamda ongli o'zini o'zi baholash asosida o'z amaliyotini takomillashtirish qobiliyatini ham o'z ichiga oladi. Maqolada pedagogik refleksiya mustaqil, moslashuvchan va kasbiy jihatdan yetuk bo'lajak ingliz tili o'qituvchisini shakllantirishning muhim shartlaridan biri ekanligi asoslab beriladi. Tadqiqot reflektiv amaliyot, o'qituvchi ta'limi hamda til o'qitish metodikasiga oid pedagogik, metodik va psixologik adabiyotlarning nazariy tahliliga asoslangan. Shu asosda motivatsion, kognitiv, protsessual va baholovchi komponentlarni o'z ichiga olgan metodik model ishlab chiqilgan. Maqolada ushbu modelning asosiy bosqichlari, uni amaliyotga joriy etish uchun zarur bo'lgan o'quv vositalari hamda samaradorligini ta'minlovchi pedagogik shart-sharoitlar bayon etiladi. Alohida e'tibor reflektiv kundaliklar, o'zaro muhokamalar, mikroo'qitish, pedagogik amaliyot, mentor (ustoz) fikr-mulohazalari hamda o'zini o'zi tahlil qilish topshiriqlariga qaratilgan. Xulosa qilib aytganda, refleksiyaning tizimli ravishda rivojlantirish bo'lajak chet tili o'qituvchilarida metodik ongning kuchayishiga, sinfdagi qarorlar qabul qilish sifatining oshishiga hamda uzoq muddatli kasbiy rivojlanishga xizmat qiladi.

Kalit so'zlar: pedagogik refleksiya, bo'lajak ingliz tili o'qituvchilari, metodik model, reflektiv amaliyot, o'qituvchi ta'limi, kasbiy rivojlanish, mikroo'qitish.



Аннотация: В данной статье рассматривается проблема развития педагогической рефлексии у будущих учителей английского языка и предлагается методическая модель её системного формирования в программах педагогического образования. В современной методике преподавания иностранных языков профессиональная компетентность больше не понимается исключительно как знание грамматики, словарного запаса или методов обучения. Она также включает способность будущих учителей анализировать собственные педагогические решения, оценивать взаимодействие в классе, выявлять сильные и слабые стороны своей преподавательской деятельности и совершенствовать практику на основе осознанной самооценки. В статье обосновывается, что педагогическая рефлексия является одним из ключевых условий формирования автономного, гибкого и профессионально зрелого учителя английского языка. Исследование основано на теоретическом анализе педагогической, методической и психологической литературы, посвящённой рефлексивной практике, педагогическому образованию и методике преподавания иностранных языков. На этой основе предлагается методическая модель, включающая мотивационный, когнитивный, процессуальный и оценочный компоненты. В статье описываются основные этапы модели, инструменты обучения, необходимые для её реализации, а также педагогические условия, обеспечивающие её эффективность. Особое внимание уделяется рефлексивным дневникам, взаимному обсуждению, микрообучению, педагогической практике, обратной связи со стороны наставников и заданиям по самоанализу. В заключение отмечается, что систематическая работа по развитию рефлексии способствует повышению методической осознанности, улучшению качества принятия решений в учебном процессе и долгосрочному профессиональному развитию будущих учителей иностранных языков.

Ключевые слова: педагогическая рефлексия, будущие учителя английского языка, методическая модель, рефлексивная практика, педагогическое образование, профессиональное развитие, микрообучение.

INTRODUCTION

The training of future foreign language teachers has become a strategically important area in modern pedagogy because the quality of language education in schools, colleges, and universities depends directly on how professionally teacher candidates are prepared. In this process, attention is often focused on linguistic competence, methodological knowledge, lesson planning, assessment strategies, and classroom management. These elements are undoubtedly important; however, they do not fully determine teacher professionalism. A future teacher may know teaching techniques and possess strong language skills, yet still remain insufficiently prepared for real pedagogical situations if he or she cannot critically analyze classroom events, interpret teaching outcomes, and improve personal instructional behavior. This is the point at which pedagogical reflection becomes essential. Reflection allows student teachers to understand why certain pedagogical decisions succeed, why others fail, how learners respond to teaching strategies, and how professional growth can be directed consciously rather than accidentally. In the field of EFL teaching, where communication, interaction, flexibility, and learner-centered methodology are especially important, reflection becomes not merely an additional competence but a core professional mechanism^[1].

The relevance of the topic is determined by the current transformation of teacher education. In recent years, educational institutions have increasingly emphasized competence-based preparation, practice-oriented learning, and lifelong professional development. These priorities require teachers who are not passive performers of prescribed methods but active analysts of their own instructional practice. Pre-service EFL teachers face particularly complex professional demands because language teaching involves simultaneous attention to content, communication, learner psychology, intercultural sensitivity, and methodological adaptation. A teacher of English as a foreign language must not only explain language material but also organize meaningful communication, support student motivation, use interactive tasks effectively, and respond to diverse levels of learner ability. Such work demands a reflective mindset. Without pedagogical reflection, teaching often becomes mechanical, with student teachers merely reproducing patterns learned from textbooks or mentors. Reflection, on the contrary, transforms practical experience into professional knowledge. It helps future teachers see teaching not as a sequence of routine actions but as a dynamic, meaningful, and improvable activity^[2].

In the scientific literature, pedagogical reflection is interpreted as a conscious process of self-analysis in which individuals examine their actions, thoughts, goals, values, and results. In teacher education, reflection is associated with the ability to evaluate the planning, implementation, and outcomes of a lesson, understand the causes of classroom success or difficulty, and formulate ways of improving subsequent practice. Reflection also includes emotional and ethical dimensions because teaching decisions are influenced not only by knowledge but also by attitudes, beliefs, expectations, and communication styles. For future EFL teachers, reflection is especially important because language lessons are based on interaction, and interaction is inherently unpredictable. Students may misunderstand instructions, fail to participate, resist tasks, or respond differently from

what was expected. A reflective teacher does not simply record these facts but asks deeper questions: Why did this happen? What factors influenced learner behavior? What could be changed? Which method would work better next time? In this sense, reflection becomes an intellectual bridge between theory and practice ^[3].

LITERATURE REVIEW

In the field of teacher education, the concept of reflection has been interpreted in various ways by different scholars. John Dewey defines reflection as an active, persistent, and careful consideration of beliefs and knowledge in light of supporting evidence and consequences ^[1]. This definition emphasizes the analytical nature of reflective thinking. According to Donald Schön, reflection occurs both during action (“reflection-in-action”) and after action (“reflection-on-action”), allowing professionals to evaluate and improve their practice ^[4]. This highlights the dynamic and situational character of reflection. Zeichner and Liston consider reflection a critical examination of teaching practices, including their ethical and social dimensions ^[6]. Their approach expands reflection beyond technical analysis. Similarly, Farrell views reflection as a systematic process of self-observation and self-evaluation that supports continuous professional development in language teaching ^[2]. Based on these perspectives, pedagogical reflection in this study is defined as a systematic and conscious process of analyzing teaching practice and improving it through informed decision-making.

One of the main problems in teacher education is that reflection is often declared important but implemented superficially. Students may be asked to write lesson reports or practice diaries, but these tasks often remain descriptive. Student teachers note what activities they used and what happened in class, yet they do not always analyze causal relationships, pedagogical significance, or alternative decisions. As a result, reflective activity remains formal rather than developmental. Another problem is that reflection is sometimes introduced too late, mainly during the teaching practicum, when students are already under stress and do not yet possess sufficient tools for deep self-analysis. Therefore, a systematic methodological model is needed—one that introduces reflection early, develops it step by step, and integrates it into all major elements of teacher education. Such a model must define the purpose, structure, stages, tools, and pedagogical conditions of reflective competence development ^[4].

The aim of this article is to propose a methodological model for developing pedagogical reflection in pre-service EFL teachers and to describe its structural elements and practical potential. The model is built on the assumption that reflection develops most effectively when it is organized systematically and linked directly to professional training tasks. It should not exist as a separate or occasional exercise. Rather, it must be integrated into theoretical courses, observational practice, microteaching, peer interaction, and school practicum. The proposed model includes four mutually connected components: the motivational-target component, the cognitive-content component, the procedural-activity component, and the evaluative-corrective component. Each of these components performs a specific function; together, however, they create a coherent system for reflective growth.

RESEARCH METHODOLOGY

The motivational-target component focuses on developing an internal understanding of why pedagogical reflection is necessary. Many student teachers initially perceive reflection as a formal academic requirement. Therefore, they need to recognize its practical value for professional effectiveness, self-development, and classroom success. At this stage, teacher educators should explain that reflection is not self-criticism for its own sake but a constructive professional skill that helps teachers understand their work more deeply. Through case analysis, discussion of real classroom situations, and comparison of effective and ineffective instructional decisions, students begin to see reflection as an instrument of pedagogical awareness. Motivation is essential because, without it, reflective tasks become mechanical and lose their transformative potential.

The cognitive-content component includes the body of knowledge necessary for reflective practice. Students need a theoretical understanding of what reflection is, what levels it includes, what aspects of teaching can be analyzed, and what criteria can be used for self-assessment. They should become familiar with concepts such as reflection-in-action, reflection-on-action, self-observation, self-evaluation, pedagogical analysis, and professional identity formation. In the context of EFL teaching, this component also includes knowledge of communicative methodology, classroom interaction, lesson staging, error correction strategies, and learner-centered instruction because reflection must be grounded in methodological understanding. A student cannot adequately evaluate teaching decisions without knowing the principles on which effective language instruction is based ^[5].



ANALYSIS AND RESULTS

The methodological model develops through several stages. The first stage may be described as the orientation stage. At this level, students are introduced to the concept of reflection and its significance in teacher professionalism. The purpose is to develop basic awareness and readiness for reflective work. Students read short pedagogical texts, analyze teaching episodes, and discuss why teacher decisions matter. The second stage is the guided analytical stage. Here, reflective tasks are still strongly scaffolded by the teacher educator. Students complete observation forms, respond to targeted questions, and practice linking classroom events with methodological explanations. The third stage is the active practical-reflective stage, where students engage in microteaching, peer teaching, simulated instructional tasks, and structured feedback exchange. The fourth stage is the independent professional-reflective stage, usually associated with school practicum. During this stage, students analyze real lessons, reflect on planning and implementation, and gradually acquire the ability to self-regulate their professional development with less external support. The effectiveness of the proposed model depends on several pedagogical conditions.

First, reflection must be systematic. Occasional reflective assignments cannot create stable competence. If reflection is practiced only once or twice during a semester, students do not develop the habit of analytical thinking. Second, reflection must be scaffolded. Beginning teachers cannot immediately produce deep reflective analyses; they need prompts, examples, categories, criteria, and models. Third, the learning environment must be psychologically safe. If students fear criticism, they will conceal mistakes and write superficial reflections. Reflection requires trust, openness, and acceptance of error as part of professional growth. Fourth, reflective work must be directly linked to authentic or simulated teaching practice. Reflection on abstract theory alone is limited; reflection becomes meaningful when connected to actual pedagogical experience. Fifth, mentors and teacher educators must themselves demonstrate reflective behavior. When instructors openly discuss their teaching choices, doubts, and areas for improvement, students understand that reflection is a normal feature of professionalism rather than a sign of weakness^[8].

From a methodological point of view, the model has substantial practical value for the system of foreign language teacher education. It contributes to the development of professional autonomy because reflective teachers are less dependent on rigid methodological templates and are more capable of making context-sensitive instructional decisions. It also strengthens the integration of theory and practice. Instead of memorizing methodological rules mechanically, students begin to test them against classroom reality and interpret them critically. Another important advantage is that reflection supports long-term professional development. Initial teacher education cannot prepare teachers for every future pedagogical situation. However, it can prepare them to learn continuously from experience. Reflection is the mechanism that makes such learning possible. A teacher who reflects systematically is more likely to adapt to new educational technologies, learner needs, curriculum changes, and institutional expectations. The findings of this study can be discussed in the context of both international and national teacher education practices. In many developed countries, such as Finland, reflective practice is systematically integrated into teacher training programs. Pre-service teachers are regularly engaged in reflective journals, peer discussions, and supervised teaching practice, where reflection is guided and assessed as a core professional competence.

In contrast, in Uzbekistan, although significant reforms have been implemented in recent years to modernize teacher education, reflective practice is still often applied in a limited or formal manner. Student teachers may be required to write reports during teaching practicum; however, these activities are frequently descriptive rather than analytical, which reduces their developmental impact. Moreover, reflective tasks in Uzbekistan are sometimes introduced mainly at the later stages of teacher education, making it difficult for students to develop deep reflective skills. Unlike international practices, where reflection is integrated from the early stages of training, local programs may lack structured guidance, clear criteria, and continuous support for reflective development. The proposed methodological model addresses these challenges by offering a systematic approach that can be adapted to the Uzbek educational context. By integrating reflection into all stages of teacher preparation—from theoretical courses to practicum—the model contributes to the development of more autonomous, critically thinking, and professionally competent future EFL teachers.

Thus, the comparison shows that while Uzbekistan is moving toward modern educational standards, there remains a need for more structured and consistent implementation of reflective practice, which this study seeks to support. For pre-service EFL teachers, reflective practice has additional significance because language teaching is strongly shaped by communicative interaction. The success of a lesson often depends on subtle pedagogical decisions: how instructions are given, how questions are asked, how learner errors are corrected, how pair and group work is organized, how classroom English is used, and how student participation is encouraged. These decisions cannot always be reduced to fixed formulas. They require pedagogical sensitivity and interpretive judgment. Reflection helps develop both. It trains future teachers to notice not only what happened

but also why it happened and what alternatives exist. In this sense, reflective competence becomes closely connected with methodological competence itself. A reflective EFL teacher is not simply a teacher who thinks about lessons afterward; rather, such a teacher gradually becomes more accurate, flexible, responsive, and professionally mature ^[9].

At the same time, the implementation of the model may encounter several difficulties. One risk is formalization. If reflection is assessed only as a written requirement, students may produce stereotypical responses without genuine analysis. Another risk is overload. Teacher education programs are often intensive, and adding reflective tasks without redesigning the curriculum may create fatigue rather than growth. There is also the challenge of mentor preparation. Not all school mentors or university instructors are trained to guide reflective dialogue effectively. Some may focus only on evaluating performance instead of facilitating analysis. Therefore, successful implementation of the model requires careful institutional planning, teacher educator training, and a balance between reflection and other components of professional preparation. These constraints do not weaken the model; they simply demonstrate that reflection development must be organized thoughtfully rather than added superficially.

CONCLUSION

The development of pedagogical reflection in pre-service EFL teachers should be viewed as a central objective of modern teacher education. Reflection allows future teachers to transform teaching experience into professional knowledge, connect theory with classroom practice, evaluate their instructional decisions, and improve continuously. The methodological model proposed in this article demonstrates that reflective competence can be developed purposefully through a structured system that combines motivation, knowledge, practical activity, self-analysis, and corrective action.

The model includes interconnected components and progresses through stages ranging from initial awareness to independent professional reflection during practicum. Its successful implementation requires systematic organization, scaffolded tasks, supportive feedback, and a strong connection to real teaching experience. If teacher education programs integrate reflection into their methodology in a meaningful and consistent manner, future EFL teachers will enter the profession not only with language knowledge and technical teaching skills but also with the ability to think pedagogically, evaluate themselves critically, and grow professionally throughout their careers.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

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