

## Methodology for the Professional Pedagogical Development of Future Teachers Based on the Development of Reflective Abilities

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### ABSTRACT

**Objective:** This article explores the professional pedagogical development of future teachers, emphasizing the enhancement of reflective abilities to foster analytical pedagogical thinking. The aim is to identify effective strategies for modifying pedagogical practices to achieve positive outcomes in teaching. **Method:** The study employs a qualitative approach, examining the processes through which future teachers develop their reflective abilities. It highlights pedagogical thinking as a key resource for guiding teachers in analyzing and adapting their professional practices. **Results:** The findings demonstrate that reflective abilities enable future teachers to critically evaluate their pedagogical practices, recognize their roles in teaching, and identify optimal strategies for achieving their educational objectives. Teachers who cultivate reflective thinking are better equipped to modify their approaches to meet diverse student needs and improve learning outcomes. **Novelty:** This article contributes to the field by presenting reflective abilities as a crucial component in the professional development of future teachers. It provides new insights into how reflective pedagogical thinking enhances the ability to assess and refine teaching practices, offering a framework for integrating reflection into teacher training programs.

## INTRODUCTION

In our rapidly evolving modern era, the issue of training highly qualified professionals who possess advanced skills, pedagogical expertise, and professional pedagogical reflection for the future generation – at the core of our educational system – has become increasingly relevant. The development of future teachers' reflective abilities is essential in response to our societal obligation to support them with didactic and methodological resources, following the wise policies of our state. The establishment of scientific criteria aligns with the Action Strategy for further development of the Republic of Uzbekistan, which states: “Continuing the policy of developing a continuous education system, increasing the availability of quality educational services, and training highly qualified specialists that meet the modern needs of the labor market.” This is central to discussions on the advancement of education and science [1].

In professional pedagogical activity, it can be emphasized that reflective processes are not only related to the planning of pedagogical activities, but reflection is also applied

with the aim of optimizing professional activity. From the aforementioned thoughts, it is clear that the demands placed on today's teacher's persona and the reflection on their activities are essential tasks for intellectuals today.

The teacher's "comprehensive self-improvement" is not an activity that is always in action. Nevertheless, almost any thought or reflection the teacher has about themselves and the processes of professional reflection play a crucial role in making professional activities engaging. Genuine hard work also simplifies professional activity, which is one of the fundamental aspects of the essence of reflection.

## RESEARCH METHOD

The works of V.A. Metaeva, which study the role of reflection in overcoming professional challenges, are considered some of the most relevant research in today's context. The scholar concludes that the development of reflection is fundamentally linked to the effective resolution of difficulties in the teacher's professional activity, which in turn is dependent on pedagogical skills leading to success [2]. However, in our opinion, the achievements of a teacher in pedagogical activities do not solely indicate the level of their developed reflection; rather, the teacher's success in education and upbringing is contingent upon their satisfaction with the outcomes of their activities and their established professional pedagogical reflection. G.M. Kodjaspirova posits that if the teacher's pedagogical activity is a reflexive phenomenon in all its aspects, then this constitutes pedagogical reflection.

Resources dedicated to the problems of professional pedagogical development based on the enhancement of reflective capabilities are also of significant importance for future educators. Through the process of independent knowledge acquisition, students can develop these capabilities by reflecting on educational materials and information, leading them to successfully enhance their professional and cultural worldviews.

In modern pedagogy, the development of reflective capabilities is interpreted as a means of shaping the individual to a high degree in all respects. As a result of developing the ability to reflect pedagogically, individuals improve their intellectual potential.

The thorough mastery of such abilities by future educators is considered essential for effectively addressing the challenges related to their professional development. Renowned specialist A.S. Obukhov has expressed his views on the reflective approach, stating the following: "Reflection allows an individual to understand their actions in relation to the goal of personal development." He further emphasizes that reflection is a method for a specialist's professional and personal growth [3].

T.F. Usheva, in a distinctive manner, describes reflective skills, indicating that these skills manifest as a result of learners' reflective actions and are considered a method for the individual to carry out certain activities [4]. J. Loran, while discussing the effectiveness of reflective practices, emphasizes the importance of the ability to clearly articulate and formulate ideas about one's work for classification and assessment (evaluation) purposes [5]. He cites the effective reflective practice of the experienced

teacher J. Northfield, who understood the essence of the profession by objectifying and analyzing his experiences, focusing on the impact of his students' development. Throughout his teaching career, J. Northfield maintained a journal for a year, documenting how he influenced his students' academic successes.

Later, this work was analyzed in collaboration with J. Loran, during which it became possible to distinguish between the pedagogical approaches published and the actual guidance of the educational process that influenced teaching practices, as well as to explain and differentiate the psychological phenomena of justification, rationalization, and reflection. Reflective activities within a controlled framework allowed the teacher to step back from the "flow" of daily work, generalize experiences, identify shortcomings, and develop criteria for the effectiveness of his work. G. Markusen acknowledges pedagogical reflection as a necessary fundamental tool for teaching. His statement, "What is needed here is not empathy or feeling, but distance and reflection," is among such insights [6].

O.S. Nojenkina, who studied the relationship between the pedagogical reflection capabilities of teachers and professional deformation, emphasized that "the growth of reflexivity inevitably leads to an enhancement in the awareness of psychological traits of the individual, including characteristics such as authoritarianism, rigidity, and lack of critical thinking. Overcoming this requires more than just simple cognitive understanding of professional deformation" [7].

Pedagogical reflection assists the teacher in seeking sources for professional self-improvement from their own knowledge and capabilities, ensuring their development. In the process of self-definition, the initial level is determined by taking into account professional needs, and activities are planned based on rapid possibilities. Strategic, tactical, and operational tasks are formulated. The real "SELF" is compared to the ideal "SELF" [8]. This is related to the teacher's nearest zone of development.

In the process of self-development, the growth of the pedagogical skills enhanced during the teacher's professional activities occurs, along with the development of reflected (i.e., methods that have been utilized and improved based on the assessment of their effectiveness) actions and methods [9].

Self-monitoring implies the beginning of a second stage in which the teacher, based on theoretical and practical experiences, continuously improves their pedagogical skills by self-regulating. Clarifying the theoretical foundations for developing the reflective abilities of future teachers allows for a direct primary influence on the skills that will be developed as a result.

## RESULTS AND DISCUSSION

In studying reflective processes in professional pedagogical activity, it can be emphasized that reflection is not only related to the planning of pedagogical activities but is also used to optimize professional activities based on the essence of reflection. According to some scholars, reflection provides an opportunity to address the outdated

patterns and shortcomings in a teacher's professional practice that have accumulated over the centuries, including their behavior, communication culture, and thinking.

Teacher's professional reflection can be viewed as an essential component of pedagogical thinking, enabling the teacher to approach their professional activities analytically, define their role in pedagogical practices, and find optimal ways to purposefully modify their activities to achieve positive outcomes in planned efforts.

To develop the capacity for pedagogical reflection, it is essential for future teachers to have at least some personal, genuine experience in professional pedagogical activities. Therefore, in our opinion, it is necessary to place significant emphasis on practical and seminar sessions during higher education to foster the development of reflective abilities in teachers. This process will aid in the formation of future teachers' professional pedagogical skills while also gradually shaping their capacity for pedagogical reflection.

The fundamental basis of pedagogical skill is professional knowledge. A teacher's knowledge is directed, on one hand, towards the subject matter and, on the other, towards the students who are learning it. The content of professional knowledge is characterized by a thorough understanding of the theory and methodology of the subject, as well as knowledge of pedagogy and psychology. The uniqueness of professional pedagogical knowledge lies in its complexity. It requires the teacher to possess the ability to synthesize the subjects being taught. The foundation of synthesis consists of solving pedagogical tasks, analyzing pedagogical situations, and selecting tools for collaboration. In the process of solving each individual pedagogical task, the teacher's professional pedagogical knowledge becomes active and manifests as a cohesive system. Based on this professional knowledge, the pedagogical thinking of future teachers is shaped, establishing principles and rules that are reflected in the students' behaviors and actions. These principles and rules are constructed based on the experiences each student gains during their practical training. However, they can only fully understand and grasp the underlying patterns through professional knowledge.

It is also important to note that preparing teachers and ensuring their professional viability is a very complex process. Professional knowledge must be equally developed across all levels at the same time: methodological (knowledge of general philosophical laws of development, educational purposes, and conditions), theoretical (rules and principles of pedagogy and psychology, main forms of activity, etc.), methodological (the level of understanding the educational and developmental process), and technological (the level of solving practical tasks in education and upbringing under specific conditions). This requires a certain degree of developed professional thinking, which involves selecting, analyzing, and processing knowledge aimed at achieving pedagogical goals.

## CONCLUSION

**Fundamental Finding :** In modern pedagogy, the development of reflective abilities plays a crucial role in fostering comprehensive personal formation. This skill enhances

intellectual potential and is essential for effective professional growth. As teachers refine their pedagogical reflection skills, they are better equipped to navigate challenges and improve their teaching practice. **Implication:** The findings suggest that reflective abilities are integral to the professional development of educators. Schools and teacher training programs should prioritize cultivating these skills, ensuring that future teachers are adequately prepared to address the complexities of modern education and contribute meaningfully to the teaching profession. **Limitation:** The research acknowledges that the exploration of reflective abilities within the context of pedagogy may be limited by external factors, such as the varying educational systems and individual teacher experiences. Further studies could address how these limitations affect the transferability of findings across different educational settings. **Future Research:** Future research should explore how different teaching environments and educational contexts influence the development of reflective abilities. Investigating the long-term impact of reflective practices on teachers' professional growth and student outcomes could provide valuable insights into the effectiveness of pedagogical reflection.

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