



The Issue of Developing Reflective Skills in Future Teachers: A Review of Scientific Research

Aziza Eshpulotova Alisherovna

Doctoral Student of the Navoi Department of the Academy of Sciences of the Republic of Uzbekistan; Lecturer,
Navoi University of Innovation, Navoi, Uzbekistan

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Abstract

Introduction/Relevance: The phenomenon of reflection is widely studied as a subject of scientific and psychological research and naturally emerges in pedagogical practice through identifying and understanding problems, as well as systematically analyzing the theoretical foundations of professional activity. This creates a foundation for enhancing the professional competence of future teachers. This article is dedicated to the analysis of scientific research on developing reflective skills in future teachers. **Methods:** Theoretical analysis of scientific and methodological literature, dissertations, and articles related to the research topic. **Results and Discussion:** Developing reflectivity contributes to shaping future teachers' professional credo, pedagogical activity concepts, self-assessment abilities, and the capacity to define their professional profile while comparing it with others and exemplary pedagogical standards. This enables teachers to progress in their professional activities while meeting the educational needs of their students. **Conclusions:** Reflection, as a self-regulating system, is a multi-level feedback mechanism in the psychological organization of an individual. It is a powerful mechanism influencing the formation of cognitive and personal qualities, helping individuals understand the adequacy and effectiveness of self-management methods and, if necessary, develop more optimal self-management strategies.

Keywords: *Future Teacher; Reflection; Pedagogical Reflection; Reflectivity; Development; Reflective Competence; Reflection Mechanism; Types of Reflection; Reflective Skills*

Introduction

In contemporary global higher education institutions and research centers, significant attention is paid to scientific studies aimed at enhancing the professional competence of future educators to implement modern education.

In Uzbekistan, reforms are being implemented to develop modern approaches in the higher education system based on advanced international practices. For instance, the Decree of the President of the Republic of Uzbekistan dated February 7, 2017, PF-4947, "On the Strategy of Actions for Further Development of the Republic of Uzbekistan," identifies improving (O'zbekiston ..., 2017) the

pedagogical system to create an educational environment fostering professional competence as a key priority. Additionally, the Conceptv (O‘zbekiston ..., 2019) for the Development of the Higher Education System of the Republic of Uzbekistan until 2030, approved to modernize higher education and train highly qualified personnel with modern knowledge and high moral qualities, serves as a vivid example.

These documents outline tasks such as introducing advanced international standards in higher education, transitioning from theoretically focused education to practice-oriented systems, and elevating the quality of higher education content to a new level. In this sense, developing reflectivity in future teachers remains one of the most pressing issues on today’s agenda. Reflectivity helps future teachers critically analyze their practical activities, draw conclusions from their experiences, make informed decisions in various situations, and, most importantly, strive for continuous personal and professional development. The development of reflectivity not only contributes to the personal growth of future teachers, but also directly influences the effectiveness of the educational process.

The relevance of this research lies in studying the scientific and theoretical aspects of developing reflectivity in future teachers during the pedagogical education process and identifying its guiding principles.

Materials and Methods

The reflexive component of professional competence serves as a mechanism that regulates one’s self-organization in their activities, as well as the processes of professional growth and skill development (Devyatova, 2017). Reflection involves a specialist mastering the psychological mechanisms for forming and enhancing their professional competence. It is manifested in the ability to analyze both their own and others’ professional activities. An important aspect here is that the object of reflection is not only the teacher themselves (both in terms of their professional role and as an individual), but also the developmental process of a particular child (including the factors and conditions that either hinder or support this process) and the children’s collective as a whole (Aniskin, 2010).

The term “reflection” encompasses various depictions of our actions, calm contemplation of experiences, transforming the past into value for the future, and meaningfully reflecting on past periods and memories. At the core of reflection lies the individual. Personal and professional development is closely tied to the reflective process, ensuring growth not only professionally but also physically and intellectually.

Philosophical studies define reflection as an individual’s self-observation, analysis of their behavior, thoughts, and emotions, and directing their consciousness toward understanding their internal state and cooperative relationships with others (Shchedrovitsky, 1991–1995). Highly developed reflective skills enable individuals to understand what they are thinking about, how they are performing their activities, and which direction they need to take for development. This fosters awareness of their behavior and actions, allowing them to manage situations and optimize them by adapting activity methods (Kraynova, 2010: p. 3).

Psychological and methodological literature highlights that reflection has been studied from cognitive, genetic, personal, and communicative perspectives. Modern psychological dictionaries emphasize its connection to self-control and self-management: “Psychological self-management is one of the levels of system activity regulation, manifested through reflection and modeling of existence, including the use of reflective tools.” (Новейший..., 2006).

In practical psychology, the concept of “reflection” is defined as enabling individuals to find new foundations for reconstructing and transforming their values and attitudes. It encompasses not only self-understanding but also understanding and evaluating others. Reflection allows individuals to compare

their consciousness, values, and thoughts with those of other individuals, groups, society, and universal human values. In daily life, social reflection enables individuals to process events or phenomena through their “inner world” (Dictionary, 1998).

Reflection serves as a mechanism for integrating all psychic functions and is intrinsically linked to professional activity. Changes in professional activity lead to changes in reflection and vice versa (Bekhoyeva, 2005).

As a psychic process, reflection is an integral psychic property, mental state, and ability, characterized by its simultaneous manifestation as a process, property, and state. This synthesis of modalities may determine the qualitative indicator of reflection (Pavlyuchenkova, 2008: p. 12), requiring personal and intellectual growth and a rigorous, systematic method of thinking that enables understanding and assimilating more complex experiences compared to existing ones (Rodgers, 2002). Reflection, as a crucial component of developed intellect, is the ability to analyze, observe, and rethink one’s subject-social relationships with the external world (Donaeva, 2022).

Reflective introspection facilitates self-awareness (*inspectiosui*), enabling individuals to direct their actions toward their lives, self-understanding, self-respect, and self-determination. (Gallagher et al.). It manifests in understanding and managing one’s states, experiences, and attitudes, as well as influencing personal values (Devyatova, 2017). “Reflection satisfies the individual’s need for self-identification, with their ‘self’ being of utmost interest” (Khalilova, 2022: p. 258).

In pedagogical dictionaries, “reflection” (from Latin *reflexio*—turning back, reflection) is defined as the theoretical activity of pedagogical process participants aimed at understanding their actions and their foundations, representing a distinct form of cognition. Pedagogical reflection is primarily associated with organizational and activity domains (what the teacher did, how they organized their actions, the environment, and students). External action reflection is proposed for teachers to evaluate their professional activities.

An important characteristic of reflection is its rich emotionality. Reflection always involves observing changes in outward appearance, perceiving oneself in relation to others, as well as tracking achievements and abilities in activities – all of which can evoke strong emotions. As a result, students themselves become the subjects of reflection (Khalilova, 2022: p. 258).

In the classification proposed by J.K. Jay and K.L. Johnson, reflection includes descriptive, comparative, and critical types. The first type is more static in nature, where the reflective person determines what the situation was like – “what happened?”, what interesting ideas, problems, and emotions were present, and so on. The second type involves “applying” other conditions to the situation—this may mean viewing it from another person’s perspective. This kind of reflection requires particular openness and impartiality in order to understand the situation differently. The third type, on the contrary, includes the results of reflective activity that leads to generalizing one’s life history, analyzing professional experience, and thereby broadening perspectives (Jay et al., 2002).

A.V.Karpov, on the other hand, proposed three types of reflection, distinguished by the scale of manifestation in a person’s behavior and by the principle of “duration”: situational (actual), retrospective, and prospective reflection (Karpov, 2003: p. 61).

C. Kreber and P.A. Cranton considered emancipatory education as one of the types of reflection in the higher education system (Kreber et al., 2000). C.R. Rodgers regarded a person who is ready for reflection as an emancipated person, because emancipation is, in a sense, associated with the risk of decision-making. In turn, C.R. Rodgers emphasized the particular importance of reflection in teacher education from the perspective of what it helps teachers to understand (Rodgers, 2002b).

A. Frelin singled out a special type of reflection in professional-pedagogical activity—pedagogical reflection. He concluded that the relational work of teacher-educators with future teachers is carried out “in parallel with direct teaching or indirectly, that is, in the educational environment” (Frelin, 2013: p. 2).

Pedagogical reflection is a process of mentally analyzing a professional problem, enabling personal comprehension of its essence and identifying new prospects for resolution (Bizyaeva, 2004: p. 62). Its key features include understanding one’s pedagogical experience, developing criteria for the success of pedagogical activity, and analyzing changes occurring in modern education (Mushtavinskaya, 2011: p. 26). Professional-cultural reflective skills serve as a tool for comprehensive personal development (Trowler et al., 2002: p. 221), enabling teachers and students to gain deeper insight into their states during the educational process and ensuring its greater efficiency (Khanam, 2015).

O.A. Shiyani considers pedagogical activity to be non-reflective if, during the implementation of the pedagogical concept, the teacher does not ask themselves the question, “Why am I doing this?” – In other words, if they do not take into account the interests and abilities of the child. For pedagogical activity to be reflective, it is necessary to pose questions such as: “Which developmental tasks is my work aimed at addressing?”, “Why am I doing this particular action in relation to this particular child?”, and “Based on my observations, can I conclude that my actions are sufficient to achieve my goal?” (Shiyani et al., 2019: p. 20).

The unique significance of pedagogical reflection lies in its practice of addressing one’s consciousness (cognitive, motivational, and other aspects), leading to enhanced professional competence (Kozhevnikova, 2017). Its content is reflected in the unity of its domains (cognition, activity, and emotions) (Bessonova, 2007), (Lyngsnes, 2012: p. 2). Reflection is characterized by qualities such as activity, independence, awareness, understanding, creativity, and effectiveness, determined by its scope, depth, analytical rigor, generalized conclusions, and levels of comprehension (Dmitrieva, 2009: p. 35).

Pedagogical reflection, as a process and outcome of self-development by its participants, can be broken down into components that ensure the reorganization of this activity in accordance with the form and content of pedagogical collaboration. According to Sevenyuk: 1) from the teacher’s perspective—reflecting on students’ activities, their own pedagogical activities, and pedagogical collaboration; 2) from the student’s perspective—reflecting on their own activities, the teacher’s activities, and pedagogical collaboration (Sevenyuk et al., 2017: p. 242). Okhunov approaches this issue as follows: 1) understanding oneself and others; 2) evaluating oneself and others; 3) providing explanatory analysis of oneself and others (Okhunov, 2021: p. 213).

Directions of pedagogical reflection in pedagogy have been proposed by D.U. Khalbotaeva:

1. Reflection involves analytically studying specific phenomena, conditions, and processes.
2. The objects of reflection influence an individual’s education and cultural-professional development to a certain extent.
3. Reflective processes positively impact the professional-cultural development of future specialists, enabling the identification and correction of shortcomings (Halbotaeva, 2008).

In his research, M. Sellars emphasizes that reflection helps teachers develop the ability to observe and manage their own actions. Learning to attentively cover the entire scope of a lesson enhances self-awareness and, ultimately, enables teachers to make conscious decisions aimed at improving the effectiveness of their practice (Sellars, 2017). He concludes that fundamental changes in education are dependent on teachers’ development of their professional competence through reflection (Sellars, 2012).

Reflectivity positively influences the development of self-management in students, fostering confidence in managing emotions, optimizing empathy, and aiding in selecting adequate behavioral methods (Pavlyuchenkova, 2008: p.23). Individuals begin to develop experience in controlling their behavior, closely tied to valuable thinking processes, enabling adaptation to external conditions and creating opportunities for effective use of other psychic capabilities (Khalilova, 2022: p.259).

W.M.Roth views the teacher's reflection problem as related to the development of their relationships with themselves, their students, and social and pedagogical realities. The central role of cognition in future teachers is crucial, as ineffective pedagogical activity can reduce interest in education and have long-term negative impacts on various aspects of life (Roth, 2005: p. 395).

Pedagogical reflection is aimed at teachers analyzing, evaluating, and, if necessary, constructively modifying their pedagogical activities. It allows them to solve pedagogical tasks by moving beyond traditional activity frameworks through non-standard and innovative approaches, overcoming personal and professional stereotypes (Bekhoyeva, 2005: p. 12) , and adopting an active research stance to ensure personal and professional growth (Bessonova, 2007: p. 9).

The term "teacher identity" was used by N.Mokler to denote how a specialist perceives themselves as a teacher in both personal and professional aspects (Mokler, 2001). The formation of a clear understanding of themselves and their place in the external environment impacts the quality of future teachers' pedagogical activities, as proven by P.Suphasri and S.Chinokul (Suphasri et al., 2021).

Reflectivity can also be expressed as a set of specific skills, such as managing intellectual activities, observing the logic of thought development, identifying contradictions, adopting a dialectical approach to situation analysis, and observing from various perspectives (Biktagirova, 2009). Developing reflectivity in future teachers aids in critically engaging with educational materials (Kaung, 2020).

However, reflection and critical thinking differ. Reflection involves analyzing personal experiences, drawing conclusions, and fostering self-development, while critical thinking focuses on evaluating information and ideas, analyzing evidence, and making logical conclusions (Beauchamp, 2006). In other words, reflection centers on "me and my experience," while critical thinking focuses on "information and evidence." Their combined application enhances the efficiency of personal activity.

If reflection is linked to thinking, its development should consider individuals' neuropedagogical and gender characteristics. Each person's brain is unique, differing in information processing speed, memory system dominance, and thinking processes (Gulyamov et al., 2023). Therefore, each student's learning, environmental comprehension, and thinking processes vary. Organizing education neuropedagogically ensures that students not only memorize but also understand and assimilate educational content with relative ease (Gulyamov et al., 2025).

Although reflection is a universal mechanism for transforming thinking and behavioral strategies, it is neither inherently positive nor negative. The nature of resulting changes depends on an individual's needs, attitudes, and values (Kraynova, 2010: p.3). As a thinking mechanism, it facilitates the following processes in educational activity:

- Understanding predetermined educational tasks and outcomes;
- Comparing tasks required for future activities with needs;
- Motivating educational activity, understanding, and assimilating educational material through logical connections and meaningful retention;
- Evaluating and correcting achieved results;

- Solving problems by analyzing and generalizing results through comparison methods and schemes;
- Self-management and self-control through feedback in educational activity, fostering the development and transformation of learners as active subjects of educational activity (Donaeva, 2022: p. 369).

The reflective component of a teacher's professional competence manifests in their ability to consciously monitor activity outcomes, personal achievements, and development levels, as well as qualities such as initiative, creativity, co-authorship, collaboration, and self-analysis. Integrating theoretical knowledge and practical experience on a reflective basis results in the formation of qualitatively new professional knowledge, internalized to the level of reflective understanding (Devyatova, 2017).

Reflection, for a teacher, is the process of mastering the psychological mechanisms for developing and enhancing professional competence, and is manifested in the ability to analyze one's own and others' professional activities (Aniskin, 2010). Highlighting a subtle aspect of reflective competence, it is noted that "in the process of educating future teachers, they are required to simultaneously maintain two perspectives: the viewpoint of the teacher in the classroom and the pedagogical perspective" (Vanassche, 2022: p. 345).

Reflective competence is an integrative quality that acts as a force enabling the conscious and effective development of a person's other competencies (Aliyeva, 2016: p. 53). It requires virtues such as readiness for change, openness to suggestions, and the willingness to recognize one's own strengths and weaknesses. Since society is constantly changing, teachers must be reflective in order to effectively address existing pedagogical challenges in ever-changing circumstances.

It is important for future teachers to understand that reflectivity is the foundation of lifelong learning, and that effective education involves balancing thought and action (Levy, 2018: pp. 100-101).

Reflective competence is a professional quality enabling the most effective and appropriate implementation of reflective processes and the realization of reflective abilities. This supports personal development, fosters a creative approach to professional activity, and serves as a foundation for achieving high performance [Stepanov et al., 1991; p. 36].

The reflection mechanism involves an individual reviewing and restructuring their consciousness and activity content. The ability to reflectively evaluate their professional activity and that of other specialists is a key competence future teachers must develop (Umnyashova, 2018). Reflective competence in future teachers is a complex of interconnected, complementary, and reinforcing processes leading to changes in personal qualities, contributing to the formation and continuous development of professional-personal qualities (Fedosova et al., 2017).

In psychology, reflective competence is viewed as a multifaceted and complex structure. Yu.V.Kusheverskaya categorizes it into the following types of reflection:

- Collaborative reflection—based on knowledge of role structures and positional organization in collective interaction;
- Communicative reflection—based on perceptions of another person's inner world and the reasons for their behavior;
- Personal reflection—formed based on an individual's behavior, self-perception, and "self" images;
- Intellectual reflection—implemented through knowledge of objects and methods of activity (Kusheverskaya, 2007: p. 311).

Results

In recent years, the phenomenon of reflection has been widely studied as a subject of scientific-psychological research within the context of teachers' professional competence. Reflection enables overcoming challenges naturally arising in pedagogical activity. Through identifying and understanding problems in pedagogical reflection, positive outcomes can be achieved, and systematic reflective analysis of activity's theoretical foundations fosters professional competence.

According to foreign researchers, reflective strategies assist future teachers in making informed decisions (Roadman, 2010) (Zeichner, 2006), taking responsibility for their actions (Gregor et al., 2011) and simultaneously advancing in their professional activities while meeting students' educational needs (Larrivee et al., 2006) (Zengaro et al., 2007).

"Reflection is an important characteristic inherent to professional teachers, and developing it is of vital importance for teacher professional education" (Lyngsnes, 2012: p. 2). Reflection not only ensures subject-to-subject interaction between the andragogue and the adult learner, but also strengthens the andragogue's professional position as a consultant, interlocutor, facilitator, and co-author (Metaeva, 2006).

Reflection - as a self-regulating system, is a multi-level feedback mechanism in an individual's psychological organization, the ability to analyze one's own and others' professional activities through mastering the psychological mechanisms of forming and improving professional competence. It is a powerful mechanism influencing the formation of cognitive and personal qualities, aiding in understanding the adequacy and effectiveness of self-management methods and, if necessary, developing more optimal self-management strategies.

Pedagogical reflection is related to the specific features of pedagogical activity and professional experience. It orients future teachers towards their personal professional, socio-professional, and students' activities (Devyatova, 2017), develops the ability to reflect on their own pedagogical activities as one of the foundations of the teaching profession (Robichaux et al., 2012), and helps them acquire professional knowledge through experience and achieve positive change by correcting mistakes (Slade et al., 2019).

The development of reflective competence is a condition for effectiveness in teacher or psychologist activities. British scholar M. Wallace, one of the founders of reflective pedagogy, stated: "The reflective component in pedagogical activity stems from the impossibility of creating a set of ready-made advice and recommendations for all life situations. The educational process is so dynamic and ever-changing that the secrets of pedagogical work cannot be mastered once and for all. A method successful today may be insufficient or even harmful tomorrow. Thus, pedagogical activity is inherently creative, and a teacher is a specialist inclined to continuously analyze their work and engage in reflection" [cited in B.B. Гапрай et al., 2009: p. 345].

Professional reflection is a process through which students comprehend the essential characteristics of pedagogical activity and self-understanding, shaping future teachers' professional credo, pedagogical activity concepts, self-assessment abilities, and the capacity to define their professional profile while comparing it with other teachers and exemplary pedagogical standards (Borisova, 2015). T.F. Usheva utverjdayet, chto This underscores the need for future teachers to set goals, foster motivation, and systematically engage in purposeful self-improvement to develop reflective competence (Voprosi ..., 2023).

The development of reflective abilities enables modern teachers to achieve an appropriate level of professional self-esteem, adequately analyze and predict the outcomes of their pedagogical activities, find their personal style, and demonstrate high self-organization (Devyatova, 2017). Developed reflection is multifaceted, enabling individuals to reflect on their emotions and experiences, assess the sincerity of

others' attitudes toward them (Ubaydullayev, 2023: p.20) and discover their inner world and personal status relative to the external world through purposeful and conscious self-understanding (Muxina, 1997).

Another significant aspect of reflection is its role in stimulating the internalization of knowledge. It creates a foundation for understanding and solving problems arising in activity, enabling enhanced personal activity efficiency through repeated analysis of theoretical knowledge and practical experience.

In developing professional-pedagogical reflectivity in specialists, the following aspects are significant:

- 1) Reflection involves doubts (about oneself, one's position, or possibilities), which may lead to pessimistic outcomes (passivity, lack of initiative, or lack of confidence in success) or optimistic outcomes (motivating active efforts, overcoming challenges, and seeking and implementing self-expression methods).
- 2) Reflection identifies the presence of professional qualities while encouraging their development, enrichment, and reinforcement.
- 3) Reflective processes may occur spontaneously, be specifically organized, or be managed (Stacenko, 2006).

Within the context of reflectivity, interconnected concepts such as self-knowledge, introspection, retrospection, self-understanding, self-observation, and self-management hold specific roles.

Conclusion

A teacher's reflective competence encompasses abilities such as evaluating outcomes, being proactive and creative, striving for collaboration, and self-understanding, which are fundamental criteria for successful pedagogical activity.

Reflective skills manifest as a form of activity aimed at thinking, self-understanding, self-control, and comprehending personal behaviors and their consequences.

The culture of reflective analysis is defined as an indicator of a teacher's personal and professional maturity, transforming them from a mere knowledge transmitter into an active participant in the educational process.

Pedagogical reflection can be an effective tool for identifying solutions to the following problematic situations:

1. The conflict between personal actions and established values – Do my actions align with my values and my perceptions of children?
2. The relationship between my actions and the objectives aimed at children's development – Did my actions serve the set developmental tasks?
3. The gap between developmental tasks and the results of observing children – How were my actions perceived by the children? Did they produce the expected impact, or is there a need to act differently? Are the developmental tasks that have been set relevant for the children?
4. The connection between observations made in the situations organized by the teacher and the formulation of new developmental tasks – Based on the results of observing the children and possible directions for their development, what should the next steps be? (Shiyan et al., p. 21)

Reflective skills are manifested as a form of activity aimed at thinking, self-awareness, self-control, and understanding one's personal actions and their consequences. These skills represent the level of reflectivity in the future teacher's thinking and take shape as a special group of pedagogical competencies. They are revealed in the teacher's ability to regulate their self-perceptions as a subject of educational and professional activity, as well as the outcomes of such activities and the ways to improve them. This group of skills contributes to the successful implementation of self-development activities for future teachers. (Aisuvakova, 2008: p. 21)

The culture of reflective analysis is considered an indicator of a teacher's personal and professional maturity. Such a culture transforms the teacher from merely a knowledge transmitter into an active participant in the educational process.

Reflectivity acts as a mechanism for organizing the future teacher's pedagogical activity, for growth and improvement in their professional field, and helps to develop the ability to reflect on how to enhance the effectiveness of their pedagogical work. Organizing the educational process on a neuropsychological basis is a key factor in developing reflective skills in future teachers. In this context, it is advisable to adhere to a number of principles:

1. A critical approach to analyzing personal professional effectiveness;
2. An orientation towards a creative approach in educational activities;
3. Valuing the individual and maintaining a respectful attitude towards the person;
4. A differentiated and individual-creative approach;
5. Ensuring the fundamental nature of pedagogical education;
6. Democratization of the educational and upbringing process.

As a result of cultural self-development, individuals refine their learning actions. Future teachers must master these skills and effectively apply them to address challenges related to professional development.

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