

## TRAINING FUTURE TEACHERS BASED ON PROFESSIONAL REFLECTION

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**Abstract:** This article presents the theoretical foundations of training future teachers based on professional reflection. It also provides information about the methods used in studying the effectiveness of "reflection" and "learner-centered education" technologies.

**Keywords:** Reflection, learner-centered education, research, method, innovative education, lesson, pedagogical technology.

Today, just like in all spheres of life, the modernization of the education system remains one of the most pressing issues. Creating an innovative educational environment that fully meets international standards is a crucial factor in successfully socializing youth in today's rapidly changing social environment. The implementation of the "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" and the "Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030" aims to improve the structure and content of the continuous education system based on modern scientific achievements and social experience. To achieve this, it is essential to equip all educational institutions with advanced, scientifically and methodologically grounded modern approaches and practices. Updating the goals, tasks, and content of educating and training the younger generation is one of the urgent issues facing the education system.

In recent times, there has been ongoing discussion among scholars and practitioners on improving the professional preparation and activity of university faculty members. Based on the analysis of teacher performance, standards have been developed that include a set of competencies allowing teachers to successfully fulfill their functional duties.

According to V. Shadrikov, I. Kuznetsov, and others, competence in personal qualities can be revealed through professional reflection as a key indicator.

Many practical studies, including those in the field of pedagogical activity, show that there is no unified methodology for understanding a teacher's professional reflection. As a result, research findings are often unrelated or even contradictory (I.A. Zimnyaya, E.F. Zer, A.A. Radugin, N.G. Suvorova, and others).

The issue of thinking and the influence of the profession on the individual continues to attract the attention of researchers and remains relevant. Constant interest in various aspects of pedagogical reflection is explained by a set of psychological and social issues related to individuals' life paths, as well as the complex and unresolved nature of many important problems.

Only a teacher who reflects, questions, and analyzes can become a true master of the profession. Only such a thoughtful and reflective teacher can solve professional tasks that cannot be approached with a one-size-fits-all method.

Scientific literature reveals that very few works comprehensively address all the tasks faced by researchers in this field. Thus, the insufficient theoretical development highlights the relevance of the issue of professional reflection as a condition for effective pedagogical activity.

Professional reflection plays a significant and multifaceted role in a teacher's work. Reflective processes truly permeate all aspects of a teacher's professional activity – in direct interaction with students, during the planning and implementation of their educational and instructional activities, and in the stages of self-evaluation and self-assessment.

The need for a reflective approach in teachers is determined by numerous factors that define the multifunctionality of the teaching profession. Let us examine in more detail the place and role of reflection in teaching activity.

Reflection is an essential characteristic of a teacher's practical thinking, manifested in the application of general knowledge to specific real-life situations. Without reflective development, professional subject knowledge, even if it leads to conceptual ideas, becomes inert and scattered in the mind, failing to guide direct action. From the perspective of everyday professional practice, the constant reflective revision of one's theoretical base enables the teacher to remain competent in their field. Carl Jung, the founder of analytical psychology, once observed that a teacher is doomed to be competent. Reflection also plays a significant role in understanding one's professional experience. It is not merely the experience itself, but the insights derived from it that matter. Furthermore, it is the combination of experience and reflection that holds the key to professional growth:

**"Experience + thinking = development."**

Indeed, research shows that the reflective integration of theoretical knowledge and practical experience leads to a qualitatively new stage of professional development enriched with personal meaning and guiding ideas that regulate a teacher's activities.

The "reflection" technology teaches teachers how to analyze their activities and helps students develop self-assessment skills following educational activities.

The following methods were used to study the effectiveness of "reflection" and "learner-centered education" technologies:

- **Theoretical analysis** – the specific features of learner-centered education technologies and reflection theory were analyzed using pedagogical literature and best teaching practices.
- **Practical observation** – the ability of prospective teachers to apply these technologies in class leadership was observed and analyzed.
- **Interviews and surveys** – surveys were conducted among future teachers to analyze the effectiveness of learner-centered education technologies.
- **Statistical analysis** – the collected data were statistically analyzed to evaluate the effectiveness of reflection and learner-centered education technologies.

**Effectiveness of reflection:** Our observations show that self-analysis through reflection is a crucial factor in working with students. The reflective approach helped teachers reevaluate their pedagogical practices.

**Impact of learner-centered technologies:** The use of these technologies enabled future teachers to develop skills in working with children through individualized approaches.

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