

REFLECTIVE COMPETENCE – AN INTEGRAL PART OF THE MODERN TEACHER'S PROFESSIONAL ACTIVITY

REFLEKSIV KOMPETENSIYA – ZAMONAVIY O'QITUVCHI KASBIY FAOLIYATINING AJRALMAS QISMI

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Abstract: *The complexity and dynamism of contemporary education demand that teachers not only possess subject-matter knowledge but also develop the ability to evaluate and adapt their practices continuously. Reflective competence has emerged as a cornerstone of professional teaching activity, enabling educators to engage in continuous self-assessment and improvement. This article explores the theoretical foundations, key components, and practical implications of reflective competence within modern pedagogical frameworks. It further discusses strategies to cultivate this competence among pre-service and in-service teachers through training technologies and institutional support.*

Keywords: *Reflective competence, teacher professionalism, critical thinking, pedagogical reflection, teacher development.*

Annotatsiya: *Zamonaviy ta'lim tizimida yuz berayotgan murakkab va tezkor o'zgarishlar o'qituvchilardan nafaqat fanga oid bilimlarni, balki doimiy o'z ustida ishlash va yangilanib borish qobiliyatini ham talab etadi. Shu nuqtai nazardan, reflektiv kompetensiya o'qituvchi kasbiy faoliyatining markaziy elementi sifatida e'tirof etiladi. Ushbu maqolada reflektiv kompetensiyaning nazariy asoslari, asosiy tarkibiy qismlari va uni rivojlantirishning amaliy usullari ko'rib chiqiladi. Shuningdek, bu kompetensiyani bo'lajak va faoliyat yuritayotgan o'qituvchilarda trening texnologiyalari orqali shakllantirish yo'llari tahlil qilinadi.*

Kalit so'zlar: *Refleksiv kompetensiya, o'qituvchi malakasi, tanqidiy fikrlash, pedagogik refleksiya, kasbiy rivojlanish.*

INTRODUCTION

In the 21st century, teaching is increasingly recognized as a complex, knowledge-intensive profession. Modern educational systems require teachers to take on multifaceted roles: they are not only instructors but also facilitators, mentors, counselors, and lifelong learners. Amid these growing responsibilities, reflective competence stands out as a key component of effective professional practice. It allows educators to critically analyze their teaching methods, understand their impact on students, and make informed decisions to improve learning outcomes.

This paper aims to provide a comprehensive overview of reflective competence as an essential dimension of teacher professionalism. The discussion addresses both theoretical and practical aspects and suggests methods for developing reflective skills through targeted pedagogical interventions.

2. Literature Review

The concept of reflection in education dates back to the works of John Dewey (1933), who emphasized reflective thinking as an active, persistent, and careful consideration of beliefs and practices. Later, Donald Schön (1983) introduced the idea of the “reflective practitioner,” highlighting the value of reflection-in-action and reflection-on-action in professional practice.

Modern research defines reflective competence as the integration of metacognitive skills, emotional intelligence, and analytical thinking that enables teachers to monitor and regulate their professional growth (Larrivee, 2000; Zeichner & Liston, 2014). Several scholars argue that reflective teaching improves classroom effectiveness, supports teacher identity development, and promotes adaptive expertise in diverse educational contexts.

3. Methodology

This article is based on a theoretical analysis of academic literature and empirical findings related to reflective competence in teacher education. The discussion also incorporates insights from training programs and case studies implemented in teacher training institutions that emphasize reflective practices.

4. Results and Discussion

4.1. Components of Reflective Competence

Reflective competence comprises several interrelated elements:

- Self-awareness: Understanding one's beliefs, attitudes, and teaching behaviors.
- Critical analysis: Evaluating instructional strategies and student responses.
- Goal-setting: Establishing objectives for personal and professional improvement.
- Feedback integration: Using peer, mentor, and student feedback constructively.
- Adaptability: Adjusting teaching methods based on reflective insights.

4.2. Benefits of Reflective Competence

Reflective competence contributes to:

- Enhanced instructional quality
- Increased student engagement
- Stronger teacher identity
- Resilience in the face of classroom challenges
- Continuous professional development

4.3. Developing Reflective Competence

Teacher training programs can foster reflective competence by:

- Integrating reflective journals, teaching portfolios, and video-based analysis
- Providing mentorship and supervision
- Organizing collaborative workshops and peer discussions
- Encouraging action research and lesson study approaches

Reflective competence must be systematically developed through structured activities, rather than assumed to develop organically. It is the responsibility of educational institutions to provide an environment that values critical thinking and pedagogical reflection.

5. Conclusion

Reflective competence is not a supplementary skill but a core professional attribute for modern educators. It ensures that teachers remain thoughtful, responsive, and innovative in their teaching practices. Given its significant impact on both teaching effectiveness and student success, reflective competence must be intentionally cultivated during teacher education and throughout professional careers. A reflective teacher is not only a better educator but also a more empowered and ethical contributor to the broader educational community.

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