



**JOURNAL OF ADVANCED  
SCIENTIFIC RESEARCH**

**ISSN: 0976-9595**

**Editorial Board Members**

**Dr. Hazim Jabbar Shah Ali**

Country: University of Baghdad , Abu-Ghraib , Iraq.

*Specialization: Avian Physiology and Reproduction.*

**Dr. Khalid Nabih Zaki Rashed**

Country: Dokki, Egypt.

*Specialization: Pharmaceutical and Drug Industries.*

**Dr. Manzoor Khan Afridi**

Country: Islamabad, Pakistan.

*Specialization: Politics and International Relations.*

**Seyyed Mahdi Javazadeh**

Country: Mashhad Iran.

*Specialization: Agricultural Sciences.*

**Dr. Turapova Nargiza Ahmedovna**

Country: Uzbekistan, Tashkent State University of Oriental Studies

*Specialization: Art and Humanities, Education*

**Dr. Muataz A. Majeed**

Country: INDIA

*Specialization: Atomic Physics.*

**Dr Zakaria Fouad Fawzy Hassan**

Country: Egypt

*Specialization: Agriculture and Biological*

**Dr. Subha Ganguly**

Country: India

*Specialization: Microbiology and Veterinary Sciences.*

**Dr. KANDURI VENKATA LAKSHMI NARASIMHACHARYULU**

Country: India.

*Specialization: Mathematics.*

**Dr. Mohammad Ebrahim**

Country: Iran

*Specialization: Structural Engineering*

**Dr. Malihe Moeini**

Country: IRAN

*Specialization: Oral and Maxillofacial Radiology*

**Dr. I. Anand shaker**

Country: India.

*Specialization: Clinical Biochemistry*

**Dr. Magdy Shayboub**

Country: Taif University, Egypt

*Specialization: Artificial Intelligence*

**Kozikhodjayev Jumakhodja Hamdamkhodjayevich**

Country: Uzbekistan

*Senior Lecturer, Namangan State University*

**Dr. Ramachandran Guruprasad**

Country: National Aerospace Laboratories, Bangalore, India.

*Specialization: Library and Information Science.*

**Dr. Alaa Kareem Niamah**

Country: Iraq.

*Specialization: Biotechnology and Microbiology.*

**Dr. Abdul Aziz**

Country: Pakistan

*Specialization: General Pharmacology and Applied Pharmacology.*

**Dr. Khalmurzaeva Nadira** - Ph.D., Associate professor, Head of the Department of Japanese Philology, Tashkent State University of Oriental Studies

**Dr. Mirzakhmedova Hulkar** - Ph.D., Associate professor, Head of the Department of Iranian-Afghan Philology, Tashkent State University of Oriental Studies

**Dr. Dilip Kumar Behara**

Country: India

*Specialization: Chemical Engineering, Nanotechnology, Material Science and Solar Energy.*

*Dr. Neda Nozari*

Country: Iran

*Specialization: Obesity, Gastrointestinal Diseases.*

**Bazarov Furkhat Odilovich**

Country: Uzbekistan

Tashkent institute of finance

**Shavkatjon Joraboyev Tursunqulovich**

Country: Uzbekistan

Namangan State University

C/O Advanced Scientific Research,

8/21 Thamocharan Street,

Arisipalayam, Salem

## **THE CONTENT OF DEVELOPMENT OF REFLECTIVE COMPETENCE IN FUTURE FOREIGN LANGUAGE TEACHERS**

**A. A. Musayeva**

**Teacher of Tashkent State Pedagogical University**

[adibamusaeva5@gmail.com](mailto:adibamusaeva5@gmail.com)

**Abstract.** In the article, it is important to justify the theoretical identification of a number of problems that ensure that the content of the development of reflexive competence of future foreign language teachers is implemented in the process of foreign language teaching. Also, in order to create an integrative view, the reflexive content of each methodological situation in professional activity was considered.

**Keywords:** foreign language teaching process, reflexive competence, content, methodological aspects, problem-based education.

In recent years, in our republic, the tasks of developing the readiness of future foreign language teachers to understand the social importance of selected education, professional and self-organization, the ability of independent professional education, and the development of a motivational attitude to pedagogical activity, personal and professional growth is being created for the development of pedagogical possibilities of teaching foreign languages to future foreign language teachers. "Ensuring spiritual development and bringing the field to a new level, adapting the educational system to the requirements of the times"[1] is set as a priority. In such conditions, higher education requires a self-aware person who understands the personal and social importance of his profession, who is able to take responsibility for its results. sets the urgent task of training an understanding teacher. Making him an active subject of professional and pedagogical activity, the established strategy of developing professional education reveals the need to prepare a bachelor of pedagogical education. Naturally, this situation required the search for new approaches and the development of effective technologies in the professional training of future foreign language teachers.

It is the justification of theoretically distinguishing a number of problems that ensure the successful development of the content of reflexive competence of future foreign language teachers in the process of methodical preparation.

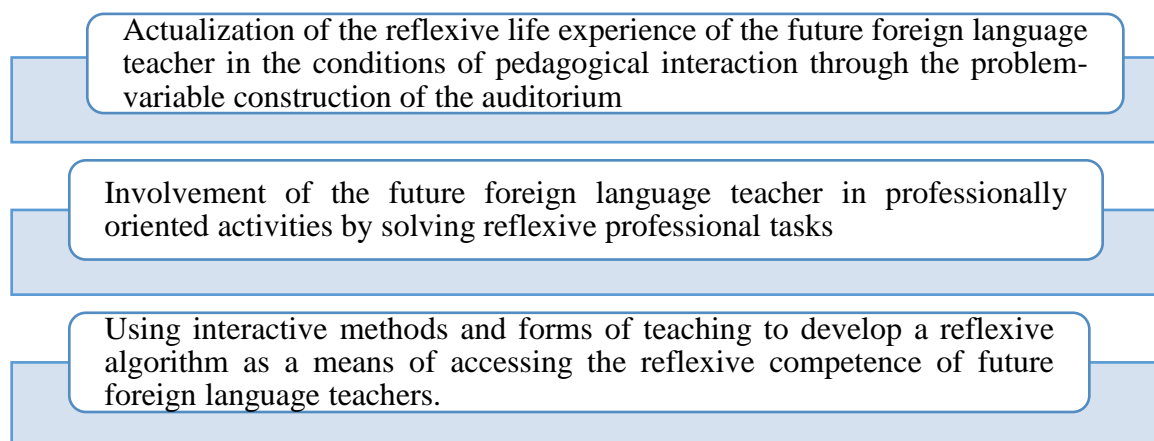
In the decision of the President of the Republic of Uzbekistan No. PQ-4623 [2] of February 27, 2020, deepening the reforms in the field of education, organizing the activities of educational organizations based on advanced foreign practices, improving the system of training pedagogic personnel, it is determined to increase the capacity of personnel in the field of education, to organize educational processes and services in educational organizations based on new principles, to bring the quality of educational services to the level of international standards. In order to ensure the

implementation of this decision, the methodological training of future foreign language teachers in the process of foreign language teaching in research is of great importance.

In the study, we rely on the idea that the methodological situation is an important component of the pedagogical process, including the content, methods, and organizational forms of education [3; 173-b], so it interacts with the inner world of the future foreign language teacher. relationship oriented. Thus, within the framework of the research, pedagogical conditions are interpreted as active elements of the pedagogical system that ensure the achievement of a specific pedagogical goal.

When we determine the content of the development of reflexive competence of future foreign language teachers in the process of methodological preparation, we consider the influence of factors such as the social order of society on the educational system on the studied problem; characteristics and possibilities of developing reflexive competence of future foreign language teachers during their professional training at the university; structural and functional features of the model for developing reflexive competence of teachers in the process of methodical training; the need to implement reflexive, axiological and personal-activity approaches was determined.

The analysis of methodical and pedagogical literature and experiences in the higher education system allows us to emphasize that in the process of methodical training of future foreign language teachers, it is important to develop the content of reflexive competence, taking into account the following methodological situation (1-picture)



**Figure 1. Methodological cases of development of reflexive competences of future foreign language teachers in the process of methodical preparation.**

To create a holistic view, we will consider the reflexive content of each of the methodical situations in professional activity.

The first methodological situation is actualization of reflexive life experience of future foreign language teachers through pedagogical interaction through problem-variable construction of the audience. In highlighting this situation, we considered that the basis of reflexive development is human knowledge and life experience. An internal natural (genetically predetermined) and an external background (lifetime knowledge and experience) are important for reasoning. Let's define the basic concepts.

A.S. Belkin considers life experience in relation to the concept of "life information", which is "a combination of thoughts, feelings, actions in the human mind, mental memory, emotional memory, behavior related to the memory of actions" [4; 7-b]. At the same time, the scientist refers to the existence of vital information (life experience) that is related to the knowledge of various aspects of life and activity of a person and does not have special value for this. The scientist emphasizes that in many educational technologies, the educational process is at the life-informational level.

The process of professional education includes multifaceted interactions, for example: the interaction of the future foreign language teacher and the teacher, the interaction of students, including interpersonal interactions. Pedagogical interaction is traditionally defined as subject-object (S-O), in which the teacher is the subject who transmits knowledge, forms skills and competences, and the object is the future foreign language to be taught and educated. is a teacher. In connection with the humanization of the modern education system, the guidelines for pedagogical interaction are changing and they describe it as subject-subject (S-S), which can be explained as follows: "Humanization from the point of view of education is, first of all, cooperation and it requires the development of pedagogical ideas of co-creation, creation of conditions for trust and mutual demand. Changing the teacher's competence means changing it from the position "above the future foreign language teacher" to "the competence ahead of the future foreign language teacher" [5; 93-b]. Therefore, we can say the equal activity of both subjects, their equality and interaction with each other, that is, their cooperation.

According to A.S. Belkin, a cooperative relationship between the teacher and future foreign language teachers cannot be achieved with traditional teaching approaches, because future foreign language teachers act as receivers and retransmitters of knowledge. but does not play the role of communicator like teachers. Relay is changing the role of the future foreign language teacher to the role of a communicator - knowledge carrier (when the teacher becomes a recipient), the future foreign language teacher has information that is unknown from the teacher. needs to be This is the life experience of future foreign language teachers. It doesn't

matter how big or small it is. Thus, there is a need to actualize the life experience of the future foreign language teacher, because this is what makes it possible to turn educational knowledge into value [6; p. 20].

In research, it is characterized by the process of formation in the process of understanding self-reflexivity, self-awareness in the life experience of a person and its interaction with people and society.

Methodical situation in the second professional process is to attract future foreign language teachers to professionally oriented activities by solving reflexive professional tasks.

It should be noted that reflexive use of professional tasks is possible already in the first year of professional training of future foreign language teachers, because the process of professional education can be intensively implemented: how quickly future foreign language teachers learn the techniques and algorithms of this process the more effective it is to move from cycle to cycle.

The third necessary methodological condition in the pedagogical process for the successful implementation of the reflexive competence development model is the need to use interactive methods and forms of learning to develop a reflexive algorithm in the reflexive competence of future foreign language teachers.

At the core of any system, as you know, there is a certain mechanism. Therefore, a "foreign language" that ensures the development and enrichment of the experience of professional activity on the basis of reflexive competence (as a stable system of conscious relations of future foreign language teachers as a subject of future professional activity to themselves, to professional activity and to the subject) is being studied and has a self-reflexive mechanism that includes a series of similar reflexive thinking actions.

In order to achieve the result (future foreign language teachers with reflexive competence formed in our research), an algorithm for performing such actions is necessary, language in the process of professional training is a necessary condition for the development of reflexive competence of future foreign language teachers.

The analysis of the literature on the issue shows that the essence of the mechanism of reflexive-cognitive activity is vaguely considered by scientists.

I.B. Utayeva stated that motivating and developing personal skills include systematicity, flexibility, creativity, personal-emotional development and reflection (self-expression) in pedagogical activity [7; 85 b].

Proposed by F. Corthagen [8] and E.N. Solovova [9; 107-b], the scheme of reflexive activity of the future teacher takes into account the sequence of actions in the context of the development of the teacher's professional skills, more clearly searches for the algorithm of reflex actions and the possibility of entering the next

stage through a new action. The scheme of performing the second stage of reflexive (looking at past actions) from the competence of teachers and future foreign language teachers shows the mechanism of development of reflective competence of future foreign language teachers:

1. What actions did the teacher take? - (future foreign language teachers)?
2. What intentions / wishes did the teacher - (future foreign language teachers) have?
3. What did the teacher (future foreign language teachers) think about?
4. What emotions did the teacher (future foreign language teachers) experience?

The development of this algorithm of reflexive action is carried out more effectively in the process of professional training of future foreign language teachers, based on the activation of their educational and professional activities, using interactive methods and forms of teaching.

The problematic task itself involves overcoming certain difficulties, with the mobilization of cognitive activity and mental processes, the inclusion of elements of creative thinking in speech activity, and this not only ensures the acquisition of new knowledge, but also the mental development of the future teacher in their creative and shows the features of reflexive ability. [10; 17-22 p].

G.K. Selevko believes that problem-based education is the organization of educational activities in which problem situations are created under the guidance of a teacher and future foreign language teachers solve them independently and actively. He says that the result of such activity is the creative acquisition of professional knowledge, skills and abilities, as well as the development of mental abilities [11]. Problem-based learning is based on creating problem-based motivation. This requires adequate design of the didactic content of the material.

According to D.K. Kholmurodova, the level of activity aimed at memorizing the learning material and creating skills requires harmonizing the productive and productive activities of future foreign language teachers [12; p. 51].

N.M.Ahmedova emphasizes the importance of organizing work with the text - from understanding conceptual ideas, their causal relationships, to the linguistic design of these ideas, and the importance of the nature of the problem situation of the tasks and questions, and the need to use the mother tongue when necessary to better understand the content of the discussed topics. noted [13; p. 123].

It should also be taken into account that knowledge and understanding of the situation of one of the parties may be beyond the knowledge of the other or lie on a different plane of understanding. Different knowledge crosses, complements or negates each other when they collide in the process of emerging conflict. A better understanding of one's own and others' knowledge or ignorance occurs when discussing a problematic situation.

In the process of discussion, the ability to perceive new information and synthesize new knowledge is formed. The ability to transfer one's knowledge to others is achieved in discussion. In addition, a new experience of communication and mental activity is obtained in this process.

Based on the above, the content of reflexive use in teaching a foreign language is a personal characteristic that develops along with it, it allows the student to evaluate his actions, thoughts and results, removes the "language barrier" and linguistic improves motivation.

## REFERENCE

1. Decree No. PF-60 of the President of the Republic of Uzbekistan dated January 28, 2022 "On the development strategy of New Uzbekistan for 2022-2026" / <https://lex.uz/docs/5841063>.
2. On measures for further development of the field of pedagogical education. Decision of the President of the Republic of Uzbekistan No. PQ-4623. February 27, 2020.
3. Saygushev, N.Ya. Reflexive management of the process of professional development of future teachers: monograph [Text] / N.Ya. Saygushev. - M.: Magnitogorsk: MIGU; MaGU, 2002. - 273 p.
4. Belkin, A.S. Theory and Practice of Vitagenic Training with the Holographic Projection Method: Lecture Materials [Text] / A.S. Belkin. - N. Tagil: NTF IRRO, 1997. - 121 p.
5. Andreev, V.I. Pedagogy: A Course of Study for Creative Self-Development / V.I. Andreev. - Kazan: Center for Innovation Technologies, 1996. - 567 p.
6. Bogin, V.G. Teaching Reflection as a Method of Developing a Creative Personality [Text] / V.G. Bogin // Modern Didactics: Theory and Practice / edited by I.Ya. Lerner, I.K. Zhuravlev. - M.: Publishing House of ITP and MIO RAO, 1993.
7. Utayeva I.B. Development of Grammatical competences of students in the process of independent education. Diss. T.-2022. Page 51.
8. Corthagen Fred, A.J. Linking practice and theory. The Pedagogy of realistic teacher education / A.J. Korthagen Fred. - Mahwah ; New Jersey ; London : Lawrence Erlbaum Associates Publishers, 2001. - P. 312 .
9. Solova, E.N. Methodological training and retraining of a foreign language teacher: an integrative-reflexive approach: [Text] / E.N. Solova. - M.: Glossa-Press, 2004. - 336 p.
10. Zeer, E.F. Personality-oriented technologies of professional development of a specialist [Text] / E.F. Zeer // Reflexive approach: from methodology to practice:



scientific-method. manual / edited by V.E. Lepsky. - M.: "Kogito-Center", 2009. - 447 p.

11. Selevko, G.K. Modern educational technologies: a teaching aid [Text] / G.K. Selevko. - M.: Public education, 1998. - 236 p./136.

12. Kholmurodova D.Kh. The importance of using pedagogical technologies in the process of continuous education in higher education institutions. Tashkent State Pedagogical University "Scientific Information", 2021/ Issue 4, ISSN 2181-9580/ 137-145 p. (13.00.00 No. 32).

13. Ahmedova N.M. The pedagogical conditions of effective training of future foreign language teachers for using game technologies in professional activity. O‘zMU xabarlari ilmiy-uslubiy jurnal. №4 T.: 2018, b. 110-115.