



Stages Of Implementation Of Pedagogical Conditions For The Development Of Reflexive Competency Of Teachers Of The Future Primary Class

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ABSTRACT

This article describes the stages of implementing pedagogical conditions aimed at developing the reflexive competence of future primary school teachers.

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KEYWORDS: future teacher, primary education, reflexive competence, pedagogical conditions, reflection, experimental stages, professional competence, pedagogical activity, interactive methods, self-analysis.

Аннотация: В данной статье рассматриваются этапы реализации педагогических условий, направленных на развитие рефлексивной компетентности будущих учителей начальных классов.

Ключевые слова: будущий учитель, начальное образование, рефлексивная компетентность, педагогические условия, рефлексия, этапы экспериментальной работы, профессиональная компетентность, педагогическая деятельность, интерактивные методы, самоанализ.

Annotatsiya: Mazkur maqolada bo'lajak boshlang'ich sinf o'qituvchilarining releksiv kompetentligini rivojlantirishga xizmat qiluvchi pedagogik shart-sharoitlarni amalga oshirish bosqichlari yoritilgan.

Kalit so'zlar: bo'lajak o'qituvchi, boshlang'ich ta'lim, releksiv kompetentlik, pedagogik shart-sharoitlar, releksiya, tajriba-sinov bosqichlari, kasbiy kompetensiya, pedagogik faoliyat, interfaol metodlar, o'z-o'zini tahlil qilish.

In the context of current globalization and the rapidly developing education system, the demands on teachers' professional activities are steadily increasing. In particular, teachers working in primary education play a crucial role in the comprehensive development of the individual, fostering independent thinking, social activity, and creativity. Therefore, preparing future primary school teachers based on modern competencies is one of the priority tasks of the education system.

Today, in an education process organized on a competency-based approach, reflexive competence is considered an integral part of a teacher's professional preparation. Reflexive competence reflects a teacher's ability to analyze, evaluate, and draw conclusions from their pedagogical activity and to continuously

improve their practice. This article thoroughly examines, both theoretically and practically, the pedagogical conditions that contribute to the development of reflexive competence in future primary school teachers, as well as the stages of their implementation.

Since primary education forms the foundation of students' knowledge, skills, and abilities, the professional level of teachers operating at this stage is of particular importance. A teacher with reflexive competence can timely identify problems arising in the educational process, make appropriate pedagogical decisions, and continuously enhance their professional practice.

Developing reflexive competence in future primary school teachers enables them to use innovative approaches in their professional activities, consider the individual characteristics of students, and improve the quality of education. At the same time, reflexive competence supports teachers' professional self-awareness and continuous professional development.

Initially, the concept of "pedagogical conditions" is clarified. "Pedagogical conditions" are understood as an educational environment specifically described for certain situations in which pedagogical processes with clear objectives are carried out. As T.I. Biryukova emphasizes, pedagogical conditions arise due to the multifaceted nature of the environment and result from the purposeful selection, design, and application of the content elements, methods, and organizational forms of teaching to achieve practical goals [60, pp. 114–133].

Thus, pedagogical conditions represent a specially organized environment for achieving a defined educational goal, involving structured, goal-oriented, and collaborative activities of both the teacher and future teachers.

Alongside the concept of "pedagogical conditions," researchers also use the terms "organizational-pedagogical conditions," "didactic conditions," and "psychological-pedagogical conditions" [125, pp. 85–112].

Pedagogical Conditions for Developing Reflexive Competence

Research has shown that the development of reflexive competence in future primary school teachers is effectively carried out under the following pedagogical conditions:

Creating and maintaining a reflexive environment in the educational process;

- Developing positive motivation for engaging in reflexive activities;
- Systematic use of interactive and innovative methods;
- Organizing independent learning and pedagogical practice based on a reflexive approach;

Developing students' skills in self-assessment and self-development.

The implementation of these conditions should be organized in a purposeful, step-by-step manner.

Stages of Implementing Pedagogical Conditions

Diagnostic Stage. At the diagnostic stage, the level of reflexive competence of future primary school teachers is determined. Questionnaires, tests, interviews, observations, and self-assessment methods are used. The collected data are analyzed, and students are grouped according to their level of reflexive competence.

Formative Stage. The formative stage is the main stage in developing reflexive competence. At this stage, specially designed learning tasks, reflexive exercises, problem-based situations, case studies, reflexive journals, and portfolios are used. Students are trained to analyze, evaluate, and draw conclusions about their own activities.

Final Stage. At the final stage, the effectiveness of the development of reflexive competence is determined through repeated diagnostics. Initial and final results are compared, and the effectiveness of the pedagogical conditions is assessed. The results show a significant increase in reflexive competence.

Analysis of Experimental Work.

During the experimental work, the practical effectiveness of pedagogical conditions aimed at developing reflexive competence was confirmed. Students developed skills in critical reflection on their activities, conscious decision-making in pedagogical situations, and striving for professional growth.

Conclusion. In conclusion, the development of reflexive competence in future primary school teachers is effectively ensured by systematically and step-by-step implementing pedagogical conditions. The

educational process organized according to diagnostic, formative, and final stages contributes to enhancing the professional competence of future teachers and plays a crucial role in improving the quality of primary education.

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