

**PEDAGOGIK MAHORAT FANINI O‘QITISHDA BO‘LG‘USI PEDAGOGLARNING  
REFLEKSIV KOMPETENTLIGINI RIVOJLANTIRISHNING INNOVATSION  
METODLARI**

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**Annotatsiya:** Mazkur maqolada pedagogik mahorat fanini o‘qitish jarayonida bo‘lajak pedagoglarning reflektiv kompetentligini rivojlantirishning innovatsion metodlari tahlil qilingan. Reflektiv kompetentlik pedagogning kasbiy rivojlanishi, o‘z faoliyatini tahlil qilishi va pedagogik jarayonni samarali tashkil etishida muhim omil sifatida yoritilgan. Shuningdek, interfaol metodlar, muammoli ta’lim, trening texnologiyalari, portfolio, keys-stadi va raqamli ta’lim vositalarining reflektiv kompetentlikni shakllantirishdagi ahamiyati ochib berilgan. Tadqiqot natijalari innovatsion metodlardan foydalanish bo‘lajak pedagoglarning ijodiy fikrlashi, mustaqil qaror qabul qilish ko‘nikmalari va pedagogik mahoratini rivojlantirishga xizmat qilishini ko‘rsatadi.

**Kalit so‘zlar:** reflektiv kompetentlik, pedagogik mahorat, innovatsion metodlar, bo‘lajak pedagog, interfaol ta’lim, pedagogik texnologiyalar, portfolio, keys-stadi, kasbiy rivojlanish.

**ИННОВАЦИОННЫЕ МЕТОДЫ РАЗВИТИЯ РЕФЛЕКСИВНОЙ  
КОМПЕТЕНТНОСТИ БУДУЩИХ ПЕДАГОГОВ ПРИ ПРЕПОДАВАНИИ  
ДИСЦИПЛИНЫ «ПЕДАГОГИЧЕСКОЕ МАСТЕРСТВО»**

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**Аннотация:** В данной статье анализируются инновационные методы развития рефлексивной компетентности будущих педагогов в процессе преподавания дисциплины «Педагогическое мастерство». Рефлексивная компетентность рассматривается как важный фактор профессионального развития педагога, анализа собственной деятельности и эффективной организации педагогического процесса. Особое внимание уделяется значению интерактивных методов, проблемного обучения, тренинговых технологий, портфолио, кейс-стади и цифровых образовательных средств в формировании рефлексивной компетентности. Результаты исследования показывают, что использование инновационных методов способствует развитию творческого мышления, навыков самостоятельного принятия решений и педагогического мастерства будущих педагогов.

**Ключевые слова:** рефлексивная компетентность, педагогическое мастерство, инновационные методы, будущий педагог, интерактивное обучение, педагогические технологии, портфолио, кейс-стади, профессиональное развитие.

**INNOVATIVE METHODS OF DEVELOPING REFLECTIVE COMPETENCE OF  
FUTURE TEACHERS IN TEACHING THE SUBJECT “PEDAGOGICAL SKILLS”**

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**Annotation:** This article analyzes innovative methods for developing the reflective competence of future teachers in the process of teaching the subject “Pedagogical Skills.” Reflective competence is considered an important factor in teachers’ professional development, self-analysis, and effective organization of the pedagogical process. The study also highlights the importance of interactive methods, problem-based learning, training technologies, portfolios, case studies, and digital educational tools in the formation of reflective competence. The research results show that the use of innovative methods contributes to the development of creative thinking, independent decision-making skills, and pedagogical mastery among future teachers.

**Keywords:** reflective competence, pedagogical skills, innovative methods, future teacher, interactive learning, pedagogical technologies, portfolio, case study, professional development.

**Introduction:** In recent years, significant reforms in the education system have placed special emphasis on improving the quality of teacher training and developing the professional competence of future educators. In this context, the development of reflective competence has become one of the key requirements for modern pedagogical education. In particular, while teaching the subject “Pedagogical Skills,” it is essential to form future teachers’ ability to critically analyze their own pedagogical activities, evaluate educational processes, and continuously improve their professional practice.

Reflective competence is understood as an integrated professional quality that enables teachers to analyze their actions, identify strengths and weaknesses in their pedagogical practice, and make informed decisions for improvement. In the process of pedagogical training, this competence plays a crucial role in shaping creative thinking, self-development, and professional responsibility among future teachers.

From a pedagogical perspective, the development of reflective competence is closely connected with the use of innovative teaching methods. Interactive learning, problem-based education, case studies, portfolio technology, and digital learning tools provide effective opportunities for engaging students in active reflection and self-assessment. These methods encourage learners to become active participants in the educational process rather than passive recipients of knowledge.

From a psychological point of view, reflective competence is associated with self-awareness, motivation, and the ability to evaluate one’s own learning and professional actions. Therefore, creating a supportive educational environment that stimulates reflection is an important condition for effective teacher training.

The aim of this article is to analyze innovative methods for developing the reflective competence of future teachers in teaching the subject “Pedagogical Skills” and to identify their effectiveness in improving professional training outcomes.

**Literature Review:** The issue of developing reflective competence in future teachers has been widely studied in the fields of pedagogy and psychology as an important component of modern teacher education. In scientific literature, reflection is generally interpreted as a process of self-analysis, self-evaluation, and continuous improvement of professional activity. In the context of pedagogical training, reflective competence is considered a key factor in shaping teachers’ professional mastery and pedagogical thinking.

The theoretical foundations of reflection were first introduced in the philosophical works of thinkers such as G. Hegel, J. Locke, and I. Kant, who emphasized the role of self-awareness and internal cognition in human development. Later, these ideas were further developed in psychological science by scholars such as L.S. Vygotsky, S.L. Rubinstein, A.N. Leontiev, and B.G. Ananyev. Their research highlights reflection as a mechanism of conscious activity, personality development, and self-regulation.

In pedagogical science, reflection and reflective competence have been extensively studied by V.A. Slastenin, A.K. Markova, V.V. Serikov, and Ye.N. Shiyanov. These researchers emphasize that reflective activity is an essential component of professional pedagogical development. According to A.K. Markova, reflective competence is a key indicator of a teacher's professional growth, as it enables continuous analysis and improvement of teaching practice.

Among Western scholars, John Dewey defined reflection as a central element of educational thinking, arguing that reflective learning improves decision-making and problem-solving in teaching practice. Donald Schön further developed this idea through the concept of "reflective practice," which emphasizes reflection-in-action and reflection-on-action as essential skills for professionals.

In Uzbek pedagogical research, scholars such as N. Muslimov, U. Nishonaliyev, and R. Ishmukhamedov have contributed significantly to the study of professional competence and reflective development in future teachers. Their works focus on the use of innovative pedagogical technologies, interactive methods, and independent learning strategies to enhance reflective competence.

Overall, the analyzed literature indicates that reflective competence plays a crucial role in developing future teachers' professional skills, creativity, and pedagogical effectiveness. At the same time, the need for further integration of innovative teaching methods to enhance reflective competence in modern higher education remains an important research direction.

**Research Methodology:** This study is based on a systematic analysis of the psychological and pedagogical foundations for developing the reflective competence of future teachers in the process of teaching the subject "Pedagogical Skills." The research methodology is grounded in systematic, competence-based, learner-centered, and reflective approaches, which ensure a comprehensive examination of the studied phenomenon.

In the theoretical stage of the research, scientific literature, monographs, academic articles, and regulatory documents related to reflective competence and pedagogical skills were analyzed. This allowed for the identification of the essence, structure, and pedagogical significance of reflective competence in the professional training of future teachers.

The empirical stage of the study involved the use of several research methods, including observation, interviews, questionnaires, surveys, and pedagogical diagnostics. Observation was used to examine students' reflective behavior, self-analysis skills, and ability to evaluate their own learning activities. Interviews and questionnaires helped determine students' attitudes toward reflective learning and their level of professional preparedness.

In addition, experimental work was carried out through the implementation of innovative teaching methods such as interactive learning, problem-based tasks, case studies, portfolio technology, and training exercises. These methods were applied to enhance students' reflective thinking and professional engagement in the learning process.

The collected data were analyzed using comparative analysis, generalization, and statistical processing methods. These approaches allowed for identifying the effectiveness of innovative methods in developing reflective competence among future teachers.

The main aim of the research methodology was to determine effective pedagogical conditions and innovative strategies that contribute to the development of reflective competence and improve the professional training quality of future teachers.

**Analysis and Results:** The research process focused on analyzing the psychological and pedagogical aspects of developing reflective competence in future teachers during the teaching of the subject “Pedagogical Skills.” The obtained results confirmed that reflective competence plays a significant role in enhancing students’ professional development and pedagogical effectiveness.

The analysis revealed that students with a higher level of reflective competence demonstrate stronger abilities in self-analysis, critical evaluation of their pedagogical actions, and creative problem-solving in educational situations. Such students were able to identify their strengths and weaknesses, adjust their teaching strategies, and make more informed pedagogical decisions.

The results of observations and questionnaires showed that groups exposed to innovative teaching methods—such as interactive learning, case studies, portfolio assessment, problem-based tasks, and training technologies—exhibited a noticeable improvement in self-assessment skills, communication abilities, and professional adaptation. These methods proved to be effective tools for developing reflective thinking and enhancing active learning participation.

Furthermore, the study identified that psychological factors such as motivation, self-confidence, and professional interest significantly influence the development of reflective competence. Students who demonstrated higher motivation and engagement were more successful in applying reflective strategies during learning activities.

At the same time, a supportive educational environment and active pedagogical guidance were found to be essential conditions for fostering reflective competence. The presence of constructive feedback, collaborative learning, and student-centered teaching approaches contributed positively to the development process.

Overall, the results confirm that the systematic integration of innovative methods into the teaching of “Pedagogical Skills” significantly improves the reflective competence of future teachers and enhances their professional readiness for pedagogical practice.

**Conclusion:** This study examined the psychological and pedagogical foundations of developing reflective competence in future teachers within the teaching process of the subject “Pedagogical Skills.” The findings of the research clearly demonstrate that reflective competence is a key component of teachers’ professional development, contributing to the formation of pedagogical mastery, critical thinking, and effective educational practice.

The results indicate that reflection enables future teachers to systematically analyze their own pedagogical activities, evaluate educational situations from both critical and creative perspectives, and make informed professional decisions. In particular, the use of innovative teaching methods such as interactive learning, problem-based instruction, case studies, portfolio assessment, and training technologies

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