UDK: 378.147

REFLECTIVE LEARNING AS AN INSTRUCTIONAL PRINCIPLE IN TEACHER PREPARATION AND ITS APPLICATION IN THE TEACHING PRACTICUM

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Abstract. *This article aims to formulate reflective learning as an instructional principle in teacher preparation and explain how it can guide the design of teaching practicum assignments. A focused comparative analysis of eight publications from 2024 to 2026 examined four aspects of reflective practice: the selection of a teaching decision for analysis, the use of classroom evidence, the role of mentor feedback, and the planning of subsequent action. The analysis yielded a four-stage procedure in which student teachers establish a learning objective and identify suitable evidence, document classroom activity, compare their decision with a plausible alternative, and plan a revision with an explicit criterion for checking its outcome. An illustrative primary-school reading lesson shows how individual pupil responses can inform this process. The article concludes that a reflective assignment should link the initial teaching decision and evidence of pupil learning to a specific revision that can be examined in a subsequent lesson. The procedure is a methodological proposal derived from published research. Its application as a complete sequence remains to be evaluated in teaching practicums.*

Keywords. *Reflective learning, instructional principle, teacher preparation, teaching practicum, instructional decision-making, evidence of learning, mentor feedback, student autonomy, formative assessment, lesson revision.*

KASBIY TAYYORGARLIKDA REFLEKSIV TA'LIM TAMOYILI VA UNI PEDAGOGIK AMALIYOTGA TATBIQ ETISH

Annotatsiya. *Maqolaning maqsadi bo'lajak o'qituvchilarni kasbiy faoliyatga tayyorlashda refleksiv ta'lim tamoyilini shakllantirish va uni pedagogik amaliyot topshiriqlarini loyihalashga tatbiq etish tartibini ishlab chiqishdan iborat. Tadqiqotda 2024–2026-yillarda chop etilgan sakkizta ilmiy nashr maqsadli qiyosiy tahlil qilindi. Manbalar pedagogik qarorni tahlil uchun tanlash, dars jarayoniga oid dalillardan foydalanish, amaliyot rahbarining fikr-mulohazasi*

va keyingi harakatni rejalashtirish bo'yicha o'rganildi. Tahlil natijasida to'rt bosqichli tartib ishlab chiqildi. Talaba o'quv maqsadi va dalil manbasini belgilaydi, darsdagi faoliyatni hujjatlashtiradi, pedagogik qarorini ehtimoliy muqobil yechim bilan qiyoslaydi hamda keyingi o'zgarishni tekshirish mezoni bilan birga rejalashtiradi. Boshlang'ich sinfda matn bilan ishlashga oid namunaviy vaziyat individual yozma javoblarni tahlil qilish orqali dars topshirig'ini qanday qayta loyihalash mumkinligini ko'rsatadi. Xulosa sifatida refleksiv topshiriqda dastlabki pedagogik qaror, o'quvchilarning o'zlashtirishiga oid dalil va keyingi darsda tekshiriladigan o'zgarish o'zaro bog'lanishi lozimligi asoslanadi. Taklif etilgan tartib nashr qilingan tadqiqotlardan kelib chiqqan nazariy-metodik yechim bo'lib, uning yaxlit shaklda qo'llanishi pedagogik amaliyot sharoitida keyingi tadqiqotlarda baholanishi mumkin.

Kalit so'zlar. *Refleksiv ta'lim, didaktik tamoyil, o'qituvchilarni kasbiy tayyorlash, pedagogik amaliyot, pedagogik qaror, o'quv natijalariga oid dalillar, amaliyot rahbarining fikr-mulohazasi, talaba mustaqilligi, shakllantiruvchi baholash, darsni qayta loyihalash.*

ПРИНЦИП РЕФЛЕКСИВНОГО ОБУЧЕНИЯ В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ БУДУЩИХ УЧИТЕЛЕЙ И ЕГО РЕАЛИЗАЦИЯ В ПЕДАГОГИЧЕСКОЙ ПРАКТИКЕ

Аннотация. *Цель статьи состоит в формулировании принципа рефлексивного обучения в профессиональной подготовке будущих учителей и разработке порядка его применения при проектировании заданий для педагогической практики. Проведён целенаправленный сравнительный анализ восьми научных публикаций 2024–2026 годов. Источники сопоставлены по четырём аспектам: выбор педагогического решения для анализа, использование данных о ходе и результатах урока, роль обратной связи руководителя практики и планирование последующих действий. По итогам анализа предложена последовательность из четырёх этапов. Студент определяет учебную цель и источник данных, документирует деятельность на уроке, сопоставляет принятое решение с возможной альтернативой и планирует изменение, задавая критерий проверки его результата. Пример задания по работе с текстом в начальной школе иллюстрирует, как индивидуальные письменные ответы учащихся могут служить основанием для пересмотра педагогического решения. Сделан вывод о том, что рефлексивное задание должно связывать исходное решение, данные об учебных результатах и конкретное изменение, которое можно проверить на следующем уроке. Предложенная последовательность представляет собой теоретико-методическую разработку на основе опубликованных исследований. Её применение как целостной процедуры требует дальнейшего изучения в условиях педагогической практики.*

Ключевые слова. *Рефлексивное обучение, дидактический принцип, профессиональная подготовка учителей, педагогическая практика, педагогическое решение, данные об учебных результатах, обратная связь наставника, самостоятельность студента, формирующее оценивание, перепроектирование урока.*

INTRODUCTION

During the teaching practicum, student teachers choose how to explain a task, interpret pupils' responses, and decide when to intervene. After the lesson, they must judge whether these choices supported the intended learning objective. That judgement depends on the evidence they collected. For instance, a lively whole-class discussion can show that several pupils contributed, whereas individual responses can reveal whether pupils understood the material and could explain their reasoning.

Research on microteaching shows that revisiting a lesson episode can help student teachers notice events they missed and reconsider their initial interpretations [1, 2]. The assignment design problem addressed here is how to connect such retrospective analysis to two other parts of the practicum: the decisions students make before teaching and the revisions they can examine in a subsequent lesson. A student who identifies an appropriate source of evidence before teaching has a clearer basis for evaluating a decision afterwards. A student who specifies how to check a planned revision can carry that analysis into the next teaching cycle.

The aim of this article is to formulate reflective learning as an instructional principle for teacher preparation and translate it into a practicum assignment. The study has three objectives: to compare how recent publications address evidence, student autonomy and mentor feedback, to formulate a procedure for linking a teaching decision to a subsequent action, and to illustrate the procedure through a primary-school example.

LITERATURE REVIEW

Colak and Kocoglu found that descriptive reflection predominated in both oral and written accounts by prospective language teachers. Returning to lesson recordings helped participants recognise recurring patterns and reconsider some instructional choices [1]. In Yıldırım's study, a number of student teachers produced more analytical accounts after viewing their recordings, although none reached the level of critical reflection used in that study [2]. These findings suggest that a record of classroom activity gives student teachers something concrete to revisit. Prompts about reasons, evidence and alternatives can help them decide what to examine.

Rogge and Herzig compared written reflection from memory, unguided video viewing and structured video annotation. Some measures showed changes favouring

structured annotation, while differences between groups did not reach statistical significance [3]. Tiainen and colleagues examined a different aspect of assignment design. In their case study, student teachers had scope to choose the focus of reflection and discuss it with peers and a mentor [4]. Together, these studies inform a practical distinction between giving students common criteria for analysing a decision and giving them autonomy to select the episode they will analyse.

Schellenbach-Zell and colleagues examined university mentors' comments on student teachers' reflective journals, bringing the mentor's response into the analysis of reflective writing [5]. Asregid found that feedback in the practicum settings studied was sometimes delayed or general, with limited opportunities to clarify goals before observation or plan improvements afterwards [6]. Cirocki and Imsa-ard proposed incorporating reflective activities into undergraduate language teacher education [7]. Widhiastuti and colleagues reported that participants in guided video reflection developed concrete improvement plans, such as revising teaching materials or rehearsing aspects of lesson delivery [8]. These publications support examining reflection as part of a sequence that begins with a professional task and leads to a decision about what to do next.

METHODS

The study used a focused comparative analysis of eight publications issued between 2024 and 2026 [1–8]. The selection comprised empirical studies of reflection in microteaching or the teaching practicum and a conceptual article proposing its integration into undergraduate teacher education [7]. Publications were selected for their relevance to at least one of the following elements of a reflective assignment: evidence from teaching, choice of an episode for analysis, mentor guidance, or planning a subsequent action.

Four questions guided the comparison. What teaching decision was selected for reflection? What evidence supported the student teacher's interpretation? How did a mentor or peer contribute to the analysis? How was the analysis connected to subsequent teaching? The synthesis considered how these elements could be combined into one assignment. Reported research findings informed the proposed design, and the primary-school example was constructed to illustrate its application. The analysis used published sources and involved no collection of original classroom data.

RESULTS AND DISCUSSION

Formulation of the instructional principle.

The synthesis yielded the following principle. A practicum assignment should require student teachers to justify an instructional decision, examine its consequences

against a learning objective using relevant evidence, and plan a revision whose outcome can be checked.

The principle applies to the design of the assignment at three points. Before teaching, it establishes what the student teacher will observe. After teaching, it structures the comparison between what was intended and what occurred. In the next lesson, it gives the student teacher a criterion for examining the revised approach. For example, if the objective is for pupils to justify an interpretation of a text, the student teacher needs evidence of how pupils connect the text to their interpretation. A count of classroom contributions answers a separate question about participation.

Table 1. Four stages of a reflective practicum assignment

Stage	**Student teacher's task**	**Material for review**
1. Set the objective and identify evidence	State the learning objective, justify the planned instructional decision, and identify what would show progress towards the objective.	A brief plan specifying the objective, rationale, criterion and evidence source.
2.Document classroom activity	Collect material relevant to the objective and record the task or episode in which it was produced.	An anonymised sample of pupil work, an observation note or an annotated lesson segment.
3.Examine the decision and consider an alternative	Compare expected and observed outcomes, distinguish observations from interpretations, and consider an alternative with input from the mentor.	A short analysis linking evidence to an interpretation and explaining a plausible alternative.
4. Plan and check the next action	Specify what will change, when the change will be tried and how its outcome will be examined.	A revised task or lesson plan and a criterion for reviewing the next set of responses.

Source. Developed from the comparative analysis of publications [1–8].

Illustrative application in a primary-school lesson

A student teacher asks pupils to read a short text, draw a conclusion and support it with a passage from the text. The initial plan uses whole-class discussion followed by an individual written response. The student teacher sets two criteria before teaching. The pupil should state a conclusion consistent with the text and explain how the selected passage supports it.

In the illustrative scenario, several pupils offer appropriate conclusions during the discussion. Some individual responses state a conclusion and identify a passage but leave the connection between them unexplained. The student teacher considers two possibilities. The pupils may have difficulty selecting and interpreting evidence, or the task instructions may have left the expected explanation implicit. The responses identify where the difficulty became visible and provide a starting point for examining its cause.

The mentor asks which sentence in the original instructions required pupils to explain the connection. In the revised lesson, pupils first select a passage independently, then explain their choice to a partner, and finally write an individual response to a comparable text. The student teacher applies the original criteria to both sets of responses and checks whether more pupils explain the link between their evidence and conclusion. The comparison informs the next teaching decision. Differences in text difficulty and growing familiarity with the task should also be considered when interpreting the responses.

DISCUSSION

The methodological contribution of the procedure is the connection it establishes between four reviewable materials: the original plan, evidence from the lesson, an analysis of the decision, and a revised plan. A mentor can use these materials to ask why a change is warranted and what the student teacher expects it to achieve. The student teacher can trace the proposed revision to a specific observation and explain why the chosen action is appropriate.

Video can be useful when the question concerns the sequence of classroom interaction or the timing of teacher feedback [1–3, 8]. Individual work can be more informative when the question concerns how pupils justified an answer. The studies reviewed used different tasks and measures, and the comparative study by Rogge and Herzig found no statistically significant differences between the reflection formats [3]. The proposed procedure therefore leaves the evidence source open and makes its relevance to the learning objective an explicit design criterion.

Mentors can support analysis by asking three questions. Does the evidence address the learning objective? Does it justify the interpretation, and what other explanation is plausible? What will change in the next lesson, and how will the change

be examined? The student teacher can choose a meaningful episode and retain responsibility for the revised decision. This arrangement draws on research on self-directed reflection and mentor feedback [4–6] and gives repeated reflection a practical place in the preparation programme [7].

The synthesis is limited to eight purposefully selected publications, several of which concern language teacher preparation. The four-stage sequence and its application to primary education are methodological proposals. Future research could examine their use over successive practicum lessons by assessing the relevance of evidence, the quality of alternative explanations and the specificity of planned revisions. Independent review of the same reflections could help determine whether these criteria are interpreted consistently.

CONCLUSION

Reflective learning can serve as an instructional principle when a practicum assignment connects the student teacher's initial decision, evidence of pupil learning and a subsequent action. The proposed four-stage procedure translates this principle into a task that can be planned, documented, discussed with a mentor and revisited in the next lesson. Its principal contribution is to make the reason for a teaching revision visible and to specify how the revised approach will be examined. Further study is needed to evaluate the complete procedure in pedagogical practice.

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