

THE STRUCTURE, PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS OF REFLECTIVE COMPETENCE

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Abstract. *This article examines the structure, pedagogical dimensions, and psychological characteristics of reflective competence in the professional formation of prospective teachers. Drawing on key theoretical frameworks from Russian and Uzbek pedagogical science, the article analyzes the principal components of reflective competence – motivational, cognitive, operational, personal, and integrative – and distinguishes the concept from the related but narrower notion of pedagogical reflection. Special attention is given to its role in foreign language teaching, with a focus on the development of independent, critically aware learners.*

Keywords: *reflective competence, pedagogical reflection, teacher training, professional competence, foreign language teaching, CEFR, self-regulation.*

REFLEKTIV KOMPETENSIYANING TUZILISHI, PEDAGOGIK VA PSIXOLOGIK XUSUSIYATLARI

Annotatsiya. *Ushbu maqolada bo'lajak o'qituvchilarning kasbiy shakllanishida refleksiv kompetensiyaning tuzilishi, pedagogik jihatlari va psixologik xususiyatlari ko'rib chiqiladi. Rus va O'zbek pedagogika fanining asosiy nazariy kontseptsiyalariga tayanib, maqolada refleksiv kompetensiyaning asosiy komponentlari – motivatsion, kognitiv, operatsion, shaxsiy va integrativ – tahlil qilinadi hamda mazkur tushuncha pedagogik refleksiyadan farqlanadi. Xorijiy til ta'limidagi o'rni, xususan, mustaqil va tanqidiy fikrlovchi o'quvchilarni shakllantirishga alohida e'tibor qaratiladi.*

Kalit so'zlar: *refleksiv kompetensiya, pedagogik refleksiya, o'qituvchilarni tayyorlash, kasbiy kompetensiya, xorijiy til ta'limi, CEFR, o'z-o'zini boshqarish.*

СТРУКТУРА, ПЕДАГОГИЧЕСКИЕ И ПСИХОЛОГИЧЕСКИЕ ХАРАКТЕРИСТИКИ РЕФЛЕКСИВНОЙ КОМПЕТЕНЦИИ

Аннотация. *В данной статье рассматриваются структура, педагогические аспекты и психологические характеристики рефлексивной компетентности в профессиональном становлении будущих педагогов. Опираясь на ключевые теоретические подходы российской и узбекской педагогической науки, авторы анализируют основные компоненты рефлексивной компетентности – мотивационный, когнитивный, операциональный, личностный и интегративный – и отграничивают данное понятие от смежного, но более узкого понятия педагогической рефлексии. Особое внимание уделяется её роли в обучении иностранному языку, в частности формированию самостоятельных, критически мыслящих обучающихся.*

Ключевые слова: рефлексивная компетентность, педагогическая рефлексия, подготовка учителей, профессиональная компетентность, обучение иностранному языку, CEFR, саморегуляция.

INTRODUCTION

In the context of global competition, rapid technological advancement, and constant innovation, higher education institutions face the urgent challenge of increasing the competitiveness of their graduates. The teacher's personality occupies a central place in the development of modern society. Alongside cultivating an active life stance, optimism, emotional resilience, and sound decision-making under difficult conditions, the formation of reflective competence in prospective teachers is of strategic importance.

METHODS

This study is based on a theoretical-analytical research design. The following methods were employed:

A. Comparative literature analysis – systematic review and comparative analysis of Russian, Uzbek, and international scholarship on reflective competence and pedagogical reflection;

B. Structural-component analysis – decomposition of reflective competence into its constituent components based on multiple theoretical models (Zimnyaya, Kusheverskaya, Yarkina);

C. Conceptual synthesis – integration of psychological and pedagogical frameworks to derive an extended structural model applicable to prospective teachers of foreign languages;

D. Definitional analysis – critical comparison of key terms (reflective competence vs. pedagogical reflection) to establish precise conceptual boundaries.

Primary theoretical sources include the competence frameworks of I.A. Zimnyaya [4], the structural models of Yu.V. Kusheverskaya [5; 6] and T.N. Yarkina [13], methodological contributions of N.V. Minenko [9], and the psycho-pedagogical research of O.V. Akulova and I.N. Semyonov [2; 11].

As T.A. Usheva notes, *“Reflective competence is the professional potential of a person, manifested through the implementation of reflective abilities that accelerate*

the processes of personal and professional development and strengthen the creative character of activity.” [1]

Numerous researchers affirm the indispensable role of reflective competence in the educational process. O.A. Polishchuk, for instance, states that *“the development of reflective competence is the fundamental basis that continually enhances the professional mastery of a prospective teacher.” [2]*

Among Uzbek scholars, A.K. Musayeva addresses the preparation of prospective foreign language teachers and argues that *“CEFR requirements play a pivotal role in developing the reflective competence of prospective foreign language teachers, helping them analyze their professional activity against international standards and thereby fostering professional growth.” [3]*

Reflective Competence: Psychological Foundations

Pedagogy is intrinsically linked to psychology, and reflection has been studied as a distinct field of inquiry within psychological science. Psychological research underscores the importance of connecting reflective competence to other types of competence, thereby developing what may be termed metacompetence. Through the mechanism of reflection, the personal meaning and substance of professional activity is understood and reconsidered, enabling timely adaptation of all competence types and ensuring their adequate development.

The prominent scholar I.A. Zimnyaya acknowledged that reflective competence in pedagogical activity possesses distinctive structural components [4]. In her framework, reflective competence may be analyzed according to five principal components:

–Motivational component – inner readiness and interest in developing reflective competence;

–Cognitive component – comprehension of the content and essence of reflective competence, and possession of theoretical knowledge;

–Practical (activity) component – the ability to apply reflective skills in various pedagogical situations;

–Emotional-volitional component – self-regulation and emotional stability in reflective processes, mediated by individual personality traits;

–Integrative component – the coherence and harmony of reflective competence with overall professional competence.

Reflective Competence and Pedagogical Reflection: A Distinction

Alongside reflective competence, the concept of pedagogical reflection occupies its own place in scholarly discourse. Pedagogical reflection refers to the teacher's ability to mentally reconstruct a given situation, clarify their professional stance, and understand student activity. It also encompasses the ability to involve the subjects of the educational process while taking students' ideas and views into account.

Among the many definitions of pedagogical reflection, that of E.A. Markova is particularly instructive: *“Pedagogical reflection is the teacher's ability to take an external observer's position, enabling more effective professional activity and self-management.”* [5]

It should be noted that while the teacher's reflective competence and pedagogical reflection are related concepts, they are not identical. Reflective competence has a broader scope than pedagogical reflection: it encompasses not only the analytical process but all structural components of professional potential.

Pedagogical reflection constitutes a distinctive structural component of the teacher's reflective competence and is directly tied to professional-pedagogical activity. It integrates elements of both individual and social reflection, thereby serving as the fundamental foundation of the teacher's reflective competence. Formed within the teacher's professional consciousness, it encompasses their activity within the entirety of teacher–student relationships.

The teacher's reflective competence is expressed in the following dimensions:

- 1) In interactive activity – specifically, in organizing intersubjective cooperative and communicative processes;
- 2) In the teacher's intellectual activity and in the continuous development of their personal and professional potential;
- 3) In the analysis of collaborative work and verbal activity within the teacher–student system.

Structural Components of Reflective Competence

On the basis of a thorough review of theoretical definitions of professional and reflective competence, we present the structural composition of reflective competence as a set of interrelated components.

As depicted in Figure 1.2.1, reflective competence encompasses three major components. The personal characteristics of the prospective teacher include: observation, decisiveness, modesty, and rhetorical skill. The professional competence dimension encompasses: humanity, fairness, pedagogical vigilance, pedagogical imagination, tactfulness, demandingness, and organizational ability.

Analytical knowledge and skills include: the ability to analyze problems by breaking them down into constituent parts, gathering and evaluating information, managing processes effectively, and identifying alternative solutions. In our view, when personal qualities, professional competence, and analytical knowledge are integrated in a prospective teacher, the development of reflective competence and the achievement of sound outcomes in language teaching become attainable.

Table 1. Component Structure of Reflective Competence of the Prospective Primary School Teacher

Reflective Competence of the Prospective Primary School Teacher		
Experience		
Cognitive Component	Operational Component	Personal Component
<ul style="list-style-type: none"> – Knowledge of reflection and understanding of how to implement it; – Reflection as a process of cognizing and analyzing phenomena, self-awareness (emotions, will, needs, character); – Reflection as a process encompassing personal activity from 	<ul style="list-style-type: none"> – Self-regulation, self-development, and self-improvement skills; – Use of reflective methods at all stages of educational activity; – Development of teachers' reflective abilities. 	<ul style="list-style-type: none"> Reflexivity as a key personal quality (medium and high levels): – Tendency to analyze one's own thinking, consciousness, and behaviors of self and others; – Thorough planning and forecasting of one's capabilities;

goal-setting through outcome analysis.

– Ability to understand others and take their perspective.

Yu.V. Kusheverskaya, studying the activity of primary school teachers, proposed a three-component structural model of reflective competence for prospective educators. She emphasizes that the following skills must be primary in the professional preparation of a reflexively competent specialist: *“The reflective competence of a primary school teacher consists of the harmonious unity of cognitive, operational, and personal components, and constitutes the intellectual-practical capacity of the educator directed toward analyzing, evaluating, and improving their professional activity.”* [6] According to this approach, the teacher must possess not only theoretical knowledge but also the ability to apply it situationally, and a critical-analytical attitude toward their own activity.

Subsequently, T.N. Yarkina, investigating the preparation of prospective preschool educators, substantiated the role of cognitive components in the structural composition of reflective competence [7]. The researcher specifically identified the system of theoretical knowledge and intellectual analytical skills that a prospective specialist must acquire within the scope of this component.

Table 2. Components of Reflective Competence of the Prospective Preschool Teacher

Cognitive Component	Operational Component	Personal Component
<ul style="list-style-type: none"> – Knowledge of reflection and how to implement it; – Awareness of contemporary professional development demands for preschool educators; – Understanding the personal meaning of one’s profession; – Knowledge of methods and technologies for 	<ul style="list-style-type: none"> – Possession of reflective skills and abilities; – Development of self-control, self-direction, and self-management; – Critical attitude toward one’s educational and professional activity; – Use of reflective methods at all stages of educational and professional activity. 	<p>Reflexivity as a personal quality in the professional life of the preschool teacher:</p> <ul style="list-style-type: none"> – Introspection, reflection on one’s own consciousness, activity, and others’ actions; – Thorough planning and forecasting of one’s capabilities;

reflecting on one's activity and personal characteristics.

– Readiness for creativity and continuous self-improvement;
– Understanding of others.

The Authors' Definition and Theoretical Framework

We define the reflective competence of a prospective teacher as an inseparable complex of personal and professional qualities that expresses the teacher's readiness to analyze pedagogical phenomena and facts in terms of their relevance to the educational process. We further evaluate the level of this competence through the specialist's ability to independently resolve pedagogical problems encountered in professional activity.

Based on the findings of our theoretical research, reflective competence is directly dependent on the level of professional-pedagogical competence. In this regard, it is appropriate to consider the structural composition of the prospective teacher's professional competence. In forming professional competence, we investigate two principal components in their interrelation:

- Intellectual (cognitive)
- Practical (activity-based)

The intellectual block encompasses professional knowledge, while the practical block encompasses skills and abilities. Accordingly, competence may be understood as a complex of professionally significant personal qualities and theoretical knowledge, expressed in practice through the unity of productive skills and general culture.

Researcher A.A. Mayer offers the following definition of professional competence: *“Professional competence encompasses elements of motivational, theoretical, technological, and outcomes-oriented readiness.”* [8]

PERSPECTIVES OF KEY RESEARCHERS

N.V. Minenko emphasized the irreplaceable role of theoretical and methodological knowledge in the formation of reflective competence. According to the author, theoretical knowledge encompasses the ability to analyze pedagogical phenomena and facts, understand the essence of pedagogical problems, comprehend

others' inner worlds, establish effective relationships, organize a team, and set concrete goals. As a methodological component, the scholar highlights: *“The ability to use effective methods in analyzing problematic situations, analyze educational content, master the technique of pedagogical communication, and critically evaluate the correspondence of pedagogical methods and tools to stated goals and objectives.”* [9]

Both Yu.V. Kusheverskaya and T.N. Yarkina elaborated comprehensively on the skills and competencies that serve the prospective teacher's mastery of educational content and development of reflective competence.

Kusheverskaya writes: *“The reflective competence of the prospective teacher is not simply a sum of theoretical knowledge, but a holistic system of intellectual and practical skills directed toward the educator's continuous analysis of professional mastery, self-assessment, and forecasting of pedagogical activity outcomes.”* [10]

Yarkina, focusing on the developmental process of reflective competence in preschool educators, notes: *“Developing reflective competence manifests at the cognitive, affective, and behavioral levels of the prospective educator, enabling the specialist to successfully resolve professionally problematic situations, recognize their strengths and weaknesses, and establish effective communication with learners.”* [11]

Both researchers evaluate reflective competence as the foundation of professional mastery – a key factor that forms the educator's conscious and critical attitude toward their own activity.

I.V. Dubrovina, addressing personal and professional formation during adolescence, observes: *“The comprehensive formation of self-awareness and professional concepts in pedagogy college students generally occurs in the graduating years. It is precisely at this stage that developing students' reflective competence acquires paramount pedagogical and psychological significance.”* [12] These observations indicate that reflective analyses conducted at the final stage of training play a decisive role in shaping the prospective specialist's conscious relationship to professional activity. At this point, the student compares theoretical knowledge with practical experience and forms a professional “Self”-concept.

Reflective Competence in Foreign Language Teaching.

The use of methods aimed at developing reflective competence in foreign language methodology is of particular significance. This approach serves to effectively address a range of problems that prospective language teachers may encounter in their future professional activity. For example, organizing interactive dialogic communication in classroom sessions, creating an environment for free exchange of ideas, analyzing the position occupied by each participant in the communication, and finding solutions through analogies in various speech situations (including the use of irony or humor) all foster reflective skills.

From the foregoing, it may be concluded that the use of reflection in foreign language instruction is not merely a personal trait but a vital component of professional mastery. It enables the student to objectively evaluate their own actions, thoughts, and outcomes. Most importantly, the reflective approach directly contributes to overcoming the “language barrier” and to forming stable linguistic motivation in students.

Pedagogical and Psychological Characteristics in German Language Teaching

In teaching German, the pedagogical and psychological characteristics of reflective competence form an interconnected, unified system. This competence serves primarily as an important methodological foundation for effectively organizing the educational process. From a pedagogical standpoint, reflective competence enables the student to consciously plan their learning activity, set concrete goals, and systematically evaluate results – thus ensuring the systematicity and productivity of the educational process.

Scholars O.V. Akulova and I.N. Semyonov specifically emphasize in their psycho-pedagogical research that reflective abilities are a necessary condition for successfully carrying out professional activity [13]. Simultaneously, reflective competence psychologically activates the student's internal development mechanisms.

That is, the student develops qualities such as independently analyzing their own knowledge and skills, identifying strengths and weaknesses, self-assessment,

and striving to work on themselves. In particular, accepting errors not as negative occurrences but as sources of development is a significant manifestation of reflective thinking.

RESULTS

Psychological Foundations and Component Structure. Psychological research underscores the importance of connecting reflective competence to other types of competence, thereby developing what may be termed **metacompetence**. I.A. Zimnyaya identified five principal components of reflective competence in pedagogical activity[4]:

Component	Description
Motivational	Inner readiness and interest in developing reflective competence
Cognitive	Comprehension of the content and essence of reflective competence; theoretical knowledge
Practical (activity)	Ability to apply reflective skills in various pedagogical situations
Emotional-volitional	Self-regulation and emotional stability, mediated by individual personality traits
Integrative	Coherence and harmony of reflective competence with overall professional competence

As a result, the student develops individual learning strategies and is able to use language units consciously and flexibly in various communicative situations. This serves not only to form theoretical knowledge but also to deeply develop practical skills in German language learning.

CONCLUSION

In general, developing reflective competence enhances the effectiveness of German language instruction, shapes the student as an active and independent subject of education, and creates the foundation for developing communicative competence at a high level. For this reason, reflective competence holds particular significance as an important methodological pillar of contemporary language education.

The teacher must continuously strive to develop their professional mastery, improve their knowledge, and systematize socio-pedagogical values. In this regard, forming and developing reflective competence in prospective teachers stands as one of the pressing challenges of modern education. In contemporary pedagogical practice, there is an urgent need to register changes based on reflective principles and technologies, form personal pedagogical concepts, deeply comprehend pedagogical processes, and analyze transformations occurring in the field of education. The need for self-improvement – and the skill of cultivating this in young teachers – is a fundamental pillar of modern pedagogy.

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