

METHODS AND TOOLS FOR DEVELOPING ENGLISH LANGUAGE TEACHERS'  
REFLECTIVE COMPETENCE IN PROFESSIONAL DEVELOPMENT COURSES*Elena Mustaeva**PhD Student, Namangan State Institute of Foreign Languages named after Ibrat,  
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**Abstract:** The article examines modern approaches, models, and tools for developing reflective competence in English language teachers within the professional development system. Based on an analysis of international theories (D. Schön, D. Kolb, G. Gibbs, D. Boud, et al.) and foreign practices (Great Britain, Japan, USA), the key stages and mechanisms of reflective learning have been identified. Special attention is given to adapting these models to the conditions of the Republic of Uzbekistan, including examples of their implementation within national programs and international projects, such as the English Speaking Nation initiative. The article provides a detailed description of methods for individual and collective reflection, including reflective journals, teaching portfolios, video reflection, Lesson Study, mentoring, and online platforms. Emphasis is placed on the necessity of systematic development of teachers' reflective skills as a factor in improving the quality of English language teaching and the national system of teacher professional development.

**Keywords:** reflective competence, English language teachers, professional development, reflective practice, Kolb's cycle, Gibbs' model, Schön's model, Lesson Study, pedagogical portfolio, video reflection, mentoring, Uzbekistan.

**Introduction**

A teacher's reflective competence is understood as their ability and readiness for professional reflection – the awareness and analysis of their own activities for the purpose of continuous self-improvement. In the context of foreign language teachers, reflective competence allows the teacher to critically evaluate their pedagogical decisions, analyze their consequences for students, and make necessary adjustments to their teaching practice.

Various definitions of reflective competence can be found in scientific literature. For example, Kumush B. Usmanova notes that "reflective competence is defined as an integral part of pedagogical and psychological training," and the most important component of teacher training is the formation of a sustainable habit of self-reflection [14, p. 299–303]. In other words, a teacher with developed reflective competence regularly analyzes their actions, goals, and work results, which ensures an objective assessment of their pedagogical experience and allows for finding ways to improve it. Domestic researchers emphasize that pedagogical reflection is a necessary condition for improving a teacher's professionalism, reflecting the teacher's inner world and level of development. It manifests in the teacher's ability to see the connection between their actions and the students' successes, analyze the mistakes made, and adjust their teaching style. As a result, a reflective teacher maintains a high level of effectiveness in professionally important qualities and is able to quickly adapt to the new requirements of the educational environment.

The ideas about the significance of reflection in learning are rooted in the works of classical educators and philosophers. John Dewey, as early as the beginning of the 20th century, introduced the concept of "reflective thinking" as a conscious, purposeful consideration of experience to draw conclusions and learn [7]. In the mid-20th century, the concept of experiential learning was developed by D. Kolb [9], and in the 1980s, Donald Schön brought the image of the "reflective practitioner" to the forefront of

professional pedagogy. Schön noted that experienced professionals constantly reflect on their actions, both while performing them and afterward, in order to learn from them. He divided reflection into "reflection in action" (immediately during the activity) and "reflection on action" (after the activity is completed). Reflection in action allows the teacher to understand an unexpected situation directly during the lesson and immediately adjust their methods (for example, if the teacher notices that the students don't understand the material, they quickly change their explanation). Reflecting on the action involves analysis after the lesson, asking questions like "why did this happen this way and not another?" and "what could be changed next time?". According to Schön, "reflection is necessary to discover how our knowledge in action might have contributed to an unexpected outcome."

Reflective practice encourages educators to "challenge the assumptions of everyday practice and critically evaluate their own responses to emerging situations." By asking such critical questions, teachers become more aware of their method choices, consider different perspectives (from students, colleagues, research findings), and are able to plan changes in their work based on objective data. Ultimately, systematic reflection leads to the growth of professional mastery: as noted in foreign sources, reflection equips teachers with the ability to identify obstacles to learning and find ways to overcome them, develops their flexibility, creative thinking, and responsibility for learning outcomes. Thus, the development of reflective competence becomes one of the priority tasks in the system of teacher professional development. The following discusses the main evidence-based models of reflective learning that underpin the methods for developing this competence, as well as practical examples of their application and tools that can be used to develop reflective skills in English language teachers.

### **The main models of reflective learning and their evolution.**

Several models have been developed in pedagogical theory that describe the process of reflection and help structure work on developing teachers' reflective skills. Each of the models emerged at its own time as a response to the need to improve understanding of the "experience – analysis – new knowledge – action" link. The most influential models of reflective learning are described in detail below, along with their history and examples of their use.

Donald Schön's Model of Reflective Practice. One of the first modern concepts focused on professional reflection was the idea of the reflective practitioner, proposed by Donald Schön [5]. In 1983, Schön published the book "The Reflective Practitioner: How Professionals Think in Action," where he analyzed the work of professionals from various fields (engineers, architects, educators, etc.). Schön showed that highly skilled professionals are constantly learning from their own experience: they reflect on what they do during the activity itself (reflection-in-action) and after it is completed (reflection-on-action). Historically, this model is based on John Dewey's ideas about reflective thinking, but it was Schön who popularized it for describing the learning of adult professionals. Key tenets of Schön's model: professionals encounter unique, sometimes uncertain situations during their work that require improvisation. In these circumstances, the ability to think on your feet and re-evaluate your actions when something unexpected happens plays an important role. This "here and now" reflection allows for immediate adjustments to the lesson or other professional activity without waiting for it to end. On the other hand, even after the action is completed, the teacher mentally returns to what happened, analyzes why the result was exactly that way, and what changes need to be made in the future. Schön emphasized that reflective analysis of past experience should lead to the emergence of new ideas and solutions for future practice. His concept particularly emphasizes a continuous cycle:

action – reflection – new action. In the history of pedagogy, Schön's work was groundbreaking: it drew attention to how a practicing teacher thinks and laid the foundation for incorporating reflection into teacher training and development programs.

**David Kolb's Experiential Learning Cycle.** American psychologist David Kolb proposed a structured four-stage model of experiential learning, widely known as the Kolb cycle. It was first described by Kolb in 1984 in the book "Experiential Learning: Experience as the Source of Learning and Development." [5] Kolb integrated and developed the ideas of his predecessors – J. Dewey, K. Lewin, J. Piaget – that knowledge is born thru the transformation of personal experience. Kolb's learning cycle presents the learning process as a sequence of four phases that repeat in a circle [10]:

1. Specific experience. The teacher (or student) acquires new experience in activity. In the context of professional development courses, this could be trying out a new teaching method, conducting an innovative lesson, or participating in a training session. It's important for the experience to be active, not just observed from the sidelines.
2. Reflexive observation. Next comes observation and reflection on the experience gained. The teacher analyzes what happened during the trial of the new method: what were its strengths, what difficulties arose. The key question at this stage is: what helped the learning process, and what hindered it?
3. Abstract conceptualization. Then comes the stage of reflection: the teacher forms abstract conclusions and concepts from their experiences. It's necessary to connect what happened with existing knowledge and theories. For example, a teacher correlates the results of their experiment with known pedagogical principles, finding explanations for successes and failures thru the lens of literature and research. At this stage, new ideas may emerge or previous approaches may be modified based on lessons learned.
4. Active experimentation. Finally, the ideas developed are put into action. The teacher is planning how they will apply the conclusions drawn in future practice – i.e., trying a different lesson style, adjusting the planning, and implementing new techniques in the next class. This leads to new specific experiences, and the cycle repeats itself on a new level.

Kolb's model emphasized that for full learning through experience, it is necessary to go through all phases of the cycle—from direct action to reflection and back to action [5]. Historically, the emergence of this model (1984) coincided with the growing interest in andragogy (adult learning): Kolb's cycle formed an excellent basis for training and workshops for working professionals, including teachers. Kolb emphasized that reflection alone is not enough—reflection must lead to changes in practice and be based on scientific data and best pedagogical experience. Since the late 20th century, Kolb's cycle has become, in essence, a methodological standard in teacher development programs abroad: when designing teacher training programs, activities are often structured so that participants go through all four stages—trying new things, discussing their experiences, deriving principles, and planning for application [10].

**Graham Gibbs's Reflective Cycle.** In 1988, British scientist Graham Gibbs proposed an even more detailed framework for the reflective process—the six-stage Gibbs cycle [8]. His model builds on Kolb's ideas and is intended, in particular, for beginning practitioners who need a clear structure for analyzing their experiences. Historically, Gibbs worked in higher education, developing ways to improve student learning through reflection on their practical experiences [5].

The stages of the Gibbs cycle include the following steps [8]:

- Description: It is necessary to describe what happened in detail and objectively. The teacher records the facts: what lesson or situation is being analyzed, how it unfolded, who participated. It is important to refrain from judgment for now – only a statement of events.
- Feelings: Next, the teacher notes their emotions and thoughts that arose at that moment. For example, "I felt confused when the students didn't answer a single question." Gibbs emphasizes the value of honesty at this stage – even negative experiences are important for understanding the teacher's psychological state during the event.
- Evaluation: Now they can move on to evaluative judgments: what went well and what didn't. Here, the teacher analyzes whether the lesson achieved its objectives, what worked, and what didn't. It's a good idea to evaluate both their own actions and the students' reactions: for example, "The students actively participated in the group work (plus), but the discussion time was too short (minus)."
- Analysis: At this stage, it's necessary to understand the underlying causes of successes and failures. The teacher seeks an answer to the question "why?" External sources, such as theories, articles, and advice from colleagues, can be used in the analysis. For example, if it turns out that students were unclear about an assignment, the teacher might consult methodological literature on instructional wording to understand how to improve its clarity.
- Conclusion: Having combined all the information, the teacher formulates conclusions about what specifically needs to be changed or developed in their practice. Lessons learned from experience are captured here: "we need to better manage time," "it's worth trying a different approach to explaining a new topic," etc.
- Action Plan: Finally, a specific plan for implementing improvements is developed. The teacher decides what steps to take: perhaps creating a new lesson plan, attending a seminar, asking a colleague to come to class to share opinions, etc. The goal is to ensure that the identified problems are addressed in the next cycle of work.

The Gibbs model is valuable because it divides reflection into understandable parts, preventing the teacher from "missing" important aspects of the analysis. The first three stages are devoted to recalling the events and the teacher's feelings, while the final three stages focus on searching for meaning and planning changes. Gibbs thus teaches us not to limit ourselves to describing an event but to bring our reflection to productive conclusions and actions [8]. Historically, the Gibbs cycle has been widely used in the training of helping professionals (medicine, social work, education), including in international professional development for foreign language teachers. Many training courses encourage students to keep reflective journals or reports using the Gibbs framework, answering questions for each of the six stages—this helps newcomers develop the skill of systematic self-analysis. In addition to the Schön, Kolb, and Gibbs models, other approaches to structuring reflection, which emerged in the 1990s and 2000s, exist in global pedagogical practice. For example, Boyd and Keogh (D. Boud, R. Keogh) proposed a three-stage model of reflection (experience – reaction – conclusion), emphasizing the emotional response to the experience as the starting point of analysis. Unlike most existing concepts, this model is based on three stages: experience, reaction, and conclusion [3]. Particular attention is paid to the role of the emotional response to experience, which serves as the starting point for analysis and subsequent reflective work. The model was proposed in the collective work of David Boud, Rosemary Keogh, and David Walker, *Reflection: Turning Experience into Learning* (1985), the key chapter of which, "Stimulating Reflection in Teaching: A Model," contains a detailed description of the structure of reflection and its components. This publication is widely available from Routledge/Taylor & Francis and in a number of open access editions, which has ensured its dissemination in the academic community.

The structure of the Boud, Keogh, and Walker model is traditionally presented as three major components that transform lived experience into learning outcomes.

The first component encompasses the experience itself (*Experience*). The second component is the reflective process (*Reflective Processes*), which consists of three sub-stages: returning to the experience, attending to feelings, and re-evaluating the experience. The third component of the model is the outcomes (*Outcomes*), which include the formation of new meanings, intentions, action plans, and changes in practice.

This model is widely used in methodological materials, practical reviews, and educational manuals dedicated to reflective practice in educational institutions. The core idea of the model lies in recognizing the importance of the emotional component of reflection, as emotions can both block and facilitate the learning process. According to the model’s authors, paying attention to feelings is an essential part of reflection, since it is through emotional perception that one can gain a deeper understanding and processing of experience. This claim is widely supported in the literature and is considered a vital element of reflective practice, as emotions play a key role in shaping new knowledge and intentions for action.

The Boud, Keogh, and Walker model differs in several ways from other approaches, such as Kolb’s experiential learning cycle and Gibbs’ reflective cycle. Unlike Kolb’s model, which focuses on the logical and analytical comprehension of experience (experience → observation → conceptualization → experimentation), the Boud, Keogh, and Walker model emphasizes the emotional work with lived feelings. A crucial aspect here is recognizing and becoming aware of emotions, analyzing them, and using them as a resource for in-depth examination of experience, which helps derive deeper meanings. Gibbs’ cycle, on the other hand, is more complex and includes stages such as description, evaluation, analysis, and planning. However, it does not explicitly highlight the emotional component, which is what distinguishes it from the Boud, Keogh, and Walker model.

The Boud, Keogh, and Walker model can also be applied in professional development courses. For instance, a mini-template for independent reflective analysis can be introduced with guiding questions such as: “*What exactly happened?*”, “*What did I feel? What was behind this? How did it influence my decisions?*”, “*How do I now think about this event in the light of methodology or data?*”, and “*What are my new intentions and next steps?*”. This approach fosters reflective practice that is focused not only on analysis but also on developing concrete changes in teaching.

Stephen Brookfield developed the concept of reflection through four lenses of critical reflection – viewing one’s practice through the perspectives of: the teacher themselves, their students, colleagues, and theoretical frameworks. This model is especially valuable for fostering critical reflection, as it helps teachers identify hidden assumptions and understand the influence of context on their work [4].

A number of methodologists also recommend a simpler set of reflective questions known as Driscoll’s model: “*What? – So what? – Now what?*”, which enables quick analysis of an event. Another noteworthy example is the Atkins and Murphy model (1994), which highlights stages such as recognizing a disconcerting experience, rethinking it, and implementing changes in practice. This model was originally developed for nursing education and later adapted for teacher training.

Each of these models enriches the teacher’s toolkit for self-analysis. However, they are all united by a common goal: to connect practice and theory, transforming a teacher’s daily experiences into a source of professional growth. Ultimately, the choice of model is largely a matter of convenience – teachers or professional development trainers can select the reflective structure that best fits their style of thinking and is easiest to apply. The most important aspect is ensuring that the reflective process becomes systematic and continuous, rather than an occasional activity. In the following sections, we

will explore how these models are implemented in international practice and how they can be adapted to the professional development system for teachers in Uzbekistan.

### **Examples of International Practices in Developing Reflective Competence**

In global education, reflective methods have long been an integral part of teacher preparation and professional development programs. The international context provides numerous successful examples of applying the models described above in professional development courses for English language teachers and educators in other disciplines. For instance, in the United Kingdom, reflective practice is embedded in the national teaching standards. Teachers are encouraged to keep reflective journals, analyze lessons they have delivered, and participate in professional communities to share and discuss experiences. University programs (such as PGCE) include modules on reflective teaching, where students regularly write essays using Gibbs’ or Kolb’s model, answering questions like “*What went well?*”, “*What could be improved?*”, and similar prompts.

Research conducted by Cambridge Assessment highlights that many teachers initially limit themselves to simple lesson descriptions. However, truly deep reflection requires answering the questions “*How?*” and “*Why?*” — *Why did the lesson unfold in this way? What were the underlying causes of success and difficulties?* During training sessions, teachers are encouraged to discuss their lessons with colleagues, identify cause-and-effect relationships, and draw on scientific evidence. For example, Dr. M. Winterbottom from Cambridge emphasizes the importance of teachers moving beyond merely stating facts when evaluating lessons to analyzing the motives and consequences of their actions. This shift helps educators “*develop reflective teaching methods that challenge traditional pedagogy.*”

Collaborative forms of reflection are also widely practiced. In Japan and increasingly around the world, the Lesson Study method — collaborative lesson research by a group of teachers — is widely implemented.

This approach, originally developed in Japanese schools, involves a group of educators jointly planning a lesson [9]. One teacher conducts the lesson, while the others observe. Afterwards, the group engages in a detailed reflective discussion about what worked well and what could be improved. Lesson Study creates a safe environment where teachers learn from one another and analyze their practice collectively, making reflection a shared and cooperative process. According to modern research, combining Lesson Study with clear criteria for lesson analysis significantly enhances teachers’ reflective skills [9]. For instance, in a project in Argentina, Lesson Study was integrated with a specialized reflective tool — criteria of didactic suitability. This combination demonstrated a substantial improvement in teachers’ ability to critically evaluate their lessons and make evidence-based changes to their teaching practice.

In a number of countries, mentorship systems and professional communities are being introduced as platforms for reflection. In the United States, Canada, and Australia, regular meetings such as Teacher Study Groups or Reflection Workshops are held, where teachers share challenging cases from their practice (the so-called critical incident method) and work together to find solutions by analyzing the root causes of the problems. Such case studies, followed by group reflection, help teachers take a step back, view their work from an outside perspective, and learn from the experiences of their colleagues. An interesting example is the Balint group method (originally developed in medicine) adapted for teachers. These are small groups where, under the guidance of a moderator, participants discuss emotionally challenging situations that have occurred in the classroom. Through guided questioning and mutual support, teachers gain new insights into their actions. This process fosters reflective communication and enhances the ability to accept and provide constructive feedback.

In Uzbekistan, elements of reflective practice have also been actively introduced into the system of English teacher training in recent years, with international programs playing a vital role in this progress. For example, the British Council’s project “Accelerating English Language Learning in Central Asia” (AELLCA), in collaboration with Uzbek universities, developed a comprehensive set of reflection-based tasks for teachers. In particular, a workbook for trainee teachers was published, containing exercises on lesson analysis, journal writing, scenario modeling, and other reflective activities [6]. These materials, adapted to the national context, are grounded in international models.

For instance:

- One task teaches how to apply Gibbs’ Reflective Cycle to analyze a completed lesson.
- Another introduces Schön’s concept of “reflection-on-action”, encouraging teachers to reflect on past experiences by asking themselves, “*What could I have done differently?*”

Through these approaches, Uzbek teachers are beginning to master proven global methods of self-analysis in teaching practice, integrating them into their professional growth and daily classroom work. Another example is the large-scale English Speaking Nation (ESN) professional development program, implemented with the support of the U.S. Embassy and American Councils between 2019 and 2023 [2]. During this program, more than 18,000 English language teachers participated in training sessions that included components of reflective practice. One of the main goals of ESN was to build a community of reflective practitioners in Uzbekistan — teacher-leaders who not only analyze and improve their own teaching but also help their colleagues master new methodologies. According to the organizers, ESN participants formed groups of reflective-minded educators who enthusiastically shared their newly acquired skills with the wider teaching community. In practice, the ESN program introduced a culture of regular lesson discussions, peer observations, and collaborative post-lesson analysis — practices that were previously lacking in many schools.

However, the introduction of reflective methods in Uzbekistan also faces adaptation challenges. Traditionally, the professional development system has been more focused on top-down knowledge transmission rather than fostering independent critical thinking among teachers. Many senior educators have had little or no experience with reflection as part of their professional growth and may initially struggle with it. Studies indicate that a significant proportion of teachers are not sufficiently familiar with reflective techniques and do not fully understand their importance for professional development. Therefore, when adapting international models, it is crucial to take the local context into account, which involves:

- ✓ conducting preliminary motivational work,
- ✓ clearly explaining the value of reflection for teaching quality, and
- ✓ creating a safe and supportive environment in training courses where teachers feel comfortable discussing mistakes and challenges.

Successful adaptation of reflective practice models in Uzbekistan includes several key steps:

1. Translation of materials and training of trainers  
International resources such as those from Cambridge and TESOL were translated into Russian and Uzbek and incorporated into foreign language teacher training programs.
2. Gradual introduction of reflective tasks
  - At the beginning of a course, teachers work on simple exercises, such as self-diagnosis questionnaires or pair discussions on “what worked well in the lesson.”

– Later, they progress to more advanced activities, such as maintaining a practice journal or analyzing a video recording of their own lesson.

3. Considering cultural characteristics Uzbek teachers traditionally hold mentors and experts in very high regard.

Therefore, a combined model of mentoring and reflection has proven effective. In this model, an experienced methodologist or mentor, after observing a lesson, not only provides recommendations but also asks guiding questions — for instance, “*What do you think about your lesson? What would you do differently?*” This approach creates a balance between external evaluation and self-assessment, gradually fostering the habit of independent reflection.

It is also important to note that the Ministry of Preschool and School Education of the Republic of Uzbekistan, as part of ongoing educational reforms, places a strong emphasis on developing teachers’ self-analysis skills.

New professional development programs for English language teachers now include modules on critical thinking and reflection, featuring practical, hands-on activities. Uzbek researchers and practitioners have also started publishing works on this topic. For example, Professor L.T. Akhmedova emphasizes that “*one of the most effective ways to improve teaching quality is the proper organization of the reflection stage in foreign language lessons.*” [1, p. 128–141]

This means that even at the classroom level, a special reflective phase is recommended, where both students and teachers analyze what has been achieved during the lesson and what challenges were encountered. This approach not only improves students’ learning outcomes but also trains teachers to incorporate elements of reflective culture into their practice.

In conclusion, international experience demonstrates that reflective learning models can work effectively in diverse contexts when carefully adapted. In Uzbekistan, a distinct culture of pedagogical reflection is now emerging, enriched by the support of international partners.

Already, advanced professional development courses include both individual reflective tasks (such as journals and portfolios) and group formats (mentoring, discussion clubs). The following sections will examine specific methods and tools that can be used to practically develop reflective competence among participants of professional development courses.

### **Tools for Developing Teachers’ Reflective Competence**

There is a wide range of tools for building teachers’ reflective skills. Combining individual and group methods in professional development courses is most effective.

1. Reflective Journal. Teachers regularly record key lesson events, emotions, successes, and difficulties, then analyze causes and conclusions. Guided questions (e.g., Gibbs’ or Driscoll’s model) help move beyond description. Journals develop a habit of self-analysis and can be shared with mentors for feedback.

2. Teaching Portfolio. A collection of lesson plans, certificates, feedback, and personal achievements. Updating it encourages teachers to reflect on their progress and professional growth. In courses, teachers prepare a “development portfolio” showing their improvement during the program [13].

3. Essays and Self-Reports. Written reflections where teachers analyze their strengths, weaknesses, and growth. Example: writing an essay at the start and end of a course to compare progress. Sharing essays in pairs or groups deepens reflection and provides constructive feedback [15].

4. Video Reflection. Recording lessons for later analysis offers an outside view of teaching. Teachers notice details missed in real time, such as pacing or student engagement. Video reflection works best with checklists and group discussions. Even one session can increase awareness and inspire change.

5. Mentoring and Coaching. An experienced mentor observes lessons and uses guiding questions to help teachers reflect rather than simply give advice. This fosters analytical thinking and self-evaluation. Regular mentor-teacher meetings create sustainable reflective habits.

6. Group Discussions and Lesson Reviews. Teachers collaboratively analyze a lesson or challenge, similar to Lesson Study. Sharing perspectives reduces isolation and generates collective solutions. Structured reflection steps (facts → emotions → analysis → conclusions) keep discussions focused.

7. Case Study Analysis. Teachers review real or simulated teaching situations to identify problems and propose solutions. This builds critical thinking and connects theory with practice. In Uzbekistan, journals and workshops provide localized case studies for English teachers.

8. Online Platforms and Communities. Digital spaces (e.g., Telegram, Microsoft Educator Community) allow continuous reflection and idea sharing across regions. Teachers post experiences, receive feedback, and engage in collective problem-solving. Training is needed to ensure constructive online interaction [15].

Combining Methods. The best results come from integrating individual and group approaches.

- Example: teachers first write in journals, then discuss entries in group workshops.
- Mentors analyze portfolios and suggest missing elements for improvement.

Balancing emotional reflection (through supportive discussions) and analytical reflection (through structured models) ensures deep, continuous professional growth.

## Conclusion

Developing reflective competence among teachers is a multifaceted and continuous process that requires systematic application of diverse tools and methods. Reflection is not a one-time action but a professional mindset that enables educators to analyze, evaluate, and continuously improve their teaching practices. When teachers become reflective practitioners, they move beyond routine lesson delivery and begin to see their work as an evolving process of growth and transformation.

International experience demonstrates that reflection plays a crucial role in improving teaching quality and student learning outcomes. Models developed by Schön, Kolb, Gibbs, and others have provided a solid theoretical foundation, while practical tools such as reflective journals, portfolios, video analysis, group discussions, and mentoring create real opportunities for teachers to engage in meaningful reflection. These methods encourage educators to identify the strengths and weaknesses of their practice, explore alternative strategies, and foster a culture of evidence-based decision-making.

In the context of Uzbekistan, the adaptation of these models is especially important. Historically, the professional development system was oriented towards top-down transmission of knowledge, with limited focus on critical thinking and independent self-analysis. However, recent reforms and international initiatives such as the English Speaking Nation (ESN) program and the British Council’s projects have laid the foundation for a new era of teacher training. Teachers are now being introduced to reflective practices in a gradual and culturally sensitive way, beginning with simple self-diagnostic tasks and moving towards complex methods such as video reflection, case study analysis, and collaborative lesson research.

One of the key insights gained from this adaptation process is the importance of combining individual and group reflection. While personal tools like journals or essays allow teachers to explore their inner thoughts and feelings, group formats such as mentoring, discussion clubs, and Lesson Study sessions provide external perspectives and constructive feedback. This balance prevents reflection from becoming overly subjective and creates a supportive professional community where teachers learn

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from one another. Equally important is the role of digital tools and online communities. In today’s interconnected world, platforms like Telegram, Microsoft Educator Community, and specialized teacher forums expand the reach of reflective practice beyond physical classrooms and training centers. These digital spaces enable continuous dialogue, idea-sharing, and peer support across regions and even countries. They also help teachers document their learning journey in real time, fostering a culture of openness and collective problem-solving.

The long-term success of reflective practice depends on several factors:

1. Building a safe and supportive environment where teachers feel comfortable discussing mistakes and challenges without fear of judgment.
2. Training mentors and facilitators who can guide reflection using structured models and constructive questioning.
3. Integrating reflection into every stage of professional development, from initial teacher training to advanced courses.
4. Recognizing reflection as both an emotional and analytical process, balancing empathy with evidence-based evaluation.

In Uzbekistan, the emergence of a community of reflective educators shows that these efforts are beginning to bear fruit. Teachers are becoming more aware of their professional identity and are increasingly willing to take responsibility for their growth. By consistently applying the tools and approaches described above, teacher training institutions can nurture reflective practitioners – educators who consciously use their experience as a resource for innovation and improvement. Ultimately, reflective competence is not just a skill but a cornerstone of modern education reform. A reflective teacher is more adaptable to change, more responsive to students’ needs, and more committed to lifelong learning. By fostering reflection at both the individual and systemic levels, Uzbekistan can build a sustainable culture of professional excellence, ensuring that every English language teacher contributes to raising the quality of education and preparing students for the challenges of the 21st century. Thus, the integration of reflective models and tools into professional development programs is not merely an enhancement but a necessity. With the combined support of international partners, local policymakers, and teacher communities, reflection can become a driving force for continuous improvement, innovation, and educational transformation across the country.

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