

THE CONTENT OF DEVELOPING FUTURE TEACHERS' TRANSVERSAL COMPETENCIES BASED ON PROFESSIONAL REFLECTION

Askarova Barchinoy Abdiraximovna
Andijan State University, PhD Candidate

Abstract

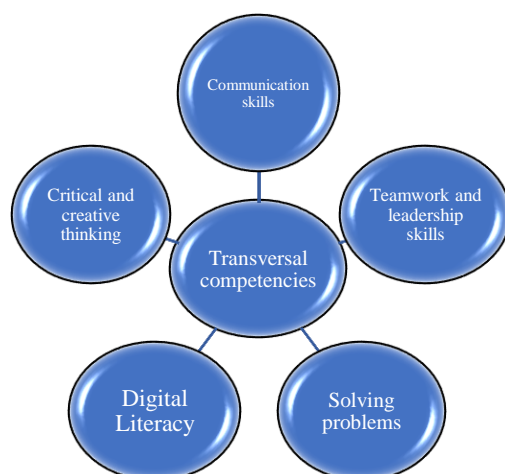
One of the key tasks of the modern education system is to develop professional skills and competencies in future teachers. This article examines the role and significance of professional reflection in shaping transversal competencies among prospective teachers. It theoretically and practically proposes contemporary methods for training pedagogical staff based on professional reflection and highlights ways to enhance the effectiveness of preparing specialists with transversal competencies. Furthermore, the study explores advanced pedagogical technologies and their integration into the process of professional reflection.

Keywords: Professional reflection, transversal competencies, future teachers, pedagogical personnel, modern educational technologies, professional development.

Introduction

In modern society, the education system is constantly evolving and renewing itself. This process necessitates that teachers acquire not only specialized knowledge but also a set of universal skills and competencies applicable across various fields. Such competencies, known as transversal competencies (including critical thinking, communication skills, problem-solving, teamwork, etc.), play a crucial role in the professional activities of contemporary teachers. Professional reflection, in turn, serves as a key mechanism for developing these competencies.

Transversal competencies refer to a set of universal skills and abilities that are not confined to a particular profession or field but can be applied in various domains.



Having transversal competencies is a crucial prerequisite for the professional development of future teachers and the effective organization of the educational process. In particular, the "21st-century skills" recommended by UNESCO also confirm the significance of transversal competencies.[1] Additionally, the research conducted by J. Wiggins and G. M. Tighe also highlights that improving the quality of education can be achieved by developing teachers' transversal competencies.[2]

Professional Reflection: Concept, Principles, and Implementation Stages

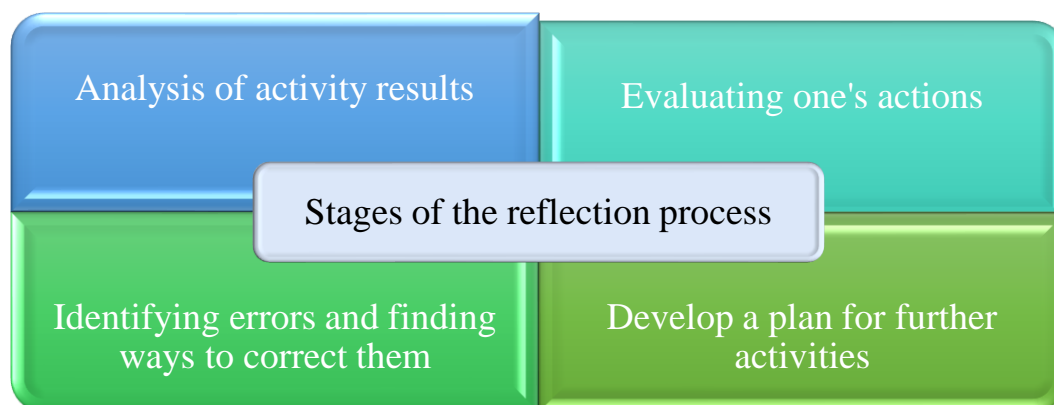
Professional reflection is the process of analyzing pedagogical activity outcomes, evaluating one's own actions, and planning further professional development. Through reflection, teachers can identify their strengths and weaknesses, engage in self-improvement, and outline their paths for professional growth.

The fundamental principles of reflective thinking, as conceptualized by I. Kant, describe it as a cognitive process that occurs when initial information is available. In his works, reflection takes an epistemological form, where in *Critique of Pure Reason*, consciousness is regarded as a reflective source: "All judgments and even comparisons," Kant argues, "require reflection, directing the cognitive faculties towards distinguishing concepts to which they pertain." Scholars suggest that reflection enables individuals to acquire a well-structured body of knowledge, adhere to carefully examined beliefs, and draw logical conclusions.

The interpretation of "reflection" in scientific studies often leads to ambiguity due to its general nature and its basis in the feedback mechanism principle. This principle manifests at various levels of self-regulation, from neurophysiological to individual, serving both regulatory and constructive functions. It also ensures the integrity and development of an individual's inner world through reflexive processes of self-awareness.

Modern philosophical, pedagogical, and psychological literature discusses various forms, types, and aspects of reflection. When examining reflective skills in the pedagogical field, the reflective processes occurring in teachers act as "triggers," forming the foundation of reasoning, communication, and self-awareness. These processes contribute to a teacher's professional development and the enhancement of pedagogical expertise.

The implementation of the reflective process consists of several stages, which facilitate continuous self-improvement and the effective adaptation of teaching strategies in accordance with educational needs and challenges.



Professional Reflection as a Tool for Developing Transversal Competencies in Future Teachers

According to D. Schon's "**Reflective Practitioner**" concept, professional reflection enables specialists to achieve continuous improvement in their professional activities. Through reflective practice, educators can systematically analyze their teaching methods, identify areas for development, and implement necessary modifications to enhance their skills and effectiveness.

To foster **transversal competencies** in future teachers, the following reflective methods are recommended:

1. **Portfolio Analysis** – Encouraging future teachers to document their professional growth in a portfolio allows them to track their development, assess their progress, and make necessary adjustments.
2. **Self-Assessment Techniques** – By evaluating their own performance, educators cultivate a habit of self-improvement and professional development.
3. **Collaborative Reflection Sessions** – Group reflection activities provide opportunities for peer learning, knowledge exchange, and competency enhancement.
4. **Case-Study Analysis** – Examining real-world scenarios helps teachers develop problem-solving skills and apply theoretical knowledge in practice.

Practical Implementation of Professional Reflection

The process of **developing transversal competencies** through professional reflection can be carried out in the following stages:

1. **Initial Analysis** – Assessing students' existing knowledge and competencies.
2. **Organizing Reflection Processes** – Implementing portfolio maintenance, collaborative analysis, and discussion sessions.
3. **Evaluation of Outcomes** – Measuring students' progress and providing recommendations for further improvement.

Conclusion

Professional reflection serves as an **effective strategy** for enhancing the **transversal competencies** of future educators. It enables teachers to critically analyze their work, identify mistakes, and make improvements. Integrating reflective technologies into modern education supports **continuous professional development** and strengthens educators' **transversal competencies**, ensuring their adaptability and effectiveness in diverse educational settings.

References

1. Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. Basic Books.
2. UNESCO (2015). *Transversal Competencies in Education Policy and Practice (Phase I). Regional Synthesis Report*. UNESCO Bangkok.
3. Wiggins, J., & Tighe, G. M. (2005). *Understanding by Design*. Association for Supervision and Curriculum Development (ASCD).
4. Kant, I. (1998). *Critique of Pure Reason*. Cambridge University Press.

5. Dewey, J. (1933). *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. D.C. Heath and Company.
6. Korthagen, F., & Vasalos, A. (2005). Levels in Reflection: Core Reflection as a Means to Enhance Professional Growth. *Teachers and Teaching*, 11(1), 47-71.
7. Brookfield, S. D. (2017). *Becoming a Critically Reflective Teacher*. Jossey-Bass.
8. Moon, J. A. (2004). *A Handbook of Reflective and Experiential Learning: Theory and Practice*. Routledge.
9. Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. Jossey-Bass.
10. European Commission (2018). *Key Competences for Lifelong Learning*. Publications Office of the European Union.

