

REFLECTION AND SELF-ASSESSMENT CULTURE IN TEACHERS' PROFESSIONAL ACTIVITY

Erkabaeva Nigora Shermatovna

Doctor of Pedagogical sciences, Professor

Kokand state university

Annotation: This article examines the essence, content, and significance of reflection and self-assessment culture in teachers' professional activity. The study substantiates that reflection and self-assessment are central components of pedagogical professional competence, ensuring the effectiveness of teaching, continuous professional growth, and improvement of educational quality. Based on the analysis of international, CIS, and national scientific sources, the article reveals theoretical approaches to pedagogical reflection, its types (activity-based, communicative, and personal), and its role in conscious pedagogical decision-making. Particular attention is paid to the culture of self-assessment as a psychological and professional mechanism that enables teachers to objectively evaluate their own activity in accordance with standards and criteria, identify strengths and weaknesses, and develop strategies for self-improvement. The article also analyzes reflection and self-assessment in the context of modern educational concepts, competency-based and constructivist approaches, as well as national normative and legal requirements in the Republic of Uzbekistan. The conclusions emphasize that the formation of reflection and self-assessment culture is not only a scientific and practical necessity but also a normative requirement for modern teachers, contributing to their professional identity, pedagogical mastery, and effective interaction with students.

Keywords: reflection, self-assessment culture, teacher professional competence, reflective practice, pedagogical activity, professional development, competency-based approach, educational quality, professional identity

Today, improving the quality of education is one of the priority directions of state policy, which is clearly emphasized in the Law "On Education," as well as in presidential decrees and resolutions aimed at enhancing the professional development of pedagogical staff. These normative documents require teachers to engage in continuous professional growth, master innovations, analyze the teaching-learning process, and consistently improve their professional practice. This, in turn, makes the development of reflection and self-assessment culture an essential competence for teachers. Through reflective activity, educators are able to objectively evaluate the quality of their lessons, teaching methods, and students' learning outcomes, thereby gaining opportunities to improve the educational process. In the context of the widespread implementation of digital education, innovative technologies, and competency-based approaches, a teacher's ability to work on self-improvement and critically analyze their own professional activity is recognized and supported by the state as a key factor in enhancing educational quality. Therefore, studying the development of reflection and self-assessment culture in teachers determines the high relevance of this topic in the contemporary educational landscape. Scientific research on this topic has been conducted to a certain extent at the global, CIS, and national levels. In world pedagogy, issues related to reflection, reflective practice, and self-assessment in teachers' professional activity have been thoroughly examined in the works of scholars such as J. Dewey, D. Schön (The Reflective Practitioner, Educating the Reflective Practitioner), D. Kolb, G. Gibbs, and S. Brookfield. These studies provide a deep theoretical

foundation for analyzing teachers' practical activity through the concepts of "reflection-in-action" and "reflection-on-action." In contemporary sources (H. Machost and others), reflective practice is interpreted as one of the central factors in teachers' professional development.

In the CIS countries, issues of pedagogical reflection, teachers' professional self-analysis, and reflective culture have been addressed in the works of researchers such as L.M. Mitina, A.K. Markova, I.A. Zimnyaya, V.A. Slastenin, L.S. Podimova, B.Z. Vulfov, A.Ya. Nayn, I.N. Semyonov, S.Yu. Stepanov, and T.I. Shamova. In their studies, reflection is viewed as an integral component of teachers' professional competence. In addition, T.V. Baranova, O.V. Surikova, and other scholars have conducted specific research on the content and types of pedagogical reflection, as well as its role in ensuring teachers' innovative activity.

In Uzbekistan, the number of scientific articles devoted to pedagogical reflection and teachers' professional reflective activity has increased in recent years. In particular, N.N. Ravshanova has examined the importance of reflection in the professional activity of prospective teachers; R.M.R. qizi and co-authors have analyzed the development of reflective activity through an acmeological approach; and a number of other researchers have studied the role of reflection and self-assessment in improving educational quality and teachers' professional mastery within topics such as "teachers' professional reflection," "pedagogical reflection and its role in professional mastery," and "the place of professional reflection in teachers' pedagogical activity." At the same time, existing studies have predominantly examined reflection within the context of general professional development or innovative activity. The need remains to analyze reflection and self-assessment culture in teachers' professional activity in a comprehensive and systematic manner, and to interpret it in connection with national normative and legal requirements. This circumstance determines the scientific novelty and relevance of the course paper.

Reflection encompasses several dimensions of pedagogical activity. Activity-based reflection refers to a teacher's analysis of lesson planning, selection of teaching methods, time management, and the processes of assessing students' learning outcomes. Communicative reflection focuses on understanding and evaluating the teacher's interaction with students, colleagues, and parents, including the assessment of one's own speech and interpersonal relations. Personal reflection involves analyzing the teacher's psychological state, motivation, values, and professional goals. Together, these types of reflection contribute to the teacher's professional maturity and development. The culture of self-assessment is closely connected with reflection and fosters a responsible and conscious attitude toward the outcomes of pedagogical activity. According to psychologists, effective self-assessment is based on the realistic evaluation of one's own capabilities, a positive yet objective self-image, and the ability to accept constructive criticism. These theoretical ideas strengthen the culture of self-analysis in teachers' professional practice.

In modern educational concepts, reflection is regarded as a mandatory component of teachers' professional competence. From the perspective of the competency-based approach, a teacher should not only transmit knowledge but also manage their own professional activity, analyze outcomes, and engage in continuous self-improvement. Constructivist theory likewise emphasizes the necessity for teachers to reinterpret their own experience in order to create new educational content. The Law of the Republic of Uzbekistan "On Education," normative documents on the status of teachers, and presidential decrees aimed at improving teachers'

professional activity also define continuous self-development, professional growth, and the analysis of one's own activity as priority tasks of state policy. This elevates the formation of reflection and self-assessment culture not only to a scientific and practical necessity, but also to the level of a normative requirement.

Thus, scientific sources and theoretical perspectives indicate that teachers' reflection and self-assessment culture occupy a central place in pedagogical professional competence. They enhance lesson effectiveness, accelerate personal development, improve the quality of education, and ensure effective communication with students. Therefore, this issue is regarded as one of the most relevant theoretical foundations of the pedagogical process.

In modern pedagogical science, reflection is considered a complex psychological and pedagogical process that serves to comprehend, analyze, and improve teachers' professional activity. It is appropriate to interpret reflection not merely as looking back at one's own activity, but as a metacognitive mechanism that enables individuals to regulate their thinking, decisions, actions, and emotions. According to the cognitive psychologist R. Flavell, reflection is "the process of regulating one's own thinking" and is a decisive factor in intellectual growth. This viewpoint clearly demonstrates the crucial importance of reflection in teachers' professional activity.

In the pedagogical process, reflection helps teachers elevate their activity from an automatic level to a conscious one. Teachers often make numerous pedagogical decisions rapidly during lessons; if this process is not consciously understood, their activity may become "habitual and mechanical." However, under the conditions of innovative education demanded by societal development, every pedagogical decision should be deliberate and well-considered. Therefore, reflection emerges as a fundamental tool in shaping teachers' professional thinking, pedagogical decision-making, and management of the educational process. The culture of self-assessment in teachers is regarded as one of the key personal and psychological characteristics that ensure professional growth in modern education. Self-assessment is the process by which teachers form an objective attitude toward their professional activity, lesson processes, pedagogical decisions, and students' learning outcomes; analyze their performance based on established criteria; draw conclusions; and continuously improve their practice. According to K. Rogers, a leading theorist of personal development, self-assessment is "a process that ensures harmony between an individual's real capabilities and their self-attitude." This principle plays a fundamental role in the formation of teachers' professional competence. Modern psychology interprets self-assessment not merely as a subjective self-evaluation, but as an individual's ability to compare their own activity with standards, requirements, and criteria, and to draw objective conclusions. According to the psychologist N. Kulutkina, a teacher who is capable of self-assessment consciously manages their professional activity, acknowledges mistakes, finds ways to eliminate them, and develops a personal strategy for professional growth. This ability thus becomes one of the most important components of professional competence.

A teacher's culture of self-assessment primarily stems from an internal need for professional growth. For example, the American researcher S. Brookfield argues that a professional teacher should always be "a specialist who strives to view their work from alternative perspectives and is capable of critical self-evaluation." Such an approach encourages the active use of professional reflection and deep analysis of one's own activity. A teacher with a well-developed self-assessment culture clearly understands their strengths and weaknesses, determines a plan

for self-improvement, and applies conscious strategies to achieve effectiveness in the teaching–learning process.

One of the core components of professional competence is a teacher's ability to adopt a critical and constructive approach toward their own professional activity. A.K. Markova, who developed the theory of the competency-based approach, interprets professional competence not merely as a set of knowledge, skills, and abilities, but as the capacity to apply them meaningfully and to manage one's own professional activity. Consequently, a teacher who lacks the ability to self-assess finds it difficult to apply their competencies effectively. This process also requires teachers to evaluate their work based on clear criteria and to determine the extent to which their practice aligns with professional standards.

A teacher's culture of self-assessment is the educator's ability to have an objective understanding of their own professional activity, realistically evaluate their professional capacities, and develop an inner motivation for continuous self-improvement through awareness of their strengths and weaknesses. This culture is grounded in the integration of psychological, ethical, and intellectual qualities that determine a teacher's professional maturity. E. Erikson, the founder of theories of personality development, refers to the process of self-awareness as "professional identification." According to him, an individual who lacks self-awareness cannot consciously manage their own activity. This idea fully applies to teachers as well, since the culture of self-assessment is closely connected with strengthening a teacher's professional identity.

REFERENCES

1. Law of the Republic of Uzbekistan "On Education." – Tashkent, 2020 edition.
2. Decree of the President of the Republic of Uzbekistan "On Measures to Further Enhance the Status of Teachers and Mentors." – Tashkent, 2021.
3. Mavlonova, R., To'raeva, B., Qodirova, F. Pedagogy. – Tashkent: "Fan va texnologiya," 2015.
4. Qodirov, A., Hasanboeva, O. General Pedagogy. – Tashkent: "O'qituvchi," 2016.
5. УЗБЕКИСТАН, О. Р. (2021). ТА'ЛИМ ТИЗИМИДА ИННОВАТСИЯ, ИНТЕГРАТСИЯ ВА ЯНГИ ТЕХНОЛОГИЯЛАР ИННОВАЦИЯ, ИНТЕГРАЦИЯ И НОВЫЕ ТЕХНОЛОГИИ В СИСТЕМЕ ОБРАЗОВАНИЯ INNOVATION, INTEGRATION AND NEW.
6. Erkaboyeva, N. S. (2023). INSON KAPITALI–IJTIMOIY DAVLATNING ASOSI SIFATIDA. Academic research in educational sciences, 4(KSPI Conference 1), 31-37.
7. Erkaboeva, N. S., & Turdaliyeva, M. I. K. (2022). Theoretical Principles Of Education Of National Ethics Skills In Educational Institution Students. JournalNX, 8(12), 352-354.
8. Azamovna, R. G. Use of Virtual Environment and 3d Multimedia Electronic Textbooks in Higher Education. JournalNX, 8(12), 255-261.
9. Erkaboeva, N. S., & Musaeva, D. A. K. (2022). Factors of developing the professional competence of a teacher of a special education institution. JournalNX, 8(12), 109-111.
10. Nigora, Y. M. I. K. E. (2022). Stages Of Formation And Development Of Mediamadaniatin. Galaxy International Interdisciplinary Research Journal, 10(12), 272-274.
11. Erkaboyeva, N. S. (2016). Features of Modern Uzbek Families. Ученый XXI века, (4-1), 36-39.

12. Эркабоева, Н. Ш. (2016). FEATURES OF MODERN UZBEK FAMILIES. Ученый XXI века, (4-1 (17)), 36-39.
13. Эркабоева, Н., Усмонбоева, М., Иргашова, М., & Хўжаназарова, Н. (2012). Педагогик маҳорат: схема ва расмларда. Т.:“Наврўз, 35.