

METHODOLOGICAL FEATURES OF DEVELOPMENT OF REFLEXIVE COMPETENCE IN THE CONTENT OF FOREIGN LANGUAGE TEACHING

Khatira Gaybullaeva¹, Muhabbat Oripova², Nodira Yunusova³, Adiba Musaeva⁴

¹Doctor of philosophy on pedagogical sciences, Tashkent State Pedagogical University,

Tashkent, Uzbekistan, E-mail: xatiragaybullayeva@gmail.com

²Lecturer, Tashkent State Pedagogical University,

Tashkent, Uzbekistan, E-mail: jurakulovna76@gmail.com

³Associate professor, Tashkent State Pedagogical University,

Tashkent, Uzbekistan, E-mail: nodirayunusova0@gmail.com

⁴Lecturer, Tashkent State Pedagogical University,

Tashkent, Uzbekistan, E-mail: adibamusaeva5@gmail.com

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ABSTRACT

The study is important because there are big problems in teaching, especially for language teachers. They need to be able to reflect on their teaching and keep learning new things. This is because teaching is always changing and teachers need to keep up with it. Having the ability to reflect on our own experiences is an important part of teaching. It helps us improve our knowledge and be more intentional with how we act. The study aims to show the issues in preparing future language teachers for university and to look at how future teachers can improve their skills in thinking about their teaching. To reach the research goals, we used different methods like studying how things work, thinking about ideas, and doing experiments. The study found that it is very important for pedagogical universities and the education system to train future foreign language teachers who are skilled at understanding and improving their own teaching methods. The study found that future language teachers aren't ready to use reflection methods, and universities don't fully understand this concept.

INTRODUCTION

At the current stage of the development of world education, models are being put into practice to develop a 21st century person capable of being an active subject of his activities, to update all aspects of education policy, to increase the reflexive potential of education and to develop social values. In the programs of UNESCO and the International Association of Universities (International Association of Universities - IAU), development of reflexive competence of future foreign language teachers on the basis of "development of reading culture in students, strengthening of communication skills and interests", self-professional development of young people in modern conditions, all subjects of the educational process a system of projects aimed at quality personal and professional development is being implemented.

In higher education institutions of world education and scientific research, studies are being conducted to prioritize education, to determine the strategy and directions of its development, to achieve educational goals and to determine the decisive role of the teacher in supporting various forms of self-organization of

future foreign language teachers. Also, universities pay special attention not only to the development of professional competences of future foreign language teachers, but also to scientific research on the development of reflexive development competence of future foreign language teachers through a foreign language.

In recent years, in our republic, the tasks of developing the readiness of future foreign language teachers to understand the social importance of selected education, professional and self-organization, independent professional learning ability, development of motivational attitude to pedagogical activities, personal and professional growth, the possibilities of teaching foreign languages to future foreign language teachers normative foundations of development are being created. "Ensuring spiritual development and bringing the field to a new level, adapting the educational system to the requirements of the times to improve the quality of education" [1] is defined as a priority task. In such conditions, higher education has an urgent task of training teachers who understand the personal and social importance of

their profession, who are able to take responsibility for their results, who are self-aware and who understand the personal and social importance of their profession. To make him an active subject of professional and pedagogical activity, the established strategy of developing professional education reveals the need to prepare a bachelor of pedagogical education. Naturally, this situation required the search for new approaches and the development of effective technologies in the professional training of future foreign language teachers.

Determining the priorities of the systematic reform of higher education in the Republic of Uzbekistan, raising the process of training highly qualified personnel with modern knowledge and high moral and ethical qualities to a new level in terms of quality, modernization of higher education, social sphere and economy based on advanced educational technologies. The priority tasks such as raising the content of higher education to a new level in terms of quality [2] are defined as priority tasks such as the development of networks of foreign language teachers, indicating the urgency of clarifying the priorities of training future foreign language teachers, researching reflexive thinking skills in the context of preparation for professional activities.

In the study, the development of the methodology of reflexive competences was carried out in the process of foreign language teaching. In today's modern education, one should be formed not only as a specialist in a field, but also as a person who knows foreign languages and information technologies well, has a broad outlook and knowledge. On the basis of the decision PQ-5117 of the President of the Republic of Uzbekistan "On measures to bring the popularization of foreign language learning to a new level in terms of quality" [3], fundamental reforms in the level of knowledge of foreign languages in the field of education will create a physically healthy, intellectually mature, well-rounded modern person, aimed at educating and making young people an active participant in the reforms implemented in the field of education.

MATERIALS AND METHODS.

We are talking about the confirmation of successful reflexive competence in professional activity, taking into account the individual's self-awareness, which is related to how much his reflexive competence has developed during the years of study at this or that university. To do this, it is necessary to direct future professionals to search for their own professional development path; to convince them how important it is to know a foreign language to improve their professional skills, which often depends on their personal improvement. That is why, in particular, it is possible to observe a tendency to emphasize the priority of a personal approach to education related to language learning. And here, one of the conditions for learning a foreign language to be effective is to focus on the development of reflexive readiness for self-education.

It is worth noting that the way of teaching foreign languages is related to the way education is changing and the processes of integration, which allows to justify the existence of a holistic self-development process, which, in fact, is carried out only by the individual himself, and the result is reflected in his development. In this regard, reflexive competence can be distinguished such features: integrity, awareness, attention, independence, creative nature of the activity, you need to think about how it helps in terms of personal and professional importance.

Reflexive competence is an independent cognitive activity of a person, which includes the following components: self-development based on the autonomy of a person, the basis of which is the existence of his cognitive ability and the existence of self-awareness; meet the needs of the events; problem formulation, creative research and discovery of new things, production activities based on knowledge of cognitive needs in the process; amateur cognitive activity specially organized to achieve goals related to the process of self-development [5; 163-b]. Accordingly, according to researchers, the problem of individual autonomy and its interdependence with reflexive competence is important. This independent activity is an important condition of a person's inner freedom, because it occurs in the framework of cognitive needs, for example, in learning languages.

Based on this, it is possible to distinguish the necessary components of personal autonomy, which are seen in his

purposeful free activity. These components are determined as follows: a) knowing the possibility of doing it; b) on the part of the individual, generalization of the external necessity of his activity with internal confidence and personal interests; c) manifestation of will; d) the desire for self-realization and self-realization in the chosen activity; (for example, mastering a foreign language). Therefore, the main condition for self-development of personal autonomy is the ability of a person to understand this autonomy on the basis of self-development [6; p. 163].

However, in the activity of reflexive competence, the rule is that the second version of goal setting is effective, because self-development is always a self-organizing and self-directed cognitive process. Therefore, self-organization is related to the competence of a person to organize his own activities, which consists of independently defining the goals and tasks of the activity, choosing the methods of achieving them, determining one's own behavior in time, self-control and self-correction. Based on this, the development of reflexive competence can be associated with the internal mechanism (its components are self-development), which is an important aspect of the reconstruction of consciousness, the essence of which is not only the acquisition of new knowledge, the implementation of a value, goal, activity program, but also it is also related to the lack of new knowledge and skills.

Such activity can be called a constant desire to learn a foreign language with a creative approach. Furthermore, reflexive competence is usually central to self-development. Therefore, this activity is interpreted as a reflexive activity, the components of which are: self-reflexive awareness (genesis), then comes self-knowledge (activity), and this ends with self-development (result). And here is the reflexive process of self-awareness, which stimulates the activity and freedom of the individual, mediates the development of the appropriate system of internal motives, and ensures stable inclusion in the process of activation and orientation of reflexive competence. Based on the above, it is necessary to focus on two main features of reflexive competence: (Table 1).

Table 1
Two main characteristics of reflective competence

No	Characteristic of reflexive competence	Classification
1.	Personality trait	It leads to consideration of the content, structure and process of self-development at the level of reflexive activity.
2.	Purposefulness and systematicity	It is possible only if a person understands the importance of the process of self-development.

In addition, the following features of reflexive methods are also important in foreign language lessons.

1. Reflecting emotional state and mood. It is done both at the beginning and at the end of the lesson. It allows you to make an emotional connection with the audience, prepare students for work or relieve stress after active brain activity. Therefore, taking into account their emotional state, it is appropriate to use various games and interactive methods to get students interested in the

topic at the beginning of the lesson, and to wait for their mood. For example: the brainstorming method[14] is the most effective method for solving a problem related to the topic by gathering students' free thoughts and opinions and coming to a certain solution through them. Also, in this method, it is easy to ensure the participation of all students and provides an opportunity for reflection. For example: Brainstorming Career Choices (Figure 1)

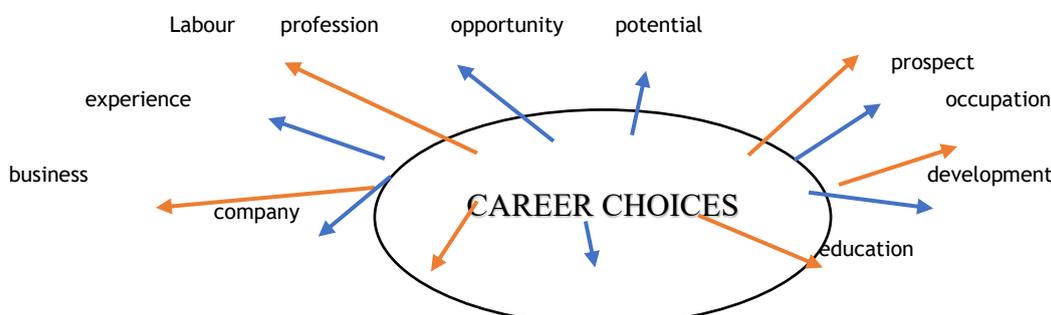


Figure 1. Brain storming method in class

2. Thinking about the content of the educational material. It can be used at different stages of the lesson. This type of reflection is aimed at determining the level of understanding of the material

covered. Stages (pre(before), while(in continuation), post(at the end)) play an important role in the lesson. Reading skills (pre-reading, while reading and post-reading) were practically tested at the stages highlighted in the research process(table 2).

Table 2

Pre reading, while reading va post reading

Some examples of pre-reading activities are:	
KWL Charts	Have you ever used KWL charts in the classroom, KWL charts are simple. (K 2 column) write everything they know about the topic and (W column) everything they want to know and (L Column) what they learned after the reading (what they learned after reading).
True or False	Another example of the impact of social media on teenagers is when you come to a class and read a series of statements and ask them whether they think the statements are True or False. possible Do not reveal the answers and let them confirm whether they are right or wrong as they read.
Videos	There is a lot of good free content out there these days. First, find a short video about the study topic. It was suggested that the research should take about three minutes. After you watch the video yourself, prepare some simple discussion questions. Play the video and then ask students to tell their partner what they saw.
I'm listening to You	Students were asked to work in pairs. They were asked to speak in English for 1 minute on the topic. Repeated with a new topic, students change roles. (For more information on pre-reading activities, check out the page).
Some examples of while-reading activities are:	
Identify topic sentences and the main idea of paragraphs.	Note that each paragraph usually contains a topic sentence that identifies the main idea of the paragraph.
Identify the connectors	Identify connectors to see how they connect ideas in the text. For a complete list of linking words, check out these linking words grouped by category.
Coding text	Coding text involves teaching students a margining technique to put a question mark next to a sentence they don't understand or an exclamation mark next to something they are puzzled by.
Some examples of post-reading activities are:	
Creative Discussions	Prepare four or five simple questions and ask the students to talk about the question for 3 minutes and then ask each pair to talk to another person in the group.
Quiz Your Classmates	Ask your students to prepare 5 questions about what they have read, when they are ready you can tell the students to form groups of 4 and then they can ask each other these questions.
Finding Related News	After students finish their studies, they can see new things related to what they have studied on the Internet, for example: if they read something about ethics and

values, they can find examples of altruism on the Internet, and they can understand this can share information with their users.

3. Reflection of activity. Performing exercises, homework or independent assignments in the auditorium. Vocabulary exercises are important in revealing the characteristics of students' reflexive

competence development in audience exercises. For example, the exercise type matching words with the definition allows you to work with fun and emotions:

WORD STUDY			
Squander	To cut short or reduce	Incorporat	Of and on
Curtail	Great hardship or difficulty	Intermitten	To expect or predict
Rigor	To waste; spend foolishly	Anticipate	To unite into a single whole
Devastate	To give in; stop resisting	Complicate	Tells or sava
Succumb	To upset deeply; overwhelm	Declares	Something that is difficult

Figure 2. Matching words with the definition exercise

It is important to develop speaking skills in audience exercises. There are dozens of ways to develop speaking skills. Interviewer, debate and role play methods aimed at developing students' reflexive competence were used in the research.

✓ In the interview method, students work in pairs. That is, one the student went to an interview with the manager of the organization for the purpose of getting a job, and the following questions were asked:

1. *Tell us about yourself*
2. *What are your biggest strengths?*
3. *What are your biggest weaknesses?*
4. *What are your hobbies?*
5. *Where do you see yourself in five years?*
6. *Why do you want to work with us?*
7. *Why should we hire you?*
8. *What do you know about our organization?*

The debate method is considered important in the development of reflexive skills. In particular, the student can demonstrate his reflexive abilities in the process of discussion, struggle and conduct his critical thinking. For example, students sit around the table, divide into two groups and discuss the following topic: Advantages and

disadvantages of mas media. The technology of role play is motivational, increases students' interest in the studied subject and serves to study the culture of the countries of the studied language and develop reflexive features. Below is the role play process by the students:

Going to the Shop

A great one for students as it will teach them the basics of interacting with people. Children generally rely on their parents to buy things for them, therefore, this will boost their overall general confidence in buying. It can be as simple or as complex as one wishes, depending on the situation. Key phrases are often important here, such as "I would like..." "How much are..." "Good morning..." and so forth. For some extra fun, your friend now has a telephone number and you're calling to tell him how good you've been and what you'd like for Navruz. You can shake up the kind of shop your students visit, for example You've traveled 1,000 years into the future and visit a corner store. What will you buy?

Figure 4. Role playing technology on shopping.

Several methods were introduced to the exercises performed in the auditorium, and through them, the features of developing reflexive competences of future foreign language

teachers were revealed. Today, in our country, favorable conditions and opportunities are being created for the effective education of intelligent, creative, aspiring, independent-thinking

students. In the Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis[4], the great poet, the founder of Uzbek literature, Mir Alisher Navoi, addressed the youth in his time and said: "If you want the sun to set, if you want your own sun, take up a profession."

In fact, a person who wants to shine the light of kindness on people like the sun, who is ready to lend a hand, should thoroughly master various sciences and professions. He also says that, as our great grandfather said, today it is impossible to learn foreign languages thoroughly. This year, Shavkat Mirziyoyev proposed to set the study of foreign languages as a priority. One of the main tasks of the university is to train specialists, effectively organize classes and strengthen the responsibility of teachers in the educational process.

The needs and requirements for the socio-cultural and professional activities of future foreign language teachers require the introduction of innovative teaching technologies, active methods, and new forms and methods of teaching. At the same time, elements of independent work, group work projects, research and problem solving are required to be included in student activities [7].

Why is self-directed learning important? The structure of our life and activity requires the necessary ability to be always ready for all situations of life and activity, to constantly receive new information and to make decisions with a sense of responsibility. There is a lot of talk about the need for continuous education throughout a person's life. For independent learning, language learners need guidance: they learn, form learning strategies, reflect (repeat) what they have learned, self-assess and will be able to demonstrate reflexive ability.

In addition to classroom exercises, work outside the classroom, i.e. homework or independent work, is important for students' self-development and reflection. So below is a sample of exercises for independent work through innovative technologies.

The development of reflexive competence of future foreign language teachers can be revealed by the writing skill, and this process is also characterized by its complexity, which means that students use "collaborative writing activities" as an independent work in the development of writing skills.). This writing activity includes 5 writing activities (Figure 5):

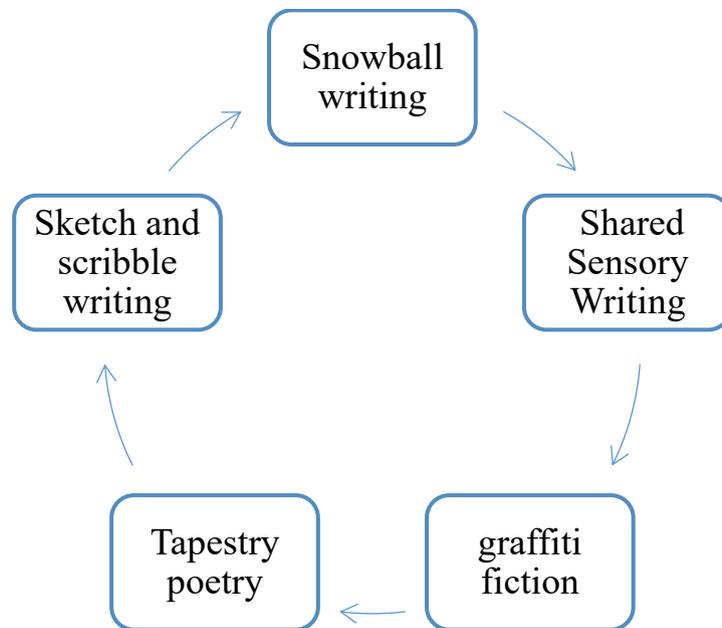


Figure 5. Types of "collaborative writing activities".

Snowball writing is an activity that your students will always remember. It can be used in almost any genre of writing and is very interesting even for the most reluctant writers. This method is used to write stories, poems, descriptions and essays.

With an activity called Shared Sensory Writing, students write a descriptive paragraph using vivid images.

Graffiti fiction writing - One of the hardest parts of writing creative fiction is developing the story elements that make up the plot. The graffiti-fiction brainstorming technique is used as a way for students to work together to begin artistic writing.

Tapestry poetry - two women started writing tapestry poetry together via email. The format consists of two authors writing a 9-line poem based on the same title and then working together to combine it into one perfect finished product.

Sketch and scribble writing is designed to be used in descriptive/narrative writing and will especially appeal to the artistic students in your class.

Why is writing important? It is a clear path that guides communication, and communication serves as a foundation for society. Clear communication and good writing are essential because it facilitates collaboration with colleagues, business transactions and interpersonal relationships.

In short, no matter what you plan to do with your life or what academic fields interest you, you'll need to know how to write effectively. This is one reason why you can expect many

university courses to have an intensive curriculum for writing and reading. The more you practice your writing skills, the better they will become.

Therefore, the above 5 types of collaborative writing[13] are distinguished by their importance in the development of reflexive features in the future profession.

In addition, when choosing the type of reflexive competence, it is necessary to take into account the purpose of the lesson, the level of educational material, teaching methods and forms, the age and psychological characteristics of students, as well as whether students are able and ready to reflect.

Thus, when talking about the characteristics of reflexive competence, it is important that the teacher creates a reflexive and linguistic environment. There are several ways to develop reflective skills, including the teacher's own example of reflection, systematic reflection in lessons, providing students with templates to reflect on their emotional state, the content of the learning material, and their own performance.

Thus, from a psychological point of view, reflexive competence can understand the logic of this free process in terms of the effective activity of a person and problem-posing, creative search and discovery of new knowledge.

In addition, reflexive competence is assumed to be exercised voluntarily by individuals according to their goals related to foreign language learning; during this process they

independently choose language material; determine its study, strategy and tactics; cognitive tasks, the complexity of which can be variable; independently resolves related conflicts; the school forms its views on foreign language as a subject of study; constructs his worldview and the self-change that depends on it on the basis of reflection.

RESULT AND DISCUSSION.

Understanding the meaning of independent education and significant success in this regard begins as soon as the future foreign language teacher learns the way of learning with maximum satisfaction. Also, the activities developed through reflection and the acquired experience are subject to discussion and self-criticism, that is, future foreign language teachers reflect on their cognitive activity and evaluate what language knowledge they have already mastered and at what stage of development of their language competences. This may depend on specific educational tasks and educational activities that, as a rule, do not develop at the same time.

It is worth noting that reflexive competence plays a decisive role in relation to various professional skills. It is necessary to organize the educational process at the university in such a way that the thinking of future foreign language teachers should be formed not spontaneously, but purposefully, from the first year. And here it is important to distinguish two levels of reflexive competence: thinking about cognitive activity and thinking about the ability to organize communication in a foreign language. For example, in the process of reflection, the future foreign language teacher may be asked the following questions: "What did you want to achieve during your career?", "What did you really achieve?", "What is the coincidence and compatibility of your plans, expectations and real results?", "What do you see as the reasons for compatibility?". The results of all these questions are important for the future foreign language teacher to be the basis for planning the key stages of cognitive activity.

In this regard, we note the following points that emphasize the role of reflexive competence in the context of self-development in cognitive activity: Reflection is one of the main mechanisms of self-development of activity; when changing the conditions of cognitive activity, self-control and reflection are necessary in managing the process of assimilation of acquired knowledge and skills. Thus, the reflexive activity of future foreign language teachers is to develop their ability to see the problems of their own cognitive activity; change it at the expense of internal resources; exercise one's choice; such as taking responsibility for their decisions.

Therefore, the development of reflexive competence in cognitive activity becomes the main task of becoming a specialist in the future. In the psychological and methodical literature, opinions about the reflexive activity of the individual as a part of self-development in learning foreign languages have been collected.

Reflection as a factor of self-development of autonomous learning of a foreign language At the current stage of development of various educational systems, great attention is paid to reflection, because its development is of great importance for the formation of professional qualities of a future specialist. At the same time, it should be understood that reflexivity acts as a coordinating and organizing principle. And the level of its formation is reflected in the level of coordination and integration of all qualities of future foreign language teachers to increase the effectiveness of their cognitive activity[8; 29 p.].

In this regard, we can propose several mechanisms that form the educational reflection of the future foreign language teacher: self-analysis of the completed educational task (for example; the correctness and consistency of the use of speech samples, the logic of the information presented abroad and its justification); to ask future foreign language teachers themselves questions (for example: "What did I learn new and useful in the audience?"); independent change of the future foreign language teacher to solve the educational task in different ways; discuss different ways of solving the problem from different points of view; opinions of future foreign language teachers on the same issue, etc.

These mechanisms can have several logical stages: in the beginning, a feeling of difficulty arises, then it is shown, and then

its limits are determined; then develops an idea about a possible solution to the problem; It is important to discuss courses of action and make observations that lead to recognition or rejection, then develop alternative courses of action.

Taking into account the role of the teacher in the development of reflexive competence in the self-development of future foreign language teachers within the framework of foreign language teaching, we consider that the task of the teacher is to support future foreign language teachers in trying different learning methods, encouraging them through questions and tasks, they are always We defined reflexive, analyzing and evaluating one's own cognition, thereby developing reflexive competence for self-development. The use of reflection for the ability to control the regulation of one's educational activities is helpful, which is undoubtedly the case with independent learning of a foreign language. On the one hand, thinking allows you to develop independence, the ability to set goals and take responsibility for learning activities, and the ability to analyze and evaluate your learning success. On the other hand, reflection is an autonomous language learning tool that represents the accumulation of experience through individual achievement. Therefore, the task of the teacher is to support future foreign language teachers and ensure their independence in the process of developing their language and personal skills. Thus, the task of the teacher is to strengthen the motivation of future foreign language teachers for self-education and to actively involve them in creative activities in the process of learning a foreign language.

According to I.B. Utayeva, the development of motivating and developing personal skills by performing heuristic exercises focused on performing problematic tasks and understanding their logical-meaningful context ensures the stimulation of initiative and independence, helps to guide to the profession. Stimulating-developing personal skills include systematicity, flexibility, creativity, personal-emotional development and reflection in pedagogical activity[11; p. 85].

The difference from the traditional way of organizing reflection in the lesson is that the focus is not on the amount of knowledge gained, but on the learning process itself, that is, on the ways of completing the learning task and being aware of the difficulties encountered in its implementation.

In this regard, According to V.K. Eliseev, it is appropriate for the teacher to use the following types of reflection: to show the mood and emotional state (this is important for establishing an emotional connection with the group, at the end of the lesson, at the beginning of the lesson); explanation of the content of the educational material (this is important for determining the level of awareness of the content of the studied material of future foreign language teachers); reflexive activity (it is important for future foreign language teachers to understand the methods of working with the educational material in order to find the most reasonable methods); reflection of goal achievement (when studying this topic, it is important to pay attention to the problems of future foreign language teachers)[12; p. 98].

At the same time, when choosing one or another type of reflection, the teacher should always take into account the purpose of the lesson, the content and difficulties of the educational material, the type of lesson, teaching technology and methods, the psychological characteristics of future foreign language teachers and their cognitive skills in learning a foreign language.

According to the results of the experimental tests, the existing levels (assessment) of the development of reflexive competence in the future foreign language teachers are observed to be the same according to each level and criteria in the experimental and control groups. It is observed that the low level of reflexive competence is especially high among future foreign language teachers.

According to the results of the experimental tests, a comparative analysis of the results obtained by each level and criteria in the experimental and control groups for the development of reflexive competence in future foreign language teachers was carried out, according to which the high level of development of reflexive competence in the future foreign language teachers in the experimental groups was 17.3-18.6% , the average level reached 49.8-54.1% and the low level reached

27.3-32.9%, while in the control groups this indicator was 7.4-8.7%, 21-24% and 68.1-70%, respectively. was 7%. It can be seen that in the experimental group the growth of the high level increased by 10%, the middle level increased by 24%, and the low level decreased by 40%. These indicators are reflected in the diagram below.

CONCLUSION.

All of the above allows us to conclude that the use of methods that enable reflexive competence in a foreign language lesson can encourage future foreign language teachers to take responsibility in the process of educational activities and make it more effective and stimulating.

The analysis of the development of reflexive competence in the context of self-development of future foreign language teachers within the framework of foreign language teaching showed that the improvement of self-development readiness of future foreign language teachers takes the status of an important educational resource at the university, which includes solving the following problems: autonomous learning of a foreign language development of reflexive competence as the main factor of self-development; focusing on the development of basic reflective skills of future university foreign language teachers; providing conditions for real individualization of the educational process.

During the research, it was concluded that reflection is one of the engines of self-development of a future foreign language teacher, which helps him to emotionally review and consciously evaluate his achievements and miscalculations in learning a foreign language. In connection with the self-development of future foreign language teachers, it is necessary to carry out purposeful and systematic work on the development of professional reflexive competence at all stages of the continuous education system in this direction, which will help improve the quality of knowledge and skills of future specialists and develop reflexive characteristics and basically, it should help to increase their need for self-development.

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