



Pedagogical-Psychological Characteristics of Development of Reflective Competence of Future Primary Class Teachers

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Article History	Abstract
Received: 12 June 2023 Revised: 10 September 2023 Accepted: 19 September 2023	<i>In this article, the content of the formation of reflexive competence in teachers and the pedagogical-psychological features of the development of reflexive competence in order to prepare future elementary teachers for professional activity and to conduct professional activity skillfully are highlighted.</i>
CC License CC-BY-NC-SA 4.0	Keywords: elementary school, reflection, pedagogical reflection, reflection in psychology, professional skills, professional qualification, personal reflection, empathic-motivational component, cognitive-emotional component, communicative-cooperative component, reflexive-active component.

1. Introduction

Chapter 3 of the Concept of Development of the Public Education System of the Republic of Uzbekistan until 2030 defines the main goals and directions of development of the Public Education System. Within the framework of these priorities, the gradual transfer of higher education institutions in the field of pedagogy to the credit system of education, with special attention to such subjects as pedagogy, didactics, practical pedagogical psychology, methodology, educational materials and improvement of the teacher training system through the development of pedagogical assessment; revising the activities of centers for training and retraining of pedagogues, taking into account the acquisition of modern theories of education, understanding of pedagogical psychology, acquisition of the basics of competent and person-oriented approaches to education; development of methods that allow future pedagogues to identify and evaluate their inclination to pedagogical activity and creative abilities; form healthy, strong and effective motivation to study in students from a young age and develop the ability to choose a profession, independently plan professional growth, acquire modern professions; creation of multimedia applications with the introduction of information and communication technologies for modern textbooks, educational manuals; introduction of

programs aimed at preventing violence (bullying) among students in general education institutions by studying the advanced experience of developed countries; The promotion of priority tasks such as creating a strategic planning system based on a long-term scenario [1], which helps to form a future model of innovative development of the public education system, to raise the intellectual and technological potential of the country, is the professional training of future elementary school teachers, improving the methodological aspects, rounding up the content of the educational process, and increasing the quality indicators of reflexive thinking beliefs by effectively using their interrelationships [2], in particular, the self-awareness of the participants of the educational process requires the need to improve the system of training future specialists by developing competencies related to the ability to analyze and control.

2. The main results and findings

Today, the successful professional development of a future primary school teacher depends on his ability to adequately evaluate his personality and the effectiveness of his professional activity, and to what extent he can understand all the important aspects of his professional development. The development of professional self-awareness of future elementary school teachers can be helped by their understanding of the essence of subjective existence and their striving to activate their work by developing a scientific worldview. From this point of view, it is important to develop reflexive qualities of self-awareness and self-control in future teachers.

The study of the pedagogical and psychological features of the development of reflexive competence of future primary school teachers requires, first of all, clarification of the content of the professional competence of the primary school teacher and the content of the concepts of reflexive competence. These concepts are inextricably linked with the content of professional preparation of a future primary school teacher.

The concept of reflection comes from the Latin word "reflex", which means "to look back, to reflect". Reflexive activity is considered a form of theoretical activity aimed at understanding one's own actions and thoughts, and is an activity aimed at self-knowledge and understanding that reveals the unique hidden features of the human spiritual world [3].

In the explanatory dictionary of the Uzbek language, "reflection" - [lat. Reflexio – return] fls. theoretical activity aimed at a person's understanding and understanding of his own actions and their foundations; is explained as a special form of knowledge [4].

In the encyclopedic dictionary of philosophy, the concept of reflection is explained as a philosophical concept that expresses the process of thinking about the events that occur in the individual's mind, and the following types of this concept are distinguished: elementary reflection, scientific reflection, philosophical reflection [5].

In the dictionary of pedagogical terms, the concept of reflection is explained as follows: Reflection - 1) thinking, self-observation; 2) a theoretical form of human activity focused on thinking about one's personal actions and their laws; 3) tendency to think about one's own mental state, think about it, think about it, and analyze it [6].

From the definitions given above, we interpret that reflection represents a person's desire to understand the essence of his actions, their essence, personal experiences, feelings and thoughts. Also, regulation of behavior and educational activities in pedagogical activities, taking into account the individual characteristics of learners, plays an important role in the organization of education.

Despite the fact that the concept of "professional preparation" is widely covered in the literature and scientific research, the concept of preparation in the context of reflexive competence development does not have a sufficiently clear explanation. B. G. Ananov

interprets the concept of "readiness" for highly effective activity in a certain field of activity as a manifestation of abilities [7].

R. Ishmuhamedov, A. Abdukadirov and A. Pardayev emphasize that the basis of professional training should reflect "psychological, psychophysiological, physical, scientific-theoretical and practical training of the future specialist" [8].

In the scientific article of B.S. Siddiqov on the topic "The role of pedagogical practice in the professional training of a future teacher", professional training is a unique form of social competence of a person arising on the basis of mastering the necessary professional knowledge, skills and abilities. It is emphasized that professional training does not occur by itself, but covers specific stages planned based on specific goals [13].

O'.Q. Tolipov focuses on the content of professional training as follows: "professional training is the knowledge, skills and abilities necessary for the further improvement of moral and professional qualities of a specialist throughout his career, the formation of professional competence represents the level"[9].

In her research, K.M. Duray-Novakova defines the content and structure of preparation for pedagogical activity and draws attention to the importance of its formation at the stage of higher education. According to the author, the important components of professional training are: motivation; mobilization of skills; general preparation for pedagogical activity; orientation to professional activity; needs and personality traits; is satisfaction with pedagogical activity [10].

N.V. Kuzmina connects the readiness of the primary school teacher with the ability to perform professional and pedagogical tasks, as well as with the ability to move from intuitive to conscious movement [11].

According to A.K. Markova, there is a connection between the level of preparation of a primary school teacher and the ways to acquire a profession, and he mentioned the importance of taking into account the individual characteristics of the future teacher in this process. [12]. A. V. Petrovsky agrees with this opinion and interprets this process as a state of personal readiness for a certain activity and emphasizes that it is possible to satisfy a certain need with its help [13].

B.Z. Torayev, while studying the preparation of future elementary school teachers, said that "preparation is a complex integrative quality, which describes the mobilization of the individual's existing capabilities in order to fulfill the professional pedagogical task, the active, states that it is a subjective state" [14]. In his research, the scientist focuses on the fact that the acquisition of professional knowledge forms the basis of readiness for future professional activities and the level of quality, as well as the development of complex integrative qualities as a result of cooperative activities in this process.

According to T. Doroshenko, A. Minenok, A. Sikura, professional readiness serves as the basis and indicator of pedagogical professionalism and implies high-level professional actions, various operations of pedagogical activity. According to the authors, the main basis of professional training is moral and spiritual training. This preparation provides professional knowledge, self-control, pedagogical optimism, positive attitude to pedagogical work, self-control, ability to overcome difficulties, which ensures high results of pedagogical activity in future elementary school teachers. is a complex set of personal and professional qualities that includes the need for professional self-control [15]. It is known from these analyzes that professional training also requires the development of reflexive competence.

Personality development is the process of its formation as a result of activities controlled by the system of motives characteristic of a person. The multifaceted activity of the teacher, the development of his personal qualities unites the relationship of the teacher with himself, colleagues and students. All these components, in our opinion, form reflexive

thinking as integral features of the teacher's activity and determine his professional development. Professional development is inseparable from personal development - both are based on the principle of self-development, which determines the ability of a person to turn his life activity into an object of practical change[17].

Based on the analysis of pedagogical and psychological literature, we can explain the content of the professional activity and professional training of the future primary school teacher as follows: is a specific form of competence of a person, which is based on the acquisition of knowledge, skills and abilities, and this process requires the development of reflexive abilities. Also, professional readiness is a complex integrative quality, which describes the mobilization of available opportunities in order to fulfill a given professional and pedagogical task, and the ability to perform professional and pedagogical tasks.

The analysis of the above-mentioned theory requires clarifying the content of the concepts of competence, reflexive competence of the primary school teacher. Although there are different definitions of the content of the concepts of competence and competence, scientists do not have a unanimous view on their difference. According to I.A. Zimnya, competence is defined as a personal quality of a person based on knowledge, intellectual and representing the socio-professional description of a person [15].

According to N.M. Muslimov, the dictionary meaning of the English concept of "competence" means "ability", however, the term competence serves to express knowledge, skill, skill and ability. Competence does not mean the acquisition of separate knowledge and skills by the student, but the acquisition of integrative knowledge and practical actions in each independent direction [22].

M.M. Vohobov defines competence as follows: "Competence is the ability to independently apply knowledge, skills and abilities acquired by students in the process of personal, professional and social activity [22].

The concept of "competence" was initially used in the fields of philosophy, mathematics, psychology, and sociology. English psychologist J. Raven ("Competence in modern society", London, 1984) explains the essence of the concept of competence by listing independent components related to different areas (cognitive, emotional, etc.)([18]. Based on the concept that competence is a set of competencies, the scientist emphasizes that there are many of them and interpreted the components of competence as characteristics and abilities that allow people to achieve personal and professional goals, regardless of their nature[21].

K. D. Riskulova's research points out that although the concepts of "competence" and "competence" are aimed at the same goal, they differ in essence. According to him, "competence" is related to practical activity and represents the level of manifestation of knowledge, skills, and abilities through experience, while "competence is knowledge in one or another field" [23].

From the analysis of pedagogical-psychological literature and scientific research works, competence includes a harmonious combination of personal-psychological qualities of a person, together with his skills related to knowledge, skills, qualifications and practical experience, and competence is a certain field it was concluded that ability represents knowledge. Also, there may be several competencies within the competence structure. Competence does not mean only the acquisition of theoretical knowledge, but the system of integrative knowledge of a person, which represents a high level of understanding of the essence of activity, and the potential to apply these experiences in practice.

At the level of modern science, the concept of "competency" includes the components that represent the knowledge-related, practical-active and valuable-motivational foundations of a person's readiness for activity.

Preparation for the implementation of professional pedagogical activity, as well as the formation of skills to connect the professional actions of future pedagogues with the capabilities and individual characteristics of students, to predict the consequences of their actions in practical pedagogical activity, from this point of view, We believe that it is permissible to dwell on the content of the concept of reflexive competence in elementary school teachers.

I.A. Mushkina considers pedagogical reflection to be the basis of a teacher's professional skills, and emphasizes that the teacher receives feedback from students during the learning process, the information he receives in the process of communicating with parents and administration is the subject of reflection [20].

According to the views of T.Crews, V.Krogh, L.Liston, L.Teichner, "the teacher's actions aimed at remembering and verbally explaining the lesson, watching the training on a video recorder, contribute to the development of reflection; evaluation of the lesson or educational event by the teacher without video recording; to analyze the experience of the teacher who conducted the lesson through the eyes of colleagues present in the class; they claim that "evaluation of the lesson by other teachers" will help [23].

The implementation of a competency-based approach to the training of future teachers makes it necessary to reconsider the problem of the quality of education. Within the framework of this approach, the main criteria for evaluating the quality of education mean professional competence as a complex characteristic of a specialist, representing the ability to solve professional problems based on his theoretical knowledge, values and individual characteristics, as well as life experience [16].

Expanded, synonymous definitions of reflexive competence are used in the works of G. I. Davydova as "professional reflexive competence" [23], "reflexive-creative competence" in the researches of N.V. Dmitrieva, N.V. Shelepanova, "reflexive-project competence" in the researches of I.S. Piskunova[14]. In the first case, the relationship between reflexive competence and professional activity, in the second case, the relationship between reflexive-creative abilities and creative expression, and in the third case, the role of professional self-awareness in the development of reflexive competence. 'attention is given.

K. Shulman, S. Willson, A. Richert and others put forward six main aspects in preparing for reflexive activity: understanding, transformation, instruction, evaluation, reflection and new understanding. "Presentation of learning material involves the teacher thinking about the main idea of the lesson and alternative ways of presenting it [23].

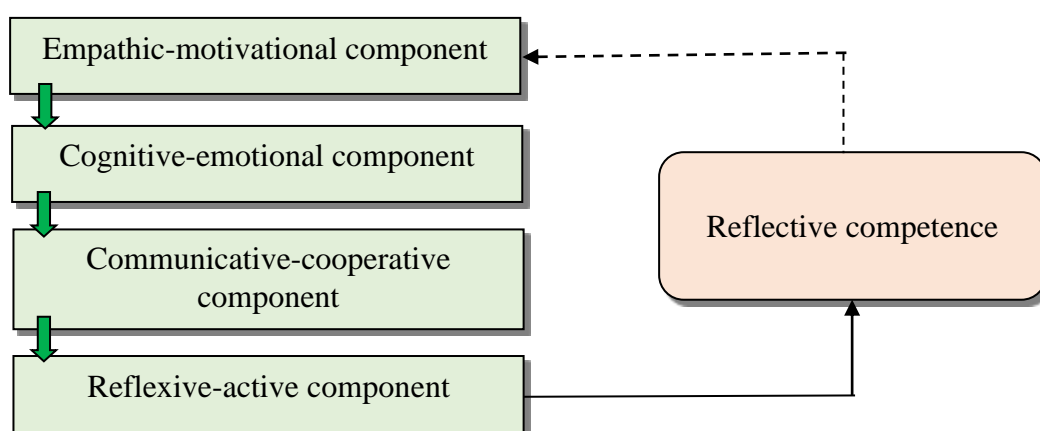
In J.M. Otajanov's dissertation on the topic "Development of reflexive skills in future primary school teachers", the development of reflexive skills in future primary school teachers is motivated-purposeful, creative, emotional-volitional, communicative-technological, the components of control and evaluation methodical form are aimed at implementation of reflection in professional-pedagogical activity. However, the content of these components and their interrelationships are not detailed in the research [24].

Y.V. Kusheverskaya's article entitled "Reflexivnaya kompetentnost kak neokhodimoe uslovie podgotovki studentov k professionalnoy pedagogicheskoy deyatel'nosti" identifies the cognitive, operational and personal components of reflexive competence of future primary school teachers [23]. However, in our opinion, in the development of reflexive competence, it is necessary to pay attention to the motivational and value components, which mean that a person's internal purposeful pursuit of activity and the support of a valuable process related to personal, interpersonal and activity.

Based on these theoretical analyses, we offer the following author's definition of reflexive competence of the future primary school teacher: reflexive competence of the future primary school teacher - acquisition of knowledge, skills, skills and experiences related to

reflection, a set of integral qualities of a future teacher, consisting of empathic-motivational, cognitive-emotional, communicative-cooperative, reflexive-active components, meaning the ability to organize professional activity integrated with this knowledge.

The above-mentioned theoretical analyzes show that the preparation of future primary school teachers for professional activities, in particular, the development of reflexive competence in them, is a complex process. As a result of studying the pedagogical and psychological literature and the researches of N.V. Kuzmina, A.K. Markova, I.A. Zimnya, V.A. Metaeva, S.Y. Stepanov, Y.V. Kusheverskaya, N.P. Maksimchenko, N.M. Muslimov, B.Z. Torayev, M.M. Vohobov, K.D. Riskulova, J.M. Otajonov and others. We identified empathic-motivational, cognitive-emotional, communicative-cooperative, reflexive-activity components as components of development of reflexive competence of a primary school teacher (Fig. 1.2.1).



1.2.1- picture The structural structure of the development of reflexive competence in primary school teachers

The presence of motivation and empathy orientations in future elementary school teachers means that the empathic-motivational component plays an important role in the development of reflexive competence. Motive is an important source of activity and, at the same time, a system of stimulation of any activity. The motive of activity is related to the readiness to realize the goal, and it means the orientation of the future teacher towards educational activities. The motive of the activity can be transferred to the goal of the action, to the future result state. Motivation is determined, first of all, by personal values, social and political beliefs, as well as views (experiences) about the place of the person himself and others in society.

Empathy is based on the system of social relations perceived by the individual. Empathy means a person's ability to sympathize with others, to understand their inner state, to imagine themselves in the place of their partner in a full emotional-emotional way. The importance of empathy in the development of reflexive competence is based on the idea that "the more empathic ability develops in a person, the more he can understand the thoughts and inner experiences of others".

The basis of reflexive competence represents the knowledge manifested as its cognitive-emotional component. In this case, reflection means the ability of a person to know and analyze the phenomena of his own consciousness, self-knowledge, feelings and emotions, will and needs, character and habits. Mastering knowledge helps elementary school pedagogues to more effectively achieve the results of their activities based on accepted

professional and social norms, standards and requirements. Knowledge is the basis for the future primary school teacher to adapt to the professional environment in various pedagogical and life situations, self-study and professional and personal development. Understanding and acceptance of professional standards provides a person with professional identification, that is, a critical connection of his position with the professional relations of the pedagogical team. Reflection is not only the subject's knowledge or understanding of himself, but also how others know and understand the "reflective", his personal characteristics, emotional reactions and cognitive perceptions.

Self-control in emotional situations is important in reflexive processes. The concept of emotion (lat. *emovco* - I excite, distress) is often used synonymously with the concept of "feeling". Emotions are pleasant or unpleasant experiences related to a person's needs and interests, arising from a person's perception of his relationship to reality [18].

The content of the future primary school teacher's professional activity requires emotional stability, self-control in emotional situations, activities and social relations.

Also, this component represents the formation of valuable attitudes, and value directions are based on the system of social values perceived by the individual. Value orientations influence the process of personal choice of each future teacher. In the realization of his motives and values, a person faces serious obstacles, which can be overcome only through reflexive knowledge and inner experience. From this point of view, experience motivates a person to act, motivates to search for analytical actions of inner activity. As a result, a person reevaluates his position, determines the existence of necessary values in a given situation, and strives to reconstruct his attitude to reality.

The next important component in the development of reflexive competence is the communicative-cooperative component. Psychological knowledge about the cooperative aspect of reflexive competence ensures the coordination of professional positions and group roles of subjects, the design of collective actions taking into account the cooperation of their joint actions. The cooperative aspect allows the future teacher to effectively participate in collective innovative activities. According to the research of S.V.Sidorov, the cooperative component includes the following:

- being able to determine one's own destiny in the conditions of joint activity;
- the ability to accept a collective task, to interpret it in relation to one's own mission in general work;
- the ability to take responsibility for the events happening in the group;
- the ability to implement step-by-step organization of activities;
- the ability to connect the results with the purpose of the activity [25].

The communicative component reflects the degree of development of communication and interpersonal perception. From this point of view, reflection (according to A.A. Bodalev) is described by a person as a unique quality of human cognition [25]. The communicative component is the sum of the following competencies:

- the ability to put yourself in the place of the interlocutor, to feel his emotional state, to understand the reasons for the actions of the other subject during the interaction;
- ability to analyze situations collectively;
- taking into account the actions of other people in their actions,
- the ability to understand the qualities of the present in comparison with the past, to predict the prospects of development.

The collective nature of pedagogical activity requires paying attention to joint communication and communicative features based on mutual cooperation in the development of reflexive competence of future primary school teachers.

The reflexive-active component of reflexive competence is conceptual thinking, manifested as a self-awareness mechanism provided by a person's ability to conduct internal dialogue. A person's reflexive attitude to his activity is one of the most important conditions for its deeper understanding, critical analysis and constructive improvement. This ensures not to be completely absorbed in the life process, and also provides the necessary position to develop a proper attitude towards it, above it, beyond it, to be able to judge about it. However, it should be noted that reflexive analysis of activity is not a closed process in some individual space of self-awareness. On the contrary, a person's reflective attitude towards himself and his activities is the result of a person's mastering of social relations between others.

Also, in our study, the reflexive-active component represents the development of self-confidence of the future primary school teacher. Trust is one of the main integral system characteristics of a person, it is the basis of social competence and ensures the effectiveness of activity and communication, the success of adaptation to the social environment[19].

3. Conclusion

Based on the above considerations, we conclude the following.

1. Today, the current tasks facing the educational process require a review of the content of requirements for teachers and the process of training a pedagogue. As part of the process, it is becoming necessary to use new approaches to increase the effectiveness of future teacher education. From this point of view, in accordance with the modern competency-oriented education paradigm, the future teacher should be armed with knowledge related to the reflexive analysis of the results of his personal growth and professional activity.

2. Based on theoretical analysis, we explain that reflection represents a person's ability to understand their actions, their essence, personal experiences, feelings and thoughts. It was also concluded that the organization of the pedagogical process, taking into account the individual characteristics of learners, is important in regulating behavior and educational activities in pedagogical activities.

3. From the analysis of scientific research studies, we can conclude that reflection is a theoretical activity that consists in knowing and controlling the internal mental processes and states of a person, as well as understanding how they are perceived by others, a special form of knowing, thinking about one's mental state, imagining pushing, thinking, is a tendency to analyze it.

4. The development of professional pedagogical reflection has an urgent place in the process of training future primary school teachers. It was concluded that reflexivity can perform the function of a coordinating, organizing and unifying principle in relation to all other qualities, and taking into account that the level of development of reflection will be reflected in effective professional activity in the future, it is appropriate to start the development of reflexive competence from the initial stages of the formation of professional qualities.

5. The study of the pedagogical and psychological features of the development of reflexive competence of future primary school teachers requires, first of all, clarification of the content of the professional competence of the primary school teacher and the content of the concepts of reflexive competence. These concepts are inextricably linked with the content of professional preparation of a future primary school teacher.

6. Based on the analysis of pedagogical and psychological literature, we can explain the content of the professional activity and professional training of the future primary school teacher as follows: It is a unique manifestation of the competence of a person, which arises

on the basis of mastering the necessary professional knowledge, skills and abilities, and this process requires the development of reflexive abilities.

7. Based on the analysis of pedagogical-psychological literature and scientific research, competence includes a harmonious combination of personal-psychological qualities of a person together with his skills related to knowledge, skills, qualifications, and practical experience, and competence means it was concluded that competence in the field represents knowledge. Also, there may be several competencies within the competence structure. Competence does not mean only the acquisition of theoretical knowledge, but the system of integrative knowledge of a person, which represents a high level of understanding of the essence of activity, and the potential to apply these experiences in practice.

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