REFLECTIVE PRACTICE AS A MEANS OF DEVELOPING THE PROFESSIONAL-PEDAGOGICAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

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Annotation: This article analyzes, from a scientific-pedagogical perspective, the role and significance of reflective practice in developing the professional-pedagogical competence of future primary school teachers. The possibilities of reflective practice are revealed in forming future teachers' abilities to analyze their own professional activity, evaluate pedagogical experience, identify existing problems, and find effective ways to solve them. In addition, the article substantiates the influence of reflective activity integrated with reflective journals, self-assessment, portfolios, observation and analysis, mentoring, as well as pedagogical practice, on the development of future teachers' professional-pedagogical competence.

Keywords: future primary school teacher, professional-pedagogical competence, reflective practice, reflection, reflective competence, self-assessment, pedagogical reflection, professional development, competence-based approach, pedagogical mastery, reflective journal, portfolio, pedagogical practice.

In the current context of reforming the education system, globalization processes, and the rapid development of digital technologies, the need to train future pedagogical personnel in accordance with modern requirements is increasing. A modern primary school teacher must possess not only solid theoretical knowledge and practical skills, but also the ability to systematically analyze their own pedagogical activity, identify existing problems, solve them effectively, and continuously improve their professional mastery. In this regard, reflective practice is recognized as one of the most important pedagogical means of developing the professional-pedagogical competence of future primary school teachers.

Professional-pedagogical competence is an integrated system of knowledge, abilities, skills, values, and personal qualities required by a modern teacher for the successful implementation of professional activity. The development of this competence is not limited only to the acquisition of theoretical knowledge; it also involves the inclusion of reflective practice aimed at analyzing pedagogical activity, evaluating one's own experience, identifying shortcomings, and searching for ways to eliminate them. It is through reflection that a future teacher gains the opportunity to critically assess the results of their pedagogical activity, analyze achieved successes, and determine directions for its further improvement.

Reflective practice occupies an important place in improving the effectiveness of pedagogical activity. It contributes to the development of future teachers' skills in self-assessment, critical and creative thinking, independent decision-making, in-depth analysis of pedagogical situations, and the application of innovative approaches in the educational process. In the process of reflective activity, students analyze the lessons they have conducted, identify problems that arise during pedagogical practice, and improve their professional activity by taking into account the recommendations of

mentors and teachers. This supports the formation of professional responsibility, pedagogical thinking, and the need for continuous professional development.

At present, higher pedagogical educational institutions widely use various forms of organizing reflective practice, including keeping reflective journals, creating portfolios, analyzing lessons based on video recordings, mentoring, coaching, peer observation, and self-assessment methods. The use of these methods not only contributes to the development of the professional-pedagogical competence of future primary school teachers, but also strengthens their readiness for pedagogical activity, enriches their practical experience, and ensures successful adaptation to the modern educational environment.

The development of the professional-pedagogical competence of future primary school teachers is one of the priority areas of modern pedagogical education. The broad implementation of the competence-based approach in the education system requires not only the formation of solid theoretical knowledge among future teachers, but also the development of reflective competence that ensures the ability to analyze one's own professional activity, work on its improvement, and carry out continuous professional development. In this context, reflective practice serves as a key component in the development of the professional-pedagogical competence of future primary school teachers, since it enables the teacher to critically evaluate their own activity, analyze pedagogical experience, identify shortcomings, and develop strategies for eliminating them.

Reflective practice is a continuous process of systematic observation, analysis, and improvement of pedagogical activity. This process plays an important role in the professional formation of future teachers, as it ensures the integration of theoretical knowledge with practical experience. During pedagogical practice, students encounter various educational situations. The analysis of such situations, identification of the strengths and weaknesses of one's own activity, evaluation of achieved results, and planning of further professional activity constitute the main content of reflective practice. As a result, students develop the ability to solve pedagogical problems on a scientifically grounded basis, make independent professional decisions, and continuously improve their pedagogical activity.

Reflective thinking occupies a special place in the formation of professional-pedagogical competence. Through reflective thinking, a future teacher evaluates their pedagogical activity not only in terms of the results achieved, but also from the perspective of the effectiveness of the methods used, the approaches selected, and their correspondence to the educational needs of students. This contributes to increasing the effectiveness of pedagogical decisions, improving the educational process, and organizing learning activities while taking into account the individual characteristics of learners. In addition, reflective thinking develops the teacher's critical and creative thinking, encouraging the search for new ideas and the implementation of innovations in pedagogical practice.

For the effective organization of reflective practice in higher pedagogical educational institutions, the use of modern methods and technologies is of great importance. In particular, keeping reflective journals, creating pedagogical portfolios, analyzing lessons based on video recordings, applying the case study method, peer observation, mentoring, coaching, SWOT analysis, and self-assessment methods are highly effective in developing students' reflective competence. Keeping a reflective journal allows students, after each lesson or pedagogical activity, to record their own observations, analyze the problems that arise, and formulate conclusions for eliminating them. This approach helps to form a responsible attitude toward one's own activity and the need for continuous professional self-development.

Reflective practice gains particular significance during pedagogical practice. During practice, students have the opportunity to apply theoretical knowledge in a real educational environment. Analytical discussions conducted after lessons together with teachers, mentors, and fellow students help students objectively evaluate their own professional activity. In such analysis, attention is given to the correspondence of the lesson to the set goals, the effectiveness of the teaching methods used, the

quality of interaction with students, the rationality of time allocation, and the specific features of assessing learning outcomes. Such reflective analysis has a direct influence on the formation of pedagogical mastery and the development of professional-pedagogical competence.

At present, the digital educational environment is bringing reflective practice to a qualitatively new level. Electronic portfolios, online reflective journals, artificial-intelligence-based analytical platforms, automatic video lesson analysis programs, and distance mentoring systems provide students with broad opportunities for in-depth analysis of their own professional activity. Artificial intelligence technologies are of particular value, as they make it possible to analyze the culture of pedagogical speech, the distribution of time during a lesson, the degree of use of interactive teaching methods, and the quality of pedagogical communication, as well as to provide future teachers with specific recommendations for improving their professional activity. This contributes to increasing the effectiveness of reflective practice and individualizing the process of professional development.

International pedagogical experience also confirms the important role of reflective practice in the development of teachers' professional competence. Thus, J. Dewey viewed reflection as a process of learning through in-depth analysis of experience and practical activity, whereas D. Schön defined reflective practice as a fundamental mechanism for improving professional activity. In modern educational concepts developed by UNESCO and the OECD, reflective thinking and continuous professional development are also recognized as key competencies of the twenty-first-century teacher.

Thus, reflective practice is an effective pedagogical means of developing the professional-pedagogical competence of future primary school teachers. It contributes to the formation of students' abilities to critically analyze their own activity, integrate theoretical knowledge with practical experience, apply innovative approaches, make independent professional decisions, and carry out continuous professional development. In this regard, the systematic organization of reflective practice based on the competence-based approach, its integration with pedagogical practice and modern digital educational technologies, are among the most important conditions for improving the quality of training future primary school teachers.

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