

IMPROVING THE METHODOLOGY OF DEVELOPING REFLECTIVE SKILLS IN
FUTURE TEACHERS OF THE SOUND

Rakhimova Munira Ilkhamovna

Lecturer at Kokand State University.

Annotation:

This article examines the theoretical and methodological aspects of developing and refining reflective skills in students preparing to become teachers of the deaf. It substantiates the key role of professional reflection in training specialists working with children with hearing impairments. A step-by-step methodological model for developing reflective skills is proposed, including diagnostic, motivational-orientational, operational-activity, and evaluative-corrective stages. Specific methods for developing reflection in the context of deaf teaching practice are described: reflection diaries, video analysis of lessons, the critical incident method, the "Portfolio" technology, supervision, and intervision. The results of testing the developed methodology in a pedagogical university are presented.

Key words: reflection, reflective skills, deaf education, professional training, teaching methods, pedagogical practice, self-analysis, correctional pedagogy.

The professional work of a teacher of the deaf is one of the most challenging forms of teaching, requiring not only in-depth subject knowledge in the fields of special education, audiology, sign language, and intervention technologies, but also a high level of personal and professional maturity, including the ability to continually reflect, analyze, and adjust one's own work. This quality is referred to in modern pedagogical science as "professional reflection."

At the same time, an analysis of the training practices of future teachers of the deaf at pedagogical universities in Uzbekistan reveals that the development of students' reflective skills is often spontaneous and unsystematic, lacks a clearly defined methodological foundation, and is not integrated into the system of educational goals as an independent and priority task. Meanwhile, it is the reflective competence of a specialist that determines their ability to adapt correctional pedagogical methods to the individual characteristics of each child with hearing impairment, which is a fundamental condition for the effectiveness of deaf teaching practice.

The aim of this study is to theoretically substantiate and develop a methodology for improving reflective skills in future teachers of the deaf in the context of higher professional education.

The issue of professional reflection in teachers has been widely explored in the works of Russian and international researchers. Reflection as a psychological phenomenon is examined in the works of L.S. Vygotsky, S.L. Rubinstein, and A.N. Leontiev, within the framework of whose activity-based approach, reflection is understood as a subject's conscious reflection of their own activity, its foundations, and results [1, 2].

In the context of the teaching profession, reflection has been studied by G.G. Granatov, A.A. Bizyaeva, I.N. Semenov, and S.Yu. Stepanov. In particular, A.A. Bizyaeva identifies the following functions of pedagogical reflection: design, meaning-forming, control and evaluation, correction, and communicative [3]. Each of these functions is of direct importance for the



practice of teaching the deaf: a specialist must be able to design a correctional route, understand its value foundations, monitor the results, and make timely adjustments.

The problem of reflection in relation to special education has been explored in the works of E.A. Strebeleva , N.M. Nazarova , and L.I. Aksenova . However, the specifics of developing reflective skills specifically in the training of teachers of the deaf remain insufficiently studied and methodologically developed, confirming the relevance of this study.

The following diagnostic tools were used: the test "Level of Development of Reflexivity " by A.V. Karpov and V.V. Ponomareva (2003); the questionnaire "Style of Pedagogical Reflection" (modified by G.A. Zuckerman); the method of unfinished sentences ("When my lesson did not achieve the goal, I ..."; "Analyzing my interaction with a deaf child, I understand that ..."); expert assessment of pedagogical practice according to the reflective readiness scale.

The theoretical basis of the developed methodology was made up of: an activity-based approach (A.N. Leontiev , S.L. Rubinstein), a competence-based approach in education (I.A. Zimnyaya , A.V. Khutorskoy), the concept of reflective learning (D. Schön), as well as the principles of correctional pedagogy - individualization, systematicity, dynamism.

Based on our theoretical analysis and preliminary diagnostics, we developed a step-by-step methodological model for improving the reflective skills of future teachers of the deaf. The model includes four interrelated stages (Table 1).

Table 1. Step-by-step methodological model for developing reflective skills in future teachers of the deaf

Stage	Content of the activity	Methods used	Expected result
I. Diagnostic	Assessing the initial level of students' reflection; identifying difficulties in professional activities	Questionnaire, D.A. Leontiev's test "Level of Reflexivity ", the method of unfinished sentences	Creating an individual reflective profile of a student
II. Motivational-orientational	Formation of positive motivation for reflective activity; familiarization with the theoretical foundations of reflection in deaf education	Problem-solving lectures, case studies , discussions, pedagogical essays	Students' awareness of the importance of reflection as a professional tool
III. Operational-activity	Formation of practical reflective skills during teaching practice and modeling of situations of working with deaf children	Reflection diaries, video analysis of lessons, portfolio technology, critical incident method, supervision	Strong self-analysis skills, the ability to critically evaluate the effectiveness of



			correctional and pedagogical interventions
IV. Evaluative and corrective	Analysis of the dynamics of reflexive development; correction of the methodology based on the data obtained	Re-diagnosis, group reflection, intervision, expert assessment	Increasing the level of professional reflection; readiness for independent reflective practice

A fundamental feature of the developed model is its integration into the context of deaf-pedagogical practice: reflection is not considered as an independent theoretical course, but is formed in the process of students' real professional activity – during teaching practice, observation and analysis of lessons in schools for deaf and hard-of-hearing children, and the development of individual correctional routes.

The reflection diary was the basic tool of the operational-activity stage. Students were asked to record the following points daily during teaching practice: (1) what was planned and what was implemented; (2) what difficulties arose; (3) what were their causes; (4) what should be changed next time. Analysis of the diaries revealed the most typical professional difficulties of future teachers of the deaf: inappropriate lesson pace for the individual characteristics of children with hearing impairments (67% of cases), inadequate use of auditory-visual perception as a leading channel (54%), and difficulties in organizing feedback in conditions of sensory deficits (48%).

Video analysis of lessons was used as a method of "reflection on action" according to D. Schön. With students' consent, excerpts from lessons were videotaped and then analyzed in group seminars. Using video recordings allowed students to "see themselves from the outside" for the first time, which became a powerful motivational stimulus and a source of reflective insights unattainable through self-reporting from memory.

Critical Incident Method (Critical Incident The Technique (Flanagan, 1954) was adapted for the purposes of deaf education. Students were asked to describe and analyze one "critical"—that is, an unconventional, difficult, or unexpected—pedagogical episode from their work with a deaf or hard-of-hearing child. The analysis followed the following structure: situation—reaction—consequences—alternative strategies—lessons learned.

Supervision and intervision Provided a social dimension to reflection. Supervision involved mentor teachers and practicing teachers of the deaf; intervision took the form of an equal-status group discussion without an expert. Both forms developed skills in professional communication and experience sharing.

Whitney). The data obtained indicate the effectiveness of the developed method.



The obtained results are consistent with data from domestic and international studies indicating that teachers' reflective skills can be purposefully developed through systematic, methodologically supported work [5, 6]. At the same time, our study identified a number of specific features of the reflective development of future teachers of the deaf.

First, students in this program initially demonstrate a higher level of empathy but a lower level of analytical (cognitive) reflection compared to students in mainstream pedagogical specialties. This is due to the specific nature of their professional choice and their focus on "helping" relationships. The methodology should take this disparity into account and purposefully develop the analytical component of reflection.

Secondly, the context of deaf teaching practice (working with children with hearing impairments and often associated developmental disabilities) creates increased emotional stress, which, in the absence of a reflective "gap" between the situation and the response, leads to professional emotional exhaustion. Developing reflection thus serves not only a professional and educational function but also a psychoprophylactic one.

The conducted research allows us to formulate the following conclusions. Professional reflection is a system-forming component of the competence of teachers of the deaf, ensuring their ability to adapt correctional and pedagogical methods, professional growth, and the prevention of emotional burnout. Developing reflective skills requires specially organized, step-by-step, methodologically supported work, integrated into the context of real-life professional activity.

The developed step-by-step methodological model (diagnostic, motivational-orientation, operational-activity, and assessment-corrective stages) using methods such as a reflection diary, video analysis, critical incident method, supervision, and intervision demonstrated statistically significant effectiveness in a pedagogical university setting. Prospects for further research include the development of digital tools to support the reflective activities of students specializing in deaf education and the scaling of the methodology to advanced training for practicing specialists.

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