



REFLECTIVE TEACHING PERSPECTIVES OF EL TEACHING IN UZBEK SCHOOLS

Kodirov O.

Andijan State Institute of Foreign languages

Tayanch so'zlar: mulohaza, ingliz tili o'rgatish, o'quv natijalari, o'z-o'zini kuzatish, o'zbek maktablari, potensial takomillashtirish, an'anaviy usullar, CLT, kasbiy rivojlanish, o'quvchilarning faolligi, talaba ehtiyojlari, yutuqlari, o'quvchilarning fikr-mulohazalari, tengdoshlarning kuzatishi.

Ключевые слова: рефлексия, преподавание английского языка, результаты обучения, само-наблюдение, узбекские школы, потенциал улучшения, традиционные методы, CLT, профессиональное развитие, вовлеченность учащихся, потребности учащихся, достижения, обратная связь учащихся, наблюдение со стороны коллег.

Key words: reflection, teaching english, learning outcomes, self-observation, uzbek schools, potential improvement, traditional methods, CLT, professional development, student engagement, student needs, achievements, students feedback, peer observation.

Резюме:

Ushbu maqolada O'zbekistonlik ingliz tili o'qituvchilari orasida reflektiv o'qitish usullarini ommalashtirish muammosi ko'rib chiqiladi. Bu aks ettiruvchi ta'limning ba'zi muhim afzalliklari va hayotning turli sohalarida ingliz tilida so'zlashuvchi mutaxassislariga bo'lgan talab tobora ortib borayotgan zamonaviy dunyoda uni amaliyotda qanday qo'llash mumkinligi haqida ma'lumot beradi. Maqolada, shuningdek, O'zbekistonda ingliz tili o'qitishning hozirgi holati muhokama qilinadi.

Резюме:

В данной статье рассматривается проблема популяризации рефлексивных методов обучения среди учителей английского языка Узбекистана. Это проливает свет на некоторые важные преимущества рефлексивного обучения и на то, как его можно применять на практике в современном мире, когда потребность в специалистах, владеющих английским языком в различных сферах жизни, становится все больше и больше. В статье также рассматривается современная ситуация с преподаванием английского языка в Узбекистане.

Summary:

This article deals with the problem of popularizing reflective teaching methods among Uzbek EL teachers. It brings light upon some important benefits of reflective teaching and how it can be implied to practice in the modern world when the demand in specialists speaking English in different spheres of life is getting bigger and bigger. The article also discusses the present situation in EL teaching in Uzbekistan.



Reflective teaching has emerged as a critical practice in enhancing the effectiveness of English Language (EL) teaching, particularly in non-native English-speaking countries like Uzbekistan. Reflective teaching involves a continuous cycle of self-observation, self-evaluation, and improvement, aiming to foster better learning outcomes. This article explores the reflective teaching perspectives in the context of EL teaching in Uzbek schools, examining the current practices, challenges, and potential improvements.

Reflective teaching is grounded in the idea that teachers who critically analyze their teaching methods and classroom interactions can identify areas for improvement and adapt their strategies to better meet the needs of their students. According to Schön (1983), reflective practitioners engage in a dialogue with their experiences, leading to a deeper understanding of their teaching practices. In the context of EL teaching, this is particularly important as it helps teachers address the diverse linguistic and cultural backgrounds of their students.

Enhanced Teacher Development: Reflective teaching encourages ongoing professional development. Teachers become more aware of their teaching styles and how these impact student learning (Farrell, 2013).

Improved Student Outcomes: By reflecting on their teaching, educators can identify effective strategies and discard less effective ones, leading to improved student engagement and achievement (Richards & Lockhart, 1994).

Adaptability: Reflective teachers are better equipped to adapt to changing educational environments and student needs, which is crucial in a dynamic field like EL teaching.

In Uzbek schools, traditional teaching methods have often dominated the classroom. These methods typically involve a teacher-centered approach, focusing on grammar and vocabulary through rote learning. However, there is a growing recognition of the need for more interactive and communicative approaches that promote student participation and practical language use (Ashurova & Galieva, 2020).

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Benefits of Reflective Teaching

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2. Improved Student Outcomes: By reflecting on their teaching, educators can identify effective strategies and discard less effective ones, leading to improved student engagement and achievement (Richards & Lockhart, 1994).

3. Adaptability: Reflective teachers are better equipped to adapt to changing educational environments and student needs, which is crucial in a dynamic field like EL teaching.

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1. Journals and Diaries: Teachers are encouraged to maintain reflective journals or diaries where they document their daily teaching experiences, challenges, and successes.

2. Peer Observation: Observing peers and being observed by them provides valuable insights and feedback, fostering a culture of collaborative reflection (Gebhard, 2005).

3. Student Feedback: Collecting and analyzing student feedback helps teachers understand the impact of their teaching from the learners' perspective.

Despite the growing emphasis on reflective teaching, several challenges hinder its effective implementation in Uzbek schools.

Many teachers are accustomed to traditional teaching methods and may resist adopting reflective practices. This resistance often stems from a lack of understanding of the benefits of reflective teaching and the comfort associated with established routines (Farrell, 2018).

The availability of resources, such as access to professional development programs and reflective tools, is limited in some regions of Uzbekistan. This scarcity hampers the widespread adoption of reflective teaching practices (Ashurova &



Galieva, 2020). The focus on high-stakes testing and standardized assessments can discourage teachers from experimenting with new teaching methods and reflecting on their practices. The pressure to meet curriculum goals often takes precedence over reflective practices (Richards & Farrell, 2005). To overcome these challenges and promote reflective teaching in EL classrooms, several steps can be taken. Investing in comprehensive professional development programs that emphasize reflective teaching is crucial. These programs should provide teachers with practical tools and techniques to incorporate reflection into their daily routines (Tursunova, 2019). Creating a supportive school environment that values and encourages reflective practices is essential. This can be achieved by fostering a culture of collaboration and continuous improvement among teachers and administrators. Leveraging technology can facilitate reflective teaching. Online platforms and digital tools can provide teachers with easy access to resources, peer networks, and professional development opportunities (Gebhard, 2005). Educational policies should be reformed to prioritize reflective teaching and provide the necessary support and resources. This includes revising assessment frameworks to include reflective practices as a component of teacher evaluations (Richards & Farrell, 2005).

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Reflective teaching is a powerful approach that can significantly enhance EL teaching in Uzbek schools. While there are challenges to its implementation, the benefits far outweigh the obstacles. By fostering a culture of reflection and providing the necessary support, Uzbekistan can ensure that its EL teachers are well-equipped to meet the diverse needs of their students and improve overall language proficiency.

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