FORMING THE SELF-ANALYSIS COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS- ITS PSYCHOLOGICAL-PEDAGOGICAL FOUNDATIONS

Xamroyeva Nargiza Shavkatovna

Lecturer at Asia International University

Abstract: This article examines the psychological-pedagogical foundations of developing the competence of self-analysis among prospective primary school teachers. In contemporary teacher education, beyond acquiring subject-matter knowledge and pedagogic skills, the capacity to reflect on one's own pedagogical practice, evaluate it, and reformulate it plays an increasingly central role in professional growth and in enhancing teaching quality. The work argues that for future primary teachers this competence of self-analysis (or self-reflection and self-assessment) is especially important because the primary classroom environment demands flexibility, sensitivity to learners, continual adaptation, and professional responsibility. The article first explores the theoretical underpinnings of self-analysis competence, including models of reflective practice, self-assessment frameworks and metacognitive dimensions. Then it examines how psychological factors (self-efficacy, metacognition, emotional regulation) and pedagogical conditions (learning environment, mentoring, micro-teaching, feedback loops) contribute to the formation of such competence. It further discusses strategies for teacher education programmes to foster self-analysis competence, such as structured self-assessment tools, portfolio development, peer-reflection groups, video-analysis of teaching, and guided mentoring. Finally, it offers implications for teacher training curricula and recommendations for research and practice. The article aims to provide teacher educators and curriculum designers with both a conceptual map and concrete pedagogical guidelines for promoting self-analysis competence in future primary teachers.

Keywords: self-analysis competence; selfreflection; selfassessment; future primary school teachers; teacher education; metacognition; pedagogical competence; reflective practice.

The role of the teacher in the educational process has undergone significant evolution: from being primarily a transmitter of knowledge to acting as a guide, facilitator and reflective professional who adapts to the unique needs of children and fosters their holistic development. In this context, the competence of self-analysis — defined here as the ability of a teacher to critically examine one's pedagogical actions, make informed judgments about their effectiveness, and plan for improvements — emerges as a key element of professional teacher identity and pedagogical quality. For prospective primary school teachers, developing this competence is critical. The primary classroom presents diverse and dynamic situations: children of various backgrounds, developmental levels, attention spans, and socio-emotional needs; curriculum demands; parental involvement; institutional constraints. Without self-analysis competence, teachers may function reactively or habitually rather than reflectively, which may limit their capacity to adapt and grow. Psychologically, self-analysis competence draws on several interrelated constructs: metacognition (awareness of and regulation of one's cognitive processes), self-efficacy (belief in one's capacity to perform professional tasks well), emotional regulation (managing one's emotions in stressful or unexpected classroom situations), and self-regulation (planning, monitoring and evaluating one's actions). Pedagogically, teacher education must provide contexts in which these psychological capacities can be exercised and developed: opportunities for reflective practice, structured feedback, peer discussion, mentorship, video-based micro-teaching, portfolios of teaching experiences, and tools for self-assessment. Empirical studies show that when teacher education programmes incorporate such reflective and self-assessment components, participants report

improved professional commitment, greater willingness to adapt their teaching, enhanced classroom management and stronger relationships with students. For example, a systematic review of training programmes for socio-emotional and personal competencies for teachers found that these interventions tend to positively impact job satisfaction, professional commitment, emotional management and consequently student outcomes. (Molina-Moreno et al., 2024) Additionally, frameworks for teacher self-assessment emphasise "research and reflection on teaching practice" as a distinct indicator in evaluating teacher competence. In designing a teacher education module to develop self-analysis competence among future primary teachers, several psychological-pedagogical principles should be adhered to. First, the principle of metacognitive awareness: teacher-trainees must be guided to become aware of their own thinking and decision-making in the classroom (e.g., "Why did I choose that teaching strategy? Was it effective? What clues did I have from pupils' reactions?"). Without such awareness, reflection remains superficial. Second, the principle of emotional and motivational support: novice teachers often experience anxiety, uncertainty and emotional turbulence in real classrooms; the ability to regulate one's emotional responses (e.g., frustration at a noisy class, disappointment at low engagement) enables more constructive reflection rather than blaming external factors. Third, the principle of feedback-loop integration: self-analysis does not occur in isolation but in a cycle of action–reflection–modification. Thus, teacher-trainees need structured opportunities to plan a lesson, execute it, reflect immediately (often aided by video or peer feedback), then re-plan with improvements, execute again and re-reflect. Fourth, the principle of collaborative reflection: peer discussion groups and mentoring sessions amplify self-analysis by exposing the teacher-trainee to alternative perspectives, developing professional discourse and reducing the isolation of reflection. Fifth, the principle of scaffolding: early in training, self-assessment tools, guided questions, structured portfolios and mentor prompts help trainees scaffold their reflection; over time, these supports fade and trainees internalize the reflective habit. From the pedagogical side, specific tools and methods can foster self-analysis competence. Structured self-assessment instruments (such as the 11-indicator tool for teacher competence assessment developed by the Complutense University of Madrid and Habilmind) Habilmind encourage trainees to reflect on domains such as communication, subject mastery and continuous updating, research and reflection on teaching practice, community engagement, technology use, collaboration, ethics and values, adaptation to differences, leadership and emotional competence. These instruments guide trainees to identify strengths and areas for improvement and thus promote self-training. Portfolio development is another powerful method: the trainee maintains a record of lessons planned and delivered, reflections on those lessons, feedback received (peer, mentor, student), modifications made and outcomes observed. Reviewing the portfolio periodically promotes longitudinal self-analysis of professional growth. Video-based micro-teaching (short recorded teaching segments followed by self- and peer-analysis) is also highly effective: it makes the previously tacit teaching behaviours visible, enables data-driven reflection (rather than purely memory-based), and leads to concrete change. The classic micro-teaching cycle (plan–teach–review) remains relevant in primary teacher training.

Peer-reflection groups/neighbourhoods of practice provide safe spaces for discussion of teaching dilemmas, sharing of strategies and critique of one's own and others' practices, thereby enhancing metacognitive awareness and professional growth. Mentorship and supervision, where an experienced teacher guides reflection, models self-analysis and gives structured feedback, link the theoretical modelling of reflection with practice. Teacher-education programmes must align their curriculum to incorporate these methods, allocate sufficient time and resources, and assess the development of self-analysis competence (not merely knowledge or technical pedagogy).

Assessment of such competence can be done through self-assessment checklists, mentor rating of reflective journals or portfolios, peer review of video-teaching, and pre-/post-training measures of metacognitive awareness or self-efficacy. Psychologically, several variables moderate the development of self-analysis competence. Self-efficacy is central: trainees who believe they can learn to reflect and improve are more likely to engage deeply in self-analysis. Emotional regulation supports resilience in the face of teaching difficulties; without it, teachers may avoid reflecting on failures or attribute them externally. Metacognitive skills — the ability to plan one's teaching, monitor it while delivering, and evaluate afterwards — directly relate to the teacher's capacity for self-analysis. Motivational orientation (growth mindset vs fixed mindset) also plays a role: those who see teaching ability as improvable engage more in self-analysis. Practitioner research (action research) embedded in the teacher-education process fosters self-analysis by positioning trainees as researcher-practitioners who examine their own teaching, gather data (student engagement, learning outcomes, teaching behaviours), reflect and adjust. In primary school teacher training, the context adds particularities to the development of self-analysis competence: young children require developmentally appropriate pedagogy, classroom management often takes precedence over content delivery, social-emotional learning is crucial, and the teacher's role in building learning habits and values is significant. Thus, the self-analysis competence must include sensitivity to child development, classroom climate, family-school collaboration and inclusive practices (addressing diversity, special educational needs, multilingual/multicultural learners). The educational institution's culture also matters: if a school fosters open reflection, safe discussion of mistakes, peer feedback and continuous improvement, new teachers are more likely to internalize reflective habits. In contrast, high-stakes accountability, blame culture or fast-paced teaching schedules may inhibit reflection. Given the above, teacher-education programmes should design sequences that progressively build self-analysis competence: initial workshops on reflective practice and metacognition; guided micro-teaching and self-assessment; peer-reflection groups; full-scale teaching practice with mentor supervision and portfolio review; culminating in autonomous reflection and self-directed professional growth plans. Moreover, training institutions should track indicators of self-analysis competence (for example: frequency of reflection entries, quality of reflective writing, modifications implemented after reflection, peer/mentor feedback improvement) to monitor progress and adjust the programme. Challenges in developing self-analysis competence include the superficiality of reflection (reflection without action), lack of time for reflection in busy school settings, possible defensiveness or reluctance of trainees to critically examine their practice, and insufficient training of mentors to guide high-quality reflection. To mitigate these, programmes should emphasise guided reflection, scaffold the process, build a supportive reflective culture and ensure alignment between theory, practice and feedback. In conclusion, forming self-analysis competence among future primary school teachers is a multifaceted task requiring intentional design of teacher education, integration of psychological and pedagogic supports, and alignment with the realities of primary schooling. When successfully developed, this competence enhances teacher adaptability, professional growth, classroom effectiveness and student learning. For curriculum designers and teacher educators the key takeaway is: allocate structured opportunities for reflection, embed feedback loops, scaffold self-analysis early and fade supports gradually, cultivate emotional and metacognitive readiness among trainees, and build school cultures that value reflective practice. Further research should empirically test specific intervention models for primary teacher trainees, longitudinally trace the development of self-analysis competence over the first years of teaching, and examine relationships between self-analysis competence and student outcomes in primary classrooms.

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