



FORMING REFLECTIVE AND SELF-ASSESSMENT COMPETENCE OF FUTURE ENGLISH TEACHERS THROUGH DIGITAL EDUCATIONAL TOOLS

Authors: Dostonova Hilola Ikromjonovna¹, Nilufar Abdurasulova Abdusalim qizi²

Affiliation: Nordic International University's master's student¹, Senior teacher at Nordic International University²

DOI: <https://doi.org/10.5281/zenodo.19661750>

ABSTRACT

This study examines how digital educational tools support the development of reflective and self-assessment competence in pre-service English teachers. Using a mixed-method approach, the findings indicate that structured digital activities enhance reflection, promote self-evaluation, and improve learners' autonomy and professional readiness.

Keywords: reflective competence; self-assessment; digital educational tools; teacher education; English language teaching; learner autonomy; reflective practice; e-portfolios; higher education; professional development.

In recent years, the rapid development of digital technologies has significantly transformed the structure and content of teacher education, creating new demands for the preparation of future educators. In contemporary educational discourse, teachers are no longer viewed merely as transmitters of knowledge; rather, they are expected to function as reflective practitioners capable of critical thinking, continuous self-evaluation, and adaptive pedagogical decision-making.

Reflective competence and self-assessment skills have therefore become essential components of professional teacher training. In the context of Uzbekistan, ongoing reforms in higher education, particularly those aimed at modernization and digital transformation, emphasize the importance of developing advanced pedagogical competencies in future teachers. National scholars such as Azizkhodjaeva, Jalolov, and Khamrakulov highlight learner-centered approaches and reflective practice as key factors in improving teaching quality.

However, despite these developments, the systematic formation of reflective thinking and self-assessment competence among future English language teachers remains insufficient. Many students continue to rely on traditional learning approaches, which limits their ability to critically analyze their own teaching practices and learning progress.

The concept of reflection was introduced by Dewey (1933) as a conscious and deliberate process of analyzing experience to inform future actions. Later, Schön (1983) expanded this concept by introducing reflection-in-action and reflection-on-action as central elements of professional practice. In teacher education, reflective practice contributes significantly to the development of pedagogical awareness and professional identity.

Self-assessment is closely related to reflection and plays a crucial role in promoting learner autonomy. It enables individuals to evaluate their progress, identify strengths and weaknesses, and take responsibility for their learning outcomes. As noted by Boud and Falchikov (2007), self-assessment supports lifelong learning by increasing learners' awareness of their educational processes.

At present, digital educational tools such as e-portfolios, learning management systems, and online feedback platforms offer new opportunities to support reflective and self-assessment practices. However, in many educational contexts, these tools are still underutilized or used primarily for technical purposes rather than pedagogical development.

Therefore, this study aims to examine the pedagogical potential of digital educational tools in developing reflective and self-assessment competence among future English teachers.

METHODS

Research Design

This study adopts a mixed-method research design, combining quantitative and qualitative approaches to provide a comprehensive analysis of the research problem (Creswell & Plano Clark, 2018).

Participants

The study involved 60 pre-service English teachers enrolled in a teacher education program. The participants were divided into an experimental group and a control group, each consisting of 30 students.

Instruments

Data were collected using the following instruments:

- digital reflective journals
- self-assessment questionnaires
- pre-test and post-test assessments
- observation checklists
- e-portfolio evaluation criteria

Procedure

The research was conducted in three stages: diagnostic, formative, and summative. At the diagnostic stage, the initial competence levels were assessed. During the formative stage, the experimental group engaged in structured reflective activities supported by digital tools, while the control group followed traditional methods. At the summative stage, the effectiveness of the intervention was evaluated.

Data Analysis

Quantitative data were analyzed using comparative statistical methods, while qualitative data were analyzed thematically to identify patterns in reflective thinking and self-assessment practices.

RESULTS

The findings indicate that the integration of digital educational tools had a significant positive impact on the development of reflective and self-assessment competence.

Students in the experimental group demonstrated a substantial improvement in their ability to critically analyze their learning processes and evaluate their

performance. Their reflections became increasingly structured and analytical over time.

In contrast, the control group showed limited progress, with reflections remaining largely descriptive. This suggests that the absence of structured digital support may hinder the development of higher-order reflective skills.

Furthermore, participants reported that tools such as e-portfolios and automated feedback systems facilitated a deeper understanding of their learning progress and helped identify areas for improvement.

DISCUSSION

The findings of this study confirm that reflective competence can be effectively developed through the purposeful integration of digital educational tools. Consistent with Kolb's (1984) experiential learning theory, learning becomes more meaningful when it involves active reflection on experience.

The results also align with previous research emphasizing the importance of structured reflection in teacher education (Loughran, 2002). This study extends existing knowledge by demonstrating how digital tools can serve as practical mechanisms for enhancing reflective practice and self-assessment.

Importantly, the study highlights that technology alone does not guarantee meaningful learning outcomes. Its effectiveness depends on pedagogically grounded implementation and systematic integration into the learning process.

Despite its contributions, the study has certain limitations, including a relatively small sample size and limited duration. Future research could explore longitudinal effects and include a broader range of participants.

CONCLUSION

This study demonstrates that digital educational tools play a crucial role in developing reflective and self-assessment competence among future English teachers. When integrated effectively, these tools enhance reflective thinking, promote self-regulation, and support professional development.

The findings suggest that teacher education programs should incorporate digital technologies as an essential component of reflective practice to better prepare future educators for modern educational challenges.

REFERENCES

1. Boud, D., & Falchikov, N. (2007). Rethinking assessment in higher education: Learning for the longer term. Routledge.
2. Dewey, J. (1933). How we think. D.C. Heath and Company.
3. Farrell, T. S. C. (2015). Promoting teacher reflection in second language education: A framework for TESOL professionals. Routledge.
4. Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Prentice Hall.
5. Loughran, J. (2002). Effective reflective practice: In search of meaning in learning about teaching. *Journal of Teacher Education*, 53(1), 33–43.
6. Schön, D. A. (1983). The reflective practitioner: How professionals think in action. Basic Books.
7. UNESCO. (2021). ICT in education in Uzbekistan: Policy and implementation review. UNESCO Publishing.

8. Jalolov, J. (2012). English language teaching methodology. Tashkent State University of World Languages Press.

9. Azizkhodjaeva, N. N. (2006). Pedagogical technologies and pedagogical mastery. Tashkent.

10. Khamrakulov, Sh. (2018). Development of professional competencies in future teachers in Uzbekistan. Journal of Pedagogical Research, 3(2), 45–52.

