

**PEDAGOGICAL CONDITIONS FOR DEVELOPING SELF-ANALYSIS
COMPETENCE IN FUTURE PRIMARY SCHOOL TEACHERS**

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Annotation: This article highlights the necessity, content, and significance of developing self-analysis competence in future primary school teachers. In pedagogical activity, reflection—the ability to analyze one’s own practice—ensures the teacher’s professional growth and the effectiveness of the educational process. The article scientifically examines the pedagogical conditions for developing self-analysis competence, particularly the role of innovative technologies, reflective exercises, mentoring systems, and independent learning environments in the educational process.

Keywords: self-analysis, competence, reflection, primary education, pedagogical conditions, professional growth.

Today, the demands placed on primary school teachers within the education system are increasing. A teacher is regarded not only as a provider of knowledge but also as a personality who guides students’ personal development and fosters their social competencies. Therefore, the skills of self-analysis, reflection, independent decision-making, and continuous professional improvement hold an important place in the training of future primary school teachers.

Self-analysis competence is the teacher’s ability to critically evaluate the results of their own activity, identify strengths and weaknesses, plan future work, and improve professional skills. It encompasses aspects such as reflection, critical thinking, self-evaluation, and the ability to set personal development strategies.

To foster this competence, certain pedagogical conditions must be created in the educational process. First, it is necessary to establish a reflective learning environment in which students are given the opportunity to analyze their lessons and complete written and oral reflection tasks. Currently, the role and responsibility of the primary school teacher in education are growing. The teacher is seen not only as an instructor but also as a figure who supports students’ socialization, worldview formation, and independent thinking. Therefore, in preparing future primary school teachers, the development of self-analysis competence is of particular importance.

Self-analysis competence involves the ability to critically assess one’s activity, establish a path of self-improvement, identify strengths and weaknesses, and effectively organize future work. This competence is closely linked to reflection, the ability to make independent decisions, and the desire for continuous professional development.

The formation of self-analysis skills in pedagogical activity encourages teachers to experiment

with new methods and approaches and to generalize their experiences. For example, after a lesson, reviewing their practice to determine which methods were effective and which tasks were difficult for students helps teachers plan future lessons more effectively. Moreover, this process improves communication with students and enables consideration of their individual characteristics.

Several pedagogical conditions are crucial for developing self-analysis competence:

1. **Creating a reflective environment** for students. Prospective teachers should be encouraged to engage in regular written and oral reflections, maintain a “Reflection Diary,” and analyze their lesson projects.
2. **Using innovative pedagogical technologies** such as clustering, SWOT analysis, and project methods, which allow students to identify strengths and weaknesses and assess opportunities and barriers.
3. **Establishing mentoring and coaching systems**, where experienced teachers provide guidance, observe lessons, and give feedback to help young teachers develop self-analysis competence.
4. **Fostering independent learning and a creative environment**, where students prepare lesson plans, develop methodological projects, and analyze them, thereby enhancing reflective skills.
5. **Applying information and communication technologies (ICTs)**, such as recording lessons on video for later analysis, maintaining online portfolios, and evaluating performance through electronic platforms.

Many scholars have emphasized the importance of developing self-analysis competence. For example, J. Dewey noted that reflection is a vital factor in conscious activity and professional growth, while L.S. Vygotsky argued that education fosters the development of self-awareness and self-regulation. Local scholars such as K. Inomov, A. Jo‘rayev, and D.A. Sobirova have pointed out that reflection and self-evaluation are essential for enhancing pedagogical mastery.

As a practical example, the “Portfolio Method” used in educational institutions can be cited. In this approach, students document and regularly analyze their academic and professional achievements. This method helps them understand their development path, identify shortcomings, and set new goals. Similarly, the widely used international method of “Peer Review”—evaluation by peers—is also effective, as it allows students to observe, analyze, and provide constructive feedback on one another’s activities.

Thus, developing self-analysis competence in future primary school teachers requires a variety of pedagogical conditions. This process is important not only for students’ professional growth but also for improving the quality of education and ensuring the effectiveness of the pedagogical process. A teacher with developed self-analysis competence continuously seeks innovation, critically evaluates their work, and achieves high results in professional development.

Conclusion

The development of self-analysis competence in future primary school teachers requires a comprehensive approach within the educational process. Creating a reflective environment, utilizing innovative technologies, establishing a mentoring system, and encouraging independent learning are key pedagogical conditions of this process. The development of this competence enhances teachers' professional skills, ensures the effectiveness of the educational process, and contributes to the preparation of highly qualified teaching personnel for society.

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