

DEVELOPING FUTURE ENGLISH TEACHERS' REFLECTIVE AND ANALYTICAL SKILLS THROUGH TRIADIC VIDEO-REFLECTION IN TEFL METHODOLOGY CLASSES

Maxliyoxon Yuldasheva Ahmadjon qizi

Trainee Teacher, Department of English Language Teaching Methodology
Is'hoqxon Ibrat Namangan State Institute of Foreign Languages
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Abstract: This article explores the innovative methodology of integrating Triadic Video-Reflection (Self, Peer, and Expert feedback) supported by video mediation in the professional training of pre-service English language teachers. It analyzes how structured, multi-angled video analysis enhances the reflective competence of English philology students and shifts their pedagogical perception from subjective evaluation to objective, data-driven self-awareness.

Keywords: Triadic reflection, video-mediated analysis, TEFL methodology, professional competence, peer feedback, self-assessment.

Introduction

In contemporary foreign language teacher education, the transition from theoretical knowledge to practical pedagogical mastery requires not only teaching opportunities but also deep, systematic cognitive processing of one's teaching performance. Traditional teaching practices in higher education settings often suffer from a major drawback: evaluation is predominantly one-dimensional, usually coming solely from the teacher trainer, which leads to high student anxiety and low self-reflection.

To cultivate autonomous, analytically-minded educators, TEFL (Teaching English as a Foreign Language) methodology must integrate robust frameworks that foster professional reflection. Among various reflective paradigms, **Triadic Video-Reflection** (*Self / Peer /Expert*) coupled with digital video mediation emerges as a transformative framework. By recording micro-sessions and subjecting them to a three-layered critical analysis filter, English philology students develop the crucial ability to objectively diagnose their own pedagogical strengths and weaknesses, bridging the gap between instructional theory and classroom reality.

Theoretical Framework and Methodology

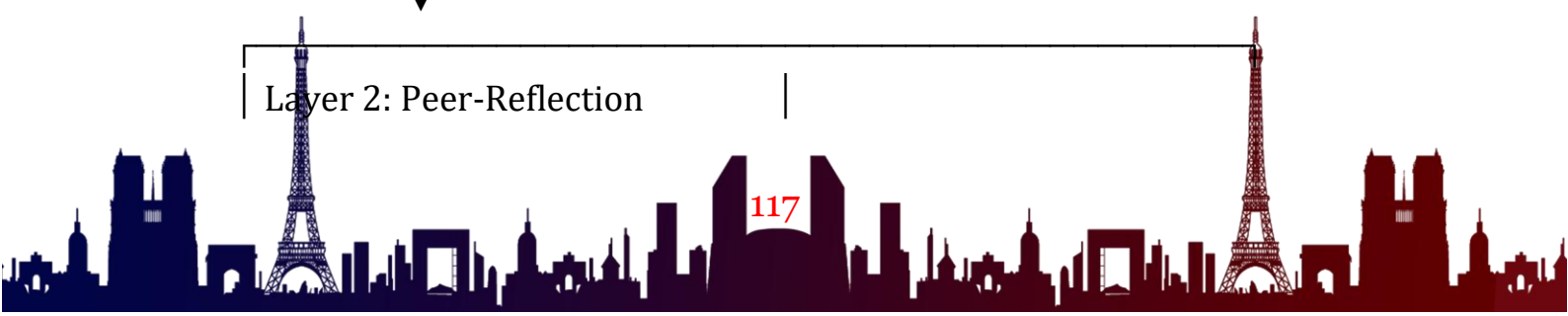
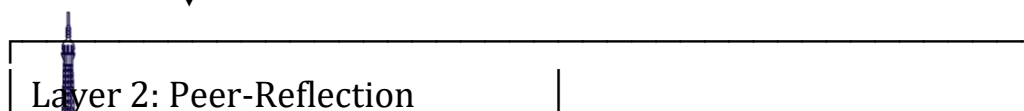
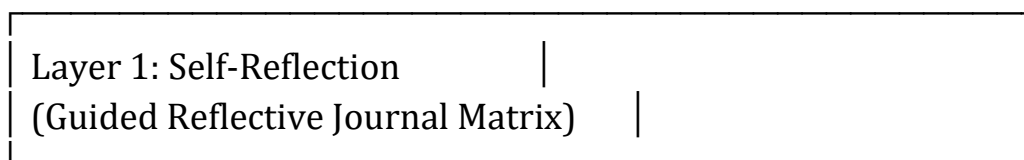
The concept of reflective teaching traces its roots back to John Dewey's philosophy and Donald Schön's paradigm of the "reflective practitioner." In modern language teacher education, Fred Korthagen's ALACT model (*Action / Looking back / Awareness of essential aspects / Creating alternative methods of action / Trial*) provides a structural cyclic approach to learning from experience.

However, the traditional application of reflection often remains highly subjective, as student teachers struggle to recall exact classroom events accurately.

Video mediation resolves this cognitive limitation by capturing the objective reality of the lesson segment. The **Triadic Video-Reflection Model** proposed in this study structures the post-teaching analytical phase into three distinct, interdependent diagnostic layers, ensuring an all-inclusive evaluation loop:

1. **Self-Reflection (Individual Cognition Layer):** Immediately following the micro-teaching session, the student teacher watches their recorded video independently. Rather than relying on vague impressions, the student fills out a *Guided Reflective Journal Matrix*. This matrix forces them to answer structured, target-driven prompts, such as: "At what exact minute did student engagement drop, what behavioral evidence supports this, and how could the task instructions be rephrased to prevent this issue?"
2. **Peer-Reflection (Collaborative Analytics Layer):** The video is then shared with a small group of peers (fellow students). Peers do not merely offer generic praise or criticism; instead, they utilize a strictly objective *Classroom Observation Checklist*. They record quantitative and qualitative data (e.g., measuring the exact ratio of Teacher Talking Time (TTT) versus Student Talking Time (STT), or counting how many times Concept Checking Questions were correctly deployed).
3. **Expert-Reflection (Diagnostic and Strategic Layer):** Finally, the university instructor reviews the video along with the student's self-reflection journal and peer checklists. The expert provides targeted diagnostic feedback, focusing on high-level methodological alignments and co-constructing an actionable *Pedagogical Action Plan* for the student's subsequent teaching cycle.

[Micro-Teaching Video Session]



(Objective Observation Checklist)



Layer 3: Expert-Reflection
(Diagnostic Alignment & Action Plan)

This triadic synthesis systematically dismantles the cognitive biases inherent in self-assessment. While student teachers frequently exhibit either overconfidence or excessive self-criticism, reviewing physical video evidence alongside peer-recorded data forces a cognitive shift toward objective, analytical professionalism.

Results and Discussion

Empirical observations carried out during TEFL methodology courses for English philology students demonstrate that the Triadic Video-Reflection model yields significant improvements in teaching quality. By decoupling the feedback loop from immediate, high-stress real-time evaluation and moving it to a reflective digital environment, student teaching anxiety drops markedly.

Furthermore, comparative qualitative analysis of the students' *Guided Reflective Journals* reveals a clear evolutionary trajectory: early-semester entries focus almost exclusively on superficial, teacher-centric elements (e.g., "I forgot my notes," or "My voice sounded nervous"), whereas late-semester entries demonstrate highly sophisticated, student-centric pedagogical awareness (e.g., "The peer checklist showed my TTT was at 65%, which directly caused the breakdown in the subsequent group fluency activity; next time I will utilize non-verbal elicitation techniques").

Conclusion

Implementing the Triadic Video-Reflection model within English philology faculties optimizes the credit-module independent study hours by transforming passive homework into active, collaborative professional development. This multi-layered feedback loop guarantees that pre-service English teachers do not merely repeat teaching behaviors blindly, but instead develop the critical analytical habits required to become lifelong self-improving educators.

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