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PEDAGOGICAL REFLECTION IS A TEACHER'S PROFESSIONAL DEVELOPMENT TOOL

Annotation

This article discusses the problem of reflection with a critical eye on oneself, the ability to direct one's capabilities in accordance with the requirements of life, clarify the purpose, formulate thoughts. The topic of pedagogical reflection is touched upon. The topic of pedagogical reflection, i.e., a means of professional development of a teacher is touched upon.

The main purpose of the article is to explain the need for scientific justification and practical reflection as a factor of professional self-improvement of a teacher.

This study examines the development of pedagogical reflection as viewed by several scholars, including Abai (Ibrahim Qunanbayev), T. Borton, J. Smith, J. Bain, R. Bolotin, S. Mille, S. Brownhill, D. Schön, A.N. Leontyev, O.A.Abdulina, N.V. Kuzmina, Y.N. Kulyutkin, V.V. Serikov, V.A. Slastenin, and L.F. Spirin. Their perspectives and opinions on pedagogical reflection were taken as a basis for the article. The article explores Borton's reflective approach, reflection methods based on Smith's program, and Gibbs' cycle, all of which serve as tools for teachers' professional development. The theoretical analyses conducted in the article focus on ensuring the direction and content of teachers' growth processes.

The authors of the article determined through theoretical and practical analyses that a teacher's reflection is essential for ensuring the direction and content of the teacher's growth process. In this regard, pedagogical reflection is not only about evaluating oneself and one's actions but also involves observing how other educators understand themselves in pedagogical interactions, facilitating self-awareness and the ability to identify one's strengths and weaknesses.

Key words: pedagogical reflection, self-knowledge, self-development, professional development, self-improvement, teacher, metacognition.

Introduction. Improving reflective skills is crucial in enhancing the qualifications of pedagogical staff. However, the formation of a teacher as a qualified professional is a continuous and complex process. It is not limited to the theoretical knowledge acquired in higher education; rather, it is directly related to the accumulation of knowledge through the integration of theoretical understanding and practical experience.

A participant in the pedagogical community has the opportunity to elevate their level of professional competence throughout their entire career by exchanging experiences, new information and ideas, as well as acquiring new knowledge in their field. A teacher must continually strive for self-improvement, engage in self-directed learning, and refine their pedagogical values. The reflective quality of a teacher is a fundamental condition for their professional development.

Therefore, a teacher capable of reflection is constantly in search of knowledge and, as scholars have noted, is someone who can relate their capabilities to external conditions, reaching a level of professional and pedagogical constructive reflection [1].

This highlights the relevance of preparing future teachers to develop their reflection skills in line with the modern educational goals based on the appropriate use of new technologies. Reflective work conducted in the educational process allows teachers to analyze the content of knowledge comprehensively, articulate specific opinions about the content, evaluate their own performance, and draw conclusions. Therefore, teachers must approach this complex task with great responsibility to be thoroughly prepared.

When developing reflection, it is essential to cultivate skills such as self-organization, self-awareness and self-assessment, as well as to establish productive communication with others.

To conduct effective professional education and comprehensive upbringing with students, it is necessary to understand the essence of the concept of "reflection," which encompasses both

philosophical and psychological dimensions.

In the philosophical dictionary, reflection (from the Latin "reflexio") is described as a term that refers to the visualization and study of the knowledge process. The concept of "reflection" is defined as the self-expression of consciousness and thinking about one's psychological state [2]. In the pedagogical dictionary, reflection is described as a process of self-awareness based on the subject's life experiences related to internal psychological states and conditions [3]. In our view, this quality of an individual arises and establishes itself under the influence of innovative processes in the field of educational activities.

The purpose of the study is to scientifically substantiate reflection as a factor in the professional self-improvement of educators and to explain the necessity of reflection in practice.

Objectives of our research:

- Theoretical analysis of the basis of the concept of "reflection" from the point of view of the psychological and pedagogical category;
- Identify methods of development and activation of the teacher's reflection, ensuring the effectiveness of the process of professional self-improvement and give recommendations based on the development of reflection.

The conceptual framework regarding the essence of humanity and its manifestations in various areas of life has been developed by scholars such as K.A. Abulkhanova-Slavskaya, A.V. Brushlinsky, S.L. Rubinstein, V.I. Slobodchikov, and others. The platform for the professional self-improvement and development of educators has been explored by researchers including N.V. Kuzmina, A.K. Markov, K.K. Levitan, and others. Conceptual notions about the essence and characteristics of a teacher's professional work have been proposed by O.A. Abdulina, N.V. Kuzmina, Y.N. Kulyutkin, V.V. Serikov, V.A. Slastenin, L.F. Spirina, and others.

The practical significance of this research lies in the fact that its results can be applied in various functions, such as organizing educational processes during teaching, pedagogical, methodological, research and administrative activities. The findings and practical outcomes of the study can be recommended to educational institutions that prioritize development issues, aiming to enhance educational processes with teachers and the entire pedagogical staff. Furthermore, the materials from this research can be utilized for improving teachers' qualifications and increasing their professional competencies, in psychological service work and in developing programs for teacher development (self-development).

The idea of education in the natural and scientific direction will help to increase the functional literacy of students and will be a tool that can solve the problems arising in cognition, interpersonal relations, professional life, and personal self-determination, rather than informing the student.

Therefore, the development of the professional competence of the teacher, which ensures the introduction of changes in the course of the pedagogical process, which initiates and forms the functional literacy of the student, is one of the main tasks in education at the present time.

Formation of basic competence is the main direct result of educational activities from the point of view of competence. Competence formation is carried out within each academic subject. And in the modern educational system, the formation of functional literacy of students can be solved in the context of each educational field, as well as each academic subject.

The power of intellect is the force that assists individuals in thinking, reasoning, understanding science and art, as well as distinguishing between good and bad behavior. Each person must be able to feel and manage their emotions, and they should not deviate from evaluating their feelings and actions from a moral standpoint. Without self-assessment, one cannot learn to regulate their behavior. Self-assessment, which involves evaluating one's actions and the psychological traits displayed in those actions, is essential for the self-regulation of behavior. Self-assessment, self-monitoring, and behavioral correction are interconnected processes [4, 5, 6].

Recognizing your strengths and weaknesses serves as a motivation and stimulus for self-development and self-perfection. Therefore, accurate self-assessment is the foundation of self-confidence that brings an individual closer to their moral ideals.

In this process, comparing oneself with others can be quite beneficial, allowing for a more

accurate understanding of one's identity. In this regard, the great V. Goethe stated, "Self-knowledge is achieved not through external observation but through your actions. Strive to fulfill your duty, and then you will know who you are." Similarly, the philosopher Abai noted, "If you wish to be among the wise, take stock of yourself at least once a day, or at least once a week, or at minimum once a month. Reflect on how you have lived since the last time you took stock... Have you lived in a way that you will not regret? Or have you lost track of how you have spent your time?" [7].

Methods and Materials. The development of a teacher's reflective skills can be facilitated through various methods and techniques that reveal the reflective abilities of pedagogical professionals. In this regard, we will examine reflective methods and techniques that trainers have successfully employed in training courses and seminars. One effective practice is maintaining a reflective journal, which can be very beneficial for practitioners. However, a common challenge that arises is determining what types of entries should be made, as not all thoughts and opinions qualify as reflective. Therefore, we will propose reflective methods and techniques that provide guidance for subject teachers on how to maintain a reflective journal effectively.

The first proposed reflective approach by Borton is structurally very simple. This project is effective for professionals to use as reflective practitioners. The three questions—What? What are the consequences? What will happen next? — encourage professionals to think about the "real world of experience". Through this project they can conduct an analytical analysis of their experiences and professional development. The questions presented here are very useful for making reflective initiatives about the dual system school experience even while at a higher or special educational institution.

Exercises aimed at developing reflection. T. Borton (1970) [8].

What? What are its consequences? What will happen next?

Description and comprehension level, all questions start with the word "what".

The level of analysis and evaluation, what is behind our experience? (How we achieved this).

Synthesis level. Here we rely on the first degree, and these questions help us consider alternative reasons for actions and what we might do in the future.

Examples:

- What was the issue? What did I do to solve the problem?

- What did others do? What did I aim to achieve? What was good or bad about my actions?

- What approach did I take, and how important were these actions? What else do I need to know?

So, what did I learn?

- What can I do now? What should I do now? What would be the consequences of these actions?

In the second project aimed at enhancing reflective skills, professionals are provided with important questions focused on four key areas to encourage them to think about their experiences. This project primarily allows for deep reflection on the processes, impacts, and outcomes of their practice. It helps practitioners recognize themselves as professionals, make changes to their practice, improve it, test their ideas, and initiate research. At the same time, it helps to strengthen the value and theoretical knowledge of one's profession.

A way to reflect on one's own experience according to the J. Smith program (1989) [9].

Task: Important questions. Description. What did I do? Information (analysis).

What does this mean? Confrontation - Dispute (self-awareness).

How did I become like this?

Reconstruction. What does my experience tell me about my assumptions, values, and beliefs?

Where did these ideas come from? What social practices are reflected in these ideas?

What makes me stick to my concepts? What is the interest or purpose of my experience?

What thoughts are holding back the possibilities of my practice?

In the third reflective approach, there are five questions aimed at facilitating reflection on personal and professional experiences. While there are several ways to develop reflection, each practitioner should choose the method that is most suitable and effective for them. These questions are structurally more complex than the two previously proposed reflective models. They require each professional to engage with their professional insights, skills, and competencies. By answering these

questions, individuals are encouraged to make personal decisions about their "hidden" practical knowledge and how to further develop it.

5 R's are helpers of reflection (Bain et al., 2002) [10].

Questions for coaches and teachers to think about.

Reporting. How did the problem or situation arise? Where and how did it happen? What are the main aspects of the problem? What is the importance?

Responding. How did I behave in this situation or what was my reaction to the situation? What did I do well and what did I not do well? How do I know it? Why do I think so? How did I feel? What made me feel this way?

Relating. How does my theoretical knowledge personal and professional experience, understanding and skills relate to this situation? How do they relate to each other?

Reasoning. How can experience be related to theory in this situation? What are the theories?

What is the effect of different views on the situation? Personal point of view, colleague's point of view, student's point of view, etc. What will be the effect?

Reconstruction. Rebuilding.

To sum up, what did I learn from this problem or situation? What concept and conclusion did I draw? What would I do differently? Why?

How would I apply the knowledge and experience gained from this situation to improve my future practice? In this regard, it is worth discussing the impact of "reflective models on analytical review of one's own experience" and exploring additional models. Dr. S. Brownhill from the University of Cambridge, in the article "Supporting Teachers' Reflective Practices through Forms of Self-Reflection", states that "self-analysis is related to metacognition, as the process of reflection involves recognizing cognitive processes" [11]. He provides descriptions of analytical models aimed at developing self-reflection. A true master of their craft, or a professional, utilizes analytical approaches to structure their thoughts effectively.

The foundation of the structured cycle consists of steps that form the core of many models: experience – evaluation – analysis – next action. A graphically represented model is effective for teachers to analyze their practice. Mains and colleagues, referencing C. Brownhill, argue that graphic organizers enable practitioners to structure their thoughts, identify connections, and engage in a higher level of cognitive activity through critical thinking [12].

Effective Ways to Maintain a Reflective Journal

What is a teacher's reflective journal? The second and third models for maintaining a journal are the "Logbook." This format includes the progression of events and thoughts for improvement—this is the fourth model.

All the proposed reflective approaches are based on a graphical format that allows for the synthesis of ideas and planning of subsequent steps.

Self-reflection is a highly individualized process, and various models are proposed solely for the purpose of structuring thoughts. Professionals need to create their own personal models that align with their specific situations, levels, and stylistic characteristics in their analytical practice. Therefore, we can say that each reflective practitioner has their own choice.

Reflective Journal

What is a teacher's reflective journal? "Only the reflective integration of consistently updated theoretical knowledge and practical experience allows a professional to truly develop into an expert" [13]. What is the significance of a teacher's reflective journal in linking theory and practice and facilitating reflection? In seeking answers to this question, studying global best practices has shown that only reflective analysis of one's own experience enables educators to enhance their professional competence.

A teacher's reflective journal functions like a personal diary where individual thoughts, feelings and impressions about specific events are recorded. Its uniqueness lies in the fact that it addresses professional issues relevant to educators. Reflecting on events that occur in the classroom is highly effective for identifying their underlying causes. The journal can be seen as a repository of ideas aimed at solving emerging challenges. By analyzing past incidents, educators can take concrete steps

for the future and also provide guidance to colleagues facing similar issues.

In this journal, the teacher does not merely record a flow of information but also distills insights from that information. This process allows them to synthesize knowledge gained from previous experiences and recent information. The journal helps to predict future actions based on prior work. Additionally, it can address not only the teaching process but also issues related to student behavior and discipline in the classroom.

Delving deeply into the problems identified in the reflective journal and analyzing ways to overcome obstacles can enhance the student-teacher relationship. Examples of "best" student work can also be included, which can serve as models for future lessons.

Results and Discussion. The practical-experimental work was conducted with the following objectives in line with the overall aim of our research:

- To identify the reflective component in pedagogical activities and to demonstrate its impact on the professional self-improvement of educators.

- To monitor teachers' reflective capabilities and their competencies and skills in applying these in their pedagogical practice.

- To select a psychological and pedagogical tool for developing the structural reflection of teachers.

The practical-experimental work aimed at activating the structural reflection of educators was conducted in educational institutions in Karaganda, specifically at the M. Jumabaev Gymnasium, Secondary School No. 15 and the Y. Altynsarin School-Lyceum. A total of 15 teachers with varying lengths of pedagogical experience participated in the experiment.

The diagnostic experiment revealed the level of teachers' reflectiveness in understanding the "I am successful" principle within their pedagogical activities. It assessed the teacher's ability to engage in self-relevance and continuous professional and personal development through reflection. To achieve this, we utilized the following methodologies:

1. "My Professional Activity and My Professional Role (Model, Ideal)" Questionnaire;
2. Self-Relevance Test proposed by L.Ya. Gomzan, M.V. Kroz, and M.V. Latinskaya;
3. Test Map based on A.N. Leontyev's Questionnaire for Communicative Activities;
4. Self-descriptions of teachers titled "Stages of Professional Activity and the Future of Self-Improvement" and their content analysis.

We examined the above-mentioned tests to illustrate the phenomenon of reflection, focusing on the structural reflection of educators and, in general, to support, activate, and develop themselves.

To determine the teachers' reflective competencies and skills in addressing the set tasks, educators were asked to write a self-assessment essay on the topic "Stages of Professional Journey and the Future of Self-Improvement." To ensure that this essay did not have an autobiographical focus, a preliminary discussion was held with the educators regarding the appropriateness of the questions included.

The project included such questions:

1. How would you rate your current professional level?
2. How would you divide your professional career into conditional stages?
3. In your opinion, what are the conditions for moving from one stage of development to another in order to enhance professional mastery in pedagogical activity?
4. What are your professional problems and ways to solve them?
5. What are the prospects of professional development, the conditions for professional self-improvement?

Based on the responses from teachers surveyed, 98% highlighted the adaptation phase in their initial employment, including its challenges and the peculiarities of interactions with students and other educators. Respondents noted stages such as "formation," "maturity," and "creativity," while also pointing out difficulties in reflective analysis. Only 45% of the teachers identified significant aspects of professional growth stages, such as "accumulation of pedagogical experience," "enhancement of mastery," and "increasing self-demands."

Additionally, 80% of teachers emphasized the continuity of their professional development,

pointing out that their improvement is closely tied to understanding and engaging with students. Overall, the analysis of their pedagogical activities is focused on the substantive and methodological aspects of their work, addressing gaps in students' knowledge, and considering ethical dimensions of their interactions with students.

The difficulty of self-analysis in professional activities is compounded by teachers' lack of reflective skills, which hinders their ability to evaluate and adjust their work. Teachers often limit their reflection to identifying mistakes based on their experiences, without focusing on specific obstacles and challenges they encounter or considering what improvements are necessary for the future.

To understand the concepts of modern teachers' professional models and ideals, a survey was conducted among the participating teachers. The following questions were asked:

1. Who (or what) serves as your professional model or ideal?
2. In your opinion, what are the conditions for approaching or achieving your ideal?
3. What is the relationship between your professional ideal and your practical pedagogical work?

Here, we aimed to explore the role and content of the professional ideal in teachers' self-perception. The results obtained allowed us to draw the following conclusions.

In response to the first question, "Who (or what) serves as your professional model or ideal?", the answers from the respondents varied significantly. This allowed us to categorize the teachers who answered into three groups based on the scope and content of their professional ideals.

The first group, comprising 46% of the teachers, associated their professional ideal with a specific individual. Among them, 26% mentioned well-known educators such as L.S. Vygotsky, Y. Altynsarin, M. Zhumabayev, A.S. Makarenko, V.F. Shatalov, and Sh.A. Amonashvili. Within this first group, 20% linked their professional ideal to the work of their colleagues, teachers from their previous schools, and the image of their "first teacher".

The second group consists of 31% of the educators who do not feel the significance or role of a professional ideal. In their self-perception, phrases like "I am authentic", "I am potential" and "I am wonderful" correspond to one another, indicating that their personal and professional self-improvement has stagnated.

A majority of this group (23%) responded that they have "no professional ideal" or that they "have not thought about it", stating that "the ideal is not related to the teaching profession" and that "having a professional ideal is not essential". We also included in this group those teachers (8%) who consider themselves their own ideal, with responses such as "I am my own ideal", "I have reached the pinnacle of my professional career" and "my ideal in my profession aligns with my self-perception".

We consider this situation indicative of educators who lack clear directions in their professional development and have low self-awareness. These teachers do not set specific professional goals for themselves and cannot envision their future growth and development. For them, their personal experiences and the levels of mastery they have achieved are sufficient and they see no need for self-improvement because their ideals are themselves. The habitual and routine nature of such teachers' pedagogical work can lead to professional stagnation, emotional burnout and regression, as they are not provided with a "zone of proximal development" (L.S. Vygotsky) to encourage their growth.

The third group (23%) includes those whose professional ideals are associated with qualities that are significant for their profession, value orientations and specific pedagogical skills and competencies. Responses from this category of educators reflect a professional image characterized by personal and professional qualities that align with the requirements of the teaching profession and the pedagogical profession's profile. This group emphasizes the importance of embodying essential qualities and competencies that are vital for effective teaching and professional growth.

For example, responses from this group included statements such as: "The harmony between a high level of education and teaching qualifications"; "For me, it is essential to connect theoretical knowledge with students' real lives"; "The combination of qualities such as communication skills, understanding and kindness"; and "A commitment to fostering children's creativity". These responses reflect a clear understanding of the qualities and competencies that define their professional ideals in

teaching.

1. Among the personal qualities of a teacher love and affection for children, the ability to establish relationships, patience, endurance, and dedication are particularly noteworthy. The professional ideals of a specific teacher can be evaluated based on pedagogical beliefs and the individual's stance in their work.

Respondents expressed values such as "Aspiration for morality in education", "Cultivating a creative personality" and "Developing students" which reflect the spiritual and ethical dimensions of pedagogical labor. The "educational" didactic-methodological aspects of their work were highlighted with responses like "High level of knowledge and methodological mastery" and "Ability to provide students with solid knowledge". The responses to the question "Who (or what) serves as your professional model or ideal?" can be represented in a diagram divided into sections, as shown in the image below (Figure 1).

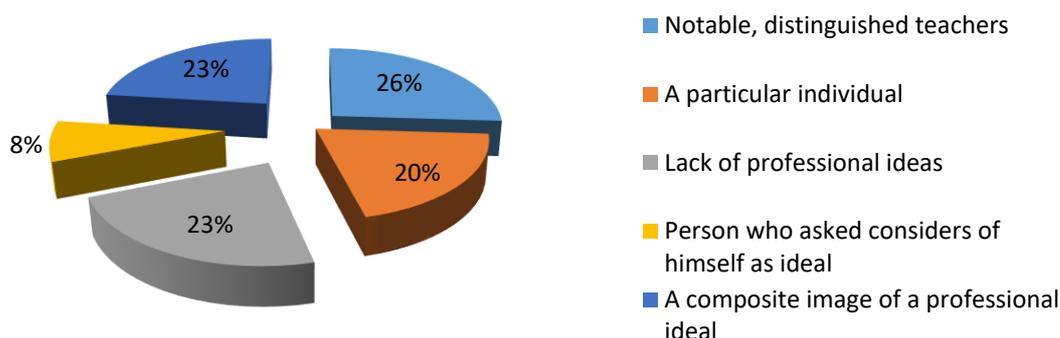


Figure 1. Content of the Professional Ideal (According to D. Schön).

Source: Developed by the authors.

In this figure, the results of the study are represented with segments of the circle proportionally reflecting the percentages.

Overall, 70% of teachers have a professional ideal, and the content of these ideals is influenced by the general and professional orientations of the educator's personality, their methodological approach, pedagogical culture and the need for development and self-actualization reflecting individual characteristics.

2. The second question of the survey was, "In your opinion, what are the conditions for approaching or achieving your ideal?" The responses from the teachers were as follows: 72% indicated that reaching or aligning with their professional ideal is possible if certain internal conditions are met, such as motivation for self-development, self-improvement, and self-actualization.

Meanwhile, 16% of teachers highlighted the importance of external conditions and circumstances in achieving their professional ideals. They believe that recognition as a prestigious profession, adequate methodological support and the fulfillment of moral and material needs are crucial.

Lastly 12% of teachers expressed the view that achieving a professional ideal is impossible.

The response data for this question is illustrated in the diagram shown in Figure 2.

3. The responses to the third question, "What is the relationship between your professional ideal and your practical pedagogical work?" provided insights into how a teacher's professional ideal influences their specific activities.

The teachers' responses can also be categorized into three groups. *The first group* includes 63% of respondents, who indicated that their professional ideals serve as a guiding purpose and direction in their pedagogical work. They described their ideals as qualities that regulate professional behavior and indicate the developmental paths for their professional and personal qualities. This group emphasizes that having a clear professional ideal significantly influences their approach to teaching

and their overall effectiveness as educators.

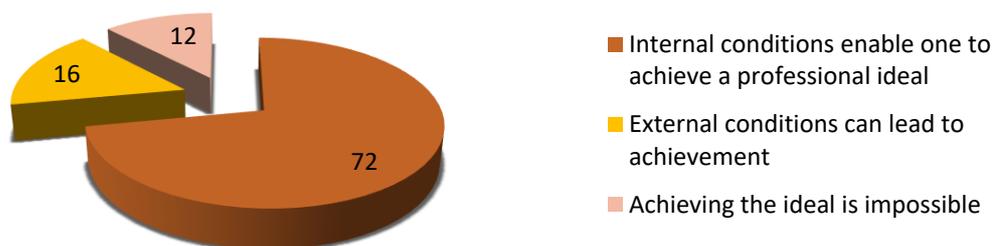


Figure 2. Concepts of Approaching or Achieving a Professional Ideal (According to D. Schön).
Source: Developed by the authors.

25% of the respondents formed *the second group*. They indicated that their professional ideals, if they exist, have no connection to their current professional activities. Members of this group believe that the pedagogical reality is detached from the "high aspirations" represented by their ideals. The pedagogical practices of this group, their relationships with students and interactions with other educational stakeholders are often characterized as random, spontaneous and unorganized. The lack of clear goals, along with the idealization of their professional ideals, prevents professional growth and self-development. In the first case, teachers fail to set strategic and tactical objectives; in the second, their professional ideals become stagnant and autonomous, having little impact on their daily practical activities.

In such situations, teachers struggle to apply their advanced ideas to specific professional actions and are unable to analyze various problems from the perspective of their ideals. Consequently, their structural functions and interactions do not manifest as professional, leading to a lack of coherence in their pedagogical endeavors.

The third group consists of 12% of teachers, whose self-perceptions are characterized by statements like "I am authentic", "I am potential" and "I am wonderful." These teachers are satisfied with their level of professional self-improvement and exhibit an inflated self-assessment leading to a sense of confidence that may lack critical reflection. The professional characteristics of these educators include authoritarianism, conservatism and stereotypical thinking. This group's responses and the resulting dynamics are illustrated in Figure 3.

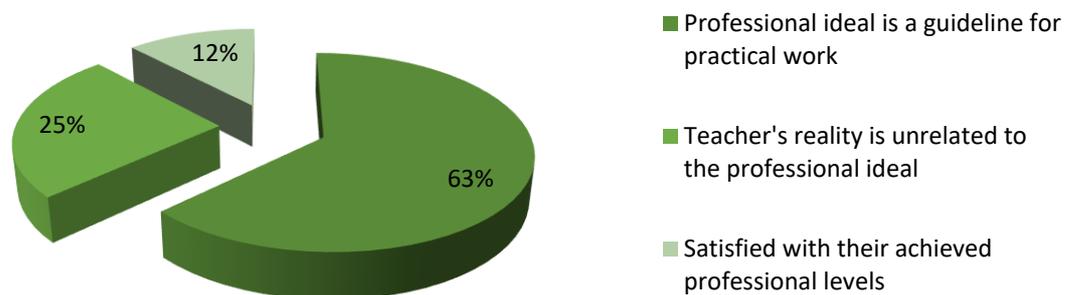


Figure 3. Relationship between Professional Ideal and Practical Pedagogical Work (According to D. Schön).
Source: Developed by the authors.

In summary, the professional ideal is the result of social demands, professional requirements and the recognized achievements and successes of both past and present great educators. The professional-pedagogical ideal aligns with the goals set by the teacher and their professional creativity.

In resolving the contradictions between the pedagogical ideal and practical work, the self-development and self-improvement of the educator serve as both the source and driving force. A teacher capable of addressing these contradictions can transform their thoughts about the ideal into concrete actions through their creative potential.

Additionally, the professional-pedagogical ideal encompasses the spiritual and value heritage of pedagogical thought and practice fostering the need for self-development and defining the teacher's professional objectives. The ideal is reflected and specified in the individual teacher's work, their unique professional stance and the daily tasks they continuously address.

Summary of Research Findings:

1. In the current understanding of educators the professional-pedagogical ideal is viewed as contradictory, often resembling either a form of individual idolization or an adaptation to it.

2. The professional-pedagogical ideal appears as a goal for them, serving as a guiding framework in the practical activities of creative educators. For many respondents it represents their developmental vector.

3. According to teachers the process of moving toward and approaching the professional ideal is primarily determined by internal conditions for growth and development, rather than external factors.

The professional-pedagogical ideal should be the subject of reflection and in-depth analysis for each teacher grounded in the humanistic priorities of pedagogical sciences and in the practical achievements of the educator. The ideal embodies the value-laden and meaningful content of pedagogical work, along with the motivations and perspectives for the teacher's self-improvement.

The perception of a professional ideal, as well as the associated feeling of "I am successful" is realized through reflection. In this experimental-practical study, we drew upon the research conducted by B.P. Kovalev regarding the connection between a teacher's professional self-awareness and the correctness of their relationships with others. The level of reflective competence is closely tied to the degree of accuracy in self-assessment.

The relationship between teachers' self-assessments and students' evaluations can also provide insights into the teacher's reflective abilities. B.P. Kovalev categorizes all teachers into five types based on this approach [14]:

Group 1 - Teachers whose self-assessments align with students' evaluations, fostering a democratic communication style.

Group 2 - Teachers who correctly interpret their evaluations but have inconsistent self-assessments, often exhibiting authoritarian traits in their interactions.

Group 3 - Teachers whose self-assessments are aligned but whose predictions do not match, displaying a liberal communication style.

Group 4 - Teachers with low alignment between self-assessments and perceptions. These educators seek feedback from students about their own performance but struggle with effective communication, often leading to conflictual situations. Their style tends to be authoritarian or situational.

Group 5 - Teachers whose understanding contradicts students' opinions, resulting in significant difficulties in communication and relationships.

This classification helps in evaluating the reflective capabilities of educators and understanding the dynamics of their interactions with students.

In the course of the research, we utilized the communicative activity test developed by A.N. Leontyev [15]. This tool allows for the assessment of the teacher's interactions with students and helps identify the style of pedagogical relationships. The questionnaire enabled us to evaluate the professional-communicative qualities of teachers through their self-assessments.

The same questionnaire was also administered to students, who evaluated a specific teacher based on the visibility (or lack thereof) of the qualities outlined in the survey. By analyzing the data obtained from both the teachers' self-assessments and the students' evaluations, we identified the relationship between these indicators. This analysis provides valuable insights into the alignment (or misalignment) between teachers' self-perceptions and their effectiveness in communicating with

students.

Teachers who receive high evaluations are characterized by metacognitive goal-setting, openness, proactivity, flexibility and consideration of individual differences. They support student motivation, easily engage with the classroom and can effectively manage interactions by coordinating various communication tools. Challenges related to learning, organization and ethics are addressed creatively.

On the other hand, teachers with average evaluations are active in communication but struggle to fully engage the entire class. Due to their inability to connect with all students, some may be left without adequate attention. These teachers rely primarily on the more active segment of their students. While their interactions with students are aimed at engagement, they often come across as formal and lack depth.

Teachers who receive low evaluations from students exhibit communication styles characterized by rigidity, strictness and a lack of consideration for individual differences. There is little to no feedback from students. These teachers impose strict control over their own expectations, often exercising their authority without regard for the situational context. This identified communication type falls into a one-sided interaction scenario, aligning with an authoritarian style of pedagogical relationships, where students are viewed as objects rather than equal partners in the educational process.

Such communication practices foster aggression, reduce motivation and lead to passivity among students. They diminish cognitive engagement, restrict the motivational sphere of the individual and eliminate the creative aspects of the learning process. The authoritarianism of the teacher reflects a non-reflective approach to pedagogical work. The reliance on pedagogical authority and a top-down management stance are inconsistent with the principles of humanitarian pedagogy and contradict the views of reflective pedagogy and psychology. The results are visually represented in the diagram (Figure 4).

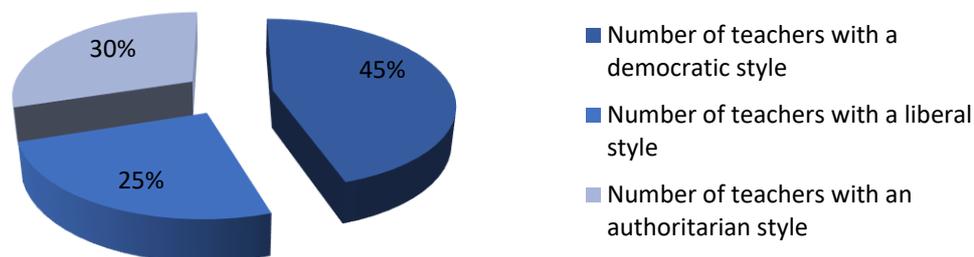


Figure 4. Percentage of Teachers by Pedagogical Style (According to D. Shön).

Source: Developed by the authors.

The conducted relational analysis demonstrates the connection between teachers employing a democratic style and the evaluations they receive from students. These teachers focus on fostering relationships with students and reflect on their interactions, allowing them to assess their capabilities, recognize challenges and understand their actions and efforts. Through this mutual interaction, teachers can strive to comprehend the actions and essence of their students, leading to a capacity for self-reflective assessment as they evaluate themselves through the lens of others.

The results indicate that teachers with a democratic style are characterized by active reflection. Humanitarian values, willingness to engage in dialogue, problem-solving approaches and flexibility in relationships significantly enhance both students' and teachers' creative expressions. This fosters a positive subjective regulation of their collaborative actions, promoting progress in their joint efforts.

The results indicate that teachers employing a liberal style often act with a "closed" stance, wary of external evaluations. There is a noticeable discrepancy between these teachers' self-assessments and the evaluations given by their students. This situation suggests that these educators are largely

isolated, lacking a focus on building connections with their students. Such an approach negatively impacts both their self-evaluation and the evaluation of others.

This indicates a lack of development in the teacher's professional reflection, highlighting the need for enhanced engagement and awareness of their impact on student learning and relationships. Without this reflection, teachers may struggle to adapt their practices and connect meaningfully with their students, ultimately hindering their own growth and the educational experience of those they teach.

Authoritarian teachers exhibit a disconnect between their self-assessments and the evaluations provided by their students. This reflects a narrow focus on their own goals and a lack of acknowledgment of the students' subjectivity, stemming from a deficiency in reflective practice as a professional quality. The inflated self-assessments of these educators lead to dominance in their interactions, suppressing the opinions and interests of students, ultimately hindering both their personal development and professional growth.

The gathered data reveal that the level of reflective competence is closely linked to self-assessment and communication style. This disconnect highlights the need for teachers to cultivate a more reflective approach, which would enable them to recognize and value their students' perspectives, fostering a more inclusive and effective educational environment.

We present the diagram of the relationship between teachers' self-assessments and the evaluations given by students regarding various communication styles according to A.A. Bizyaeva in Figure 5.

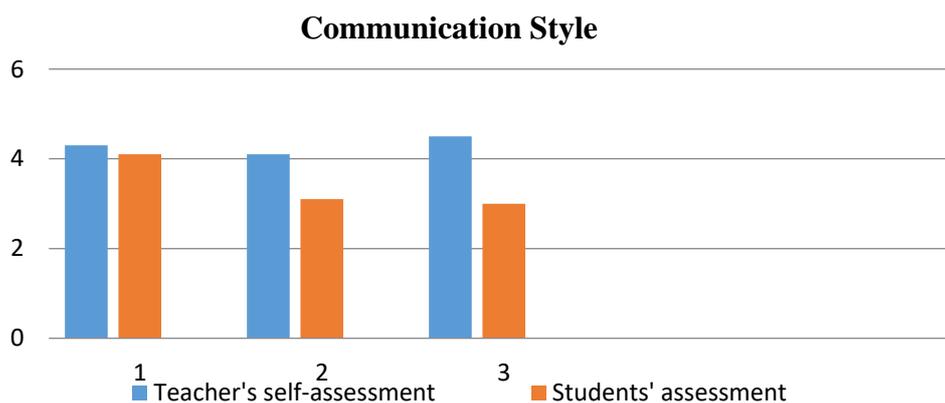


Figure 5. Histogram of Communication Styles.

Source: Developed by the authors.

The self-assessments of teachers according to different styles of pedagogical education and their evaluations by students are presented in the histogram. Thus, the obtained data indicate that when the evaluations given by students and colleagues align with the teacher's professional self-assessment, the teacher's orientation towards a subject-subject relationship highlights their active reflexive stance. Conversely, a mismatch between the given evaluations and self-assessment levels signifies a stagnation in professional growth and indicates the presence of unseen difficulties and obstacles in the social-psychological atmosphere of the relationship between the teacher and the student.

Conclusion. Thus, pedagogical reflection is the process of analyzing the teacher's own experience, actions and their results. It contributes to the professional development of the teacher and leads to increase the effectiveness of his work. It may include the following aspects:

- Through professional development, the teacher identifies his/her strengths and weaknesses, as well as what skills or methods can be developed in the future.
- In the process of increasing the quality of education, he can determine how to improve the educational process by analyzing his own experience, and can use methods.
- Understands students more deeply through communication during contact with students, develops a teaching methodology adapted to their needs

- Learn how to use artificial intelligence in the process of introducing innovation, and are motivated to introduce innovations and creative solutions to their experience.

In conclusion, pedagogical reflection is an important process that contributes to the constant improvement of the teacher's professional activity and improvement of his qualifications.

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ПЕДАГОГИКАЛЫҚ РЕФЛЕКСИЯ – МҰҒАЛІМНІҢ КӘСІБИ ДАМУ ҚҰРАЛЫ

Аңдатпа

Бұл мақалада рефлексия адамның өзіне сыни көзімен қарау, өз мүмкіндіктерін өмір талаптарына сәйкес бағыттау, мақсатын нақтылау, ойларды тұжырымдай білу мәселесі қарастырылған. Педагогикалық рефлексия – мұғалімнің кәсіби дамуының құралы туралы тақырып қозғалған.

Мақаланың басты мақсаты – педагогтың кәсіби өзін-өзі жетілдіруінің факторы ретіндегі рефлексияны ғылыми негіздеу және тәжірибе жүзінде қажеттігін түсіндіру.

Зерттеу әдістері – педагогикалық рефлексияның дамуы түрі ретінде бірнеше ғалымдардың атап айтқанда Абай (Ибрахим Құнанбаев), Т. Бортон, Дж. Смит, Дж. Бейн, Р. Болотин, С. Милле, С. Браунхилл, Д. Шон, А.Н.Леонтьев, О.А. Абдулина, Н.В. Кузьмина, Ю.Н. Кулюткин, В.В. Сериков, В.А. Слостенин, Л.Ф. Спирин зерттеу еңбектеріндегі педагогикалық рефлексия туралы көзқарастары, ой-пікірлері негізге алынды. Аталған мақала Бортонның рефлексиялық тәсілі, Смит бағдарламасы бойынша өз тәжірибесіне рефлексия жасау әдіс-тәсілдері және Гиббс циклі бойынша педагогикалық рефлексия мұғалімнің кәсіби дамуының құралы екендігі қарастырылып зерттелді. Мақалада жүргізілген теориялық талдаулар мұғалімнің жетілуінің өсу үдерісінің бағыты мен мазмұнын қамтамасыз етуіне байланысты талдау жасалынған.

Мақала авторлары теориялық-тәжірибелік талдаулар арқылы педагогтың рефлексиясы мұғалімнің өсу үдерісі бағыты мен мазмұнын қамтамасыз ететінін анықтады. Осыған байланысты педагогикалық рефлексия тек өзіне және өзінің іс-әрекетіне баға беру ғана емес, сонымен қатар педагогикалық, қарым-қатынасқа түскен басқа педагогтердің де өзін-өзі қалай түсінетіндіктерін бақылау, өзін-өзі тану, өзінің әлсіз жақтары мен мықты жақтарын аша білу үшін қажет деген қорытындыға келеді.

Түйінді сөздер: педагогикалық рефлексия, өзін-өзі тану, өзін-өзі дамыту, кәсіби даму, өзін-өзі жетілдіру, мұғалім, метатаным.

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ПЕДАГОГИЧЕСКАЯ РЕФЛЕКСИЯ – ПРОФЕССИОНАЛЬНЫЙ ИНСТРУМЕНТ РАЗВИТИЯ

Аннотация

В данной статье рассматривается вопрос рефлексии как критического взгляда человека на самого себя, соотнесения своих возможностей с требованиями жизни, уточнения целей и умения формулировать мысли. Обсуждается тема педагогической рефлексии как инструмента профессионального развития учителя.

Основная цель статьи — научное обоснование рефлексии как фактора профессионального самосовершенствования педагога и объяснение её необходимости на практике.

Методы исследования включают анализ взглядов и мнений различных учёных о педагогической рефлексии, таких как Абай (Ибрагим Кунанбаев), Т. Бортон, Дж. Смит, Дж. Бейн, Р. Болотин, С. Милле, С. Браунхилл, Д.Шон, А.Н. Леонтьев, О.А. Абдулина, Н.В. Кузьмина, Ю.Н. Кулюткин, В.В. Сериков, В.А. Слостенин, Л.Ф.Спирин. В статье рассматриваются методы и подходы рефлексии собственного опыта по рефлексивному методу Бортон, программе Смит и циклу Гиббса, которые подтверждают, что педагогическая рефлексия является инструментом профессионального развития учителя. Теоретический анализ, проведенный в статье, рассматривает направления и содержание процесса роста учителя.

Подводя итог, можно сказать, что рефлексия в психологическом плане способствует изменению психической деятельности человека, в педагогике она служит основой для осуществления учителем профессиональной деятельности на высоком творческом уровне.

Ключевые слова: педагогическая рефлексия, самоопознание, саморазвитие, профессиональное развитие, самосовершенствование, учитель, метапознание.