

# Scientific Herald of Uzhhorod University

Series "Physics"

Journal homepage: <https://physics.uz.ua/en>

Issue 55, 1009–1017

Received: 19.11.2023. Revised: 30.01.2024. Accepted: 26.02.2024



DOI: 10.54919/physics/55.2024.100bp9

## Criteria and levels of development of the reflexive competence in a foreign language teacher

### Ulserik Orynbayeva\*

Zhetysu University named after I. Zhansugurov  
040009, 187a Zhansugurov Str., Taldykorgan, Republic of Kazakhstan

### Tulebike Kulgildinova

Kazakh Ablai Khan University of International Relations and World Languages  
050022, 200 Muratbayev Str., Almaty, Republic of Kazakhstan

### Altynai Zhaitapova

Kazakh Ablai Khan University of International Relations and World Languages  
050022, 200 Muratbayev Str., Almaty, Republic of Kazakhstan

### Saulesh Mukanova

National Center of Professional Development "Orleu"  
100019, 42 Zhanibekov Str., Karaganda, Republic of Kazakhstan

### Gauhar Zhumanova

National Center of Professional Development "Orleu"  
070002, 69 Kiyevskaya Str., Ust-Kamenogorsk, Republic of Kazakhstan

## Abstract

**Relevance.** The relevance of the study is conditioned by the fact that pedagogical education faces huge problems, since modern changes impose higher requirements on future foreign language teachers, where special attention is paid to the development of reflexive competence in the context of a continuous learning system. Reflexive competence is an important driving force of pedagogical activity, through which internal experience is reflected upon when one's own knowledge can be sublimated and one's practical behaviour tends to be deliberate.

**Purpose.** The purpose of the study is to reveal the problems of university preparation of future teachers of a foreign language for reflexion and to consider the main aspects of the development of a future teacher's reflexive competence.

**Methodology.** To achieve research goals, the following methods were used: structural and functional, theoretical, and experimental.

**Results.** The results of the study have determined that the training of a future foreign language teacher with reflexive competence today is one of the most important and significant tasks of pedagogical universities and the education system in general. The analysis showed that future foreign language teachers are not sufficiently prepared to work with reflection methods, and universities have serious shortcomings in understanding the essence of this concept. The development and improvement of the ability of future foreign language teachers to recognise problems and reflect on them play an important role in changing educational concepts, which contributes to their growth and development.

## Suggested Citation:

Orynbayeva U, Kulgildinova T, Zhaitapova A, Mukanova S, Zhumanova G. Criteria and levels of development of the reflexive competence in a foreign language teacher. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(55):1009-1017. DOI: 10.54919/physics/55.2024.100bp9

\*Corresponding author



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

**Conclusions.** The practical significance lies in the analysis of the current state of teaching, the formulation of criteria and levels of development of reflexive competence in a future foreign language teacher, and the formulation of criteria and appropriate levels of development of reflexive competence in the process of professional education in higher education, which determines the level of development of self-reflection.

**Keywords:** reflection; criteria; awareness; levels; future teacher; higher education; thinking.

## Introduction

The current system and model of education in the Republic of Kazakhstan follows the course of time, adapts to social development and ensures a constant influx of talents for the development of the country. After the new educational configuration associated with the training of future teachers of a foreign language, the problem of reflection, which is a widespread trend, has come to the fore. The main concept of the educational process is professionalisation, based on the desire for reflexive practice and the acquisition of knowledge and skills obtained as a result of the analysis of practice [1]. Professional development is necessary for teachers to update their knowledge of curricula, choose their methods wisely, work with conviction and enthusiasm, have self-confidence and clarify goals. Unfortunately, for most future teachers, formal development opportunities remain sporadic and are associated only with periods of on-the-job learning. Whatever the orientation, the model of the teacher as a systematic researcher occupies a central place in the concept of the “reflexive practitioner”. This affects the nature of research relations in the educational aspect [2-5].

Training in the field of vocational education currently creates many problems for future teachers. They pursue the dual goal of qualification by being directly integrated into the work. It is important for them to function quickly and efficiently in order to meet the requirements of their positions. Therefore, the skills of self-reflection and the mobilisation of appropriate learning strategies are important. At the present stage of development of the Republic of Kazakhstan, special attention is paid to the democratisation and individualisation of all spheres of society. This, in turn, has led to a change in the parameters of the social order in the education system. At this time, the development of competencies of a future specialist is an urgent problem. In this regard, the necessity of new methodological approaches to teaching, education, and development of teachers is determined, which entails an adjustment of the preparation of a future foreign language teacher for reflection. J.L Pennington [6], P. Ledin & D. Machin [7] in their discussion of the reflective teacher considered concepts and conflicts of values where the nature of reflexivity in the professional's activity became increasingly important, the idea of which was to reflect on how the future professional deals with situations that cannot be resolved using technical resources.

Considerations on reflexive competence relate to the process of reviewing and analysing the behaviour of future teachers of foreign languages and practical educational problems from a critical standpoint. Through thinking about educational problems, future teachers study and make rational choices in order to promote the transformation of their own concepts and improve their pedagogical abilities. Much has already been written about the diversity of goals, processes, and results of self-

reflection, but there are still many unclear areas regarding practices and ways to stimulate change [8]. In fact, despite the fact that there is a lot of evidence of the benefits of reflexive practice, it is still done by only a small minority of students. Moreover, while many future foreign language teachers engage in systematic reflection that helps them grow and improve the quality of their learning, the question remains whether they have the opportunity to do so. The deliberate process of reflection still seems to be the exception rather than the rule. The understanding of the concept of reflection has significantly expanded in modern science. However, the study of the concept of the current phenomenon in various aspects does not provide a unified concept of the development of reflexive competence [9-12].

The purpose of the study is to reveal the problems of university preparation of future teachers of a foreign language for reflexion and to consider the main aspects of the development of a future teacher's reflexive competence.

## Materials and Methods

The methodological basis of the study consisted of the following approaches to this topic: structural and functional, theoretical, and experimental. The structural and functional method revealed the criteria of self-assessment of the future teacher of a foreign language, which is extremely important in their activities. It allowed planning, analysing, and evaluating the student's actions, as well as correcting, setting new tasks and finding pedagogical solutions. Structural functionalism focuses on the analysis of the institutional structure of the social system of a competent teacher and considers it as a specific organism regulated by consensus regarding moral values. The structural and functional approach paid special attention to the analysis of the objective consequences of social and cultural problems for future teachers, while determining the nature and boundaries of the analysed system of objects, since what has a function in one system may not have this function in another system. This methodology raised the overall scale, complexity, and difference in the levels of reflective competence and, based on the distinction between its structure and function, introduced the concept of functional requirements, trying to use them to explain the existence of various social and educational functions.

The theoretical method allowed considering the content of the professional activity of a future foreign language teacher in the context of the concept of the development of the education system, correlating each type of activity in a generalised content, according to the degrees of significance and the allocation of the developed criteria. It consists in revealing the structural components of professional reflection to objectively determine the level of development of reflexive competence in the learning process. At the stage of reflection, the current approach

allowed formulating the main aspects of the teaching profession, where reflexive practice acts as a means of increasing technical competence and, thus, develops a new culture of technical training, which further increases the gap between theory and practice, universities, and teachers. The theoretical analysis summarises the characteristics of the problems of self-reflection, reveals the general laws and the internal logic of the competence system. It is aimed at increasing the scientific, reliability of the educational aspects of future foreign language teachers. The current approach emphasised the priority of reflection and pointed out that social facts are not controlled by individual desires, where competence has limitations in relation to individuals, reflecting the order of the social structure.

The experimental approach formed the actual data of the sample population on the study of the activities of a foreign language teacher, which was conducted in Zhetysu University named after I. Zhansugurov. In this regard, the respondents participating in the study were identified as students of the speciality “Foreign language: two foreign languages”. This way, it is possible to ensure a sufficiently high reliability of reflection. It is necessary to create and use an expert system based on the study and prediction of future activities to further improve the training of future teachers of foreign languages. It includes the step-by-step application of expert assessment and the development of appropriate tools – questionnaires, tables of statistical data and, if necessary, the addition of this expert system by modelling. The development of questionnaires for interviewing future foreign language teachers should pursue the goal of systematising the content of their activities according to the functional and problem principle. Admittedly, a component of the development of the content of graduate training is a professional profile. To do this, the presence of its components is determined by the questionnaire method. During the experiment, an insufficient level of reflexive competence of a future foreign language teacher was revealed, which actualised the importance and necessity of developing the reflexive competence of a future foreign language teacher in the process of professional training at a university.

## **Results and Discussion**

The state policy in the field of teacher training of the Republic of Kazakhstan is aimed at choosing the profession of a teacher and developing a system of professional selection of young people suitable for teaching in higher education. The criteria for the development of reflexive competence of a future foreign language teacher are determined based on a systematic understanding of reflection, by highlighting its structural and functional components, understanding the essence of reflexive skills as a process and the result of mastering the techniques that ensure this process. In the modern educational aspect, the concept of “criterion” is defined as a feature based on evaluation, definition, and classification. It is considered a standard based on the evaluation and comparison of results. It should be emphasised that with respect to pedagogical phenomena, the criteria are a set of indicators that reveal the norm and the highest level of development of personality quality. Being an integral part of them, the current indicator acts as a specific and typical manifestation of one of the essential aspects of the

phenomenon under study, according to which it is possible to reason about the presence of this quality. Thus, if the criterion is the maximum conditional unit of measurement, then each measure acts as the minimum conditional unit of the process. It follows from this that criteria are instruments for measuring a particular phenomenon. Their application is distinguished by the advantage that the compliance of the result with the set goal is checked and the degree of implementation is evaluated [13-15].

In pedagogy, the criterion is considered as a standard for evaluating an object or phenomenon, which shows the dynamics of the measured quality in spatial and temporal categories and is expressed in the corresponding indicator. Criteria are defined as a certain characteristic against which it is possible to evaluate and compare the studied pedagogical phenomenon and reflexive skills with the standard. In this case, the degree of qualitative manifestation of the criteria is determined by specific indicators, which, in turn, have a number of significant features. The first criterion for the development of pedagogical reflection is the sufficiency of reflexive knowledge, and its indicator is problems and contradictions. These criteria consist of high, medium and low levels, each of which considers features such as depth, differentiation, and complexity. General requirements for the definition of criteria reflecting the basic laws of the development of a reflexive personality establish links between all components of the system under study, where qualitative indicators should act in unity with quantitative ones. Further, the criteria and indicators of the development of reflexive competence of a future foreign language teacher are clarified and a minimum diagnostic programme for the investigation of the phenomenon under study is developed [16-19]. At this stage, the minimum diagnostic programmes and indicators of the level of reflexive competence development are determined, including the level of reflection of the future specialist. The criteria of conformity are considered as an aspect of the actual integration of personal and social identity in the professional sphere. This is the result of professional self-determination of the individual. It is determined by self-assessment. The criteria of conformity reflect the degree of perception of the chosen profession as a way of self-development and self-understanding of the individual. Self-development is characterised by the conscious and active participation of the individual in his development through the management of activities and lifestyle aimed at progress, while maintaining the general characteristics of development.

Self-development and self-management are vital for the development of a future teacher, since teacher training is a continuous learning process in which teachers participate voluntarily to find out how best to adapt their learning to the educational needs of their students, which emphasises the importance of developing reflexive abilities in the study of self-regulation of the individual. This means regulating relations with the outside world, preserving, developing, and supporting the individual. The development of reflexive ability occurs at all stages of self-regulation. In this process, thinking and action change. Consequently, the intellectual, emotional, and volitional sides of the personality are constantly changing and developing, where the criterion of self-esteem is the

presence of a critical position of the individual in relation to what he possesses from the point of view of a certain value system. Self-assessment is a process in which a person evaluates their own action or behaviour and determines their abilities, work, and skills. This is a complex cognitive process during which the teacher makes a judgement for the purpose of better personal knowledge aimed at improving their actions and their cognitive development. Self-assessment criteria are extremely important in the activities of future teachers of foreign languages. Mastering them allows independently analysing and adjusting actions, which would eventually lead to an increase in the level of assimilation of educational material and transition to a new stage of development [20-23].

When determining the level of reflexive competence of a future foreign language teacher, it is important to use the criteria of conformity, criteria of self-development, criteria for the development of reflexivity, and self-assessment criteria. When developing the basic diagnostics of the development of reflexive competence, the following components are considered: personal, gnostic, reflexive, and cooperative. It should be emphasised that the structural components of the development of the reflexive competence of a future foreign language teacher clarify its essence. The criteria may have different levels of manifestation, which depends on the development of the reflexive competence of the future foreign language teacher, their needs for reflexive transformations. In this regard, the following criteria are distinguished: conformity, self-development, self-esteem, and reflexive ability (Table 1).

**Table 1.** Instrumental and diagnostic complex of methods for determining the levels of development of reflexive competence of a future foreign language teacher

Criteria	Diagnostic content (by indicators)	Diagnostic methods
Conformity	Potential in accordance with the requirements of the teaching profession	Questionnaire "Personal professional plan"
Self-development	Degree of perception of personal potential	Determination of the level of self-development by the method
Reflexive ability	Ability to use and activate personal potential in educational and professional activities	Essence of the individual dimension of reflexivity
Self-assessment	Ability to self-control	Diagnosis of self-esteem

Source: [24-27].

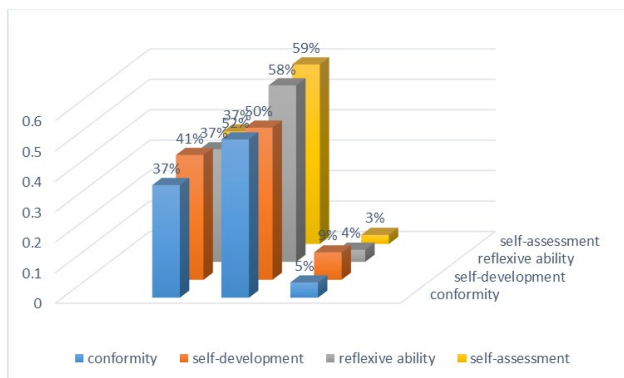
Summarising the data obtained, it is possible to emphasise that modern higher education is aware of the need and importance of developing reflexive competence in future foreign language teachers. Thinking before teaching is perspective-oriented, which can make teaching a conscious practice and effectively improve teachers' ability to design, which is monitoring, which allows teaching to be carried out with high quality and efficiency, and also helps to improve the work of future teachers. Reflexive competence is crucial, can theorise teaching experience and help improve teachers' theoretical literacy and research abilities. The key to this phenomenon before teaching is to focus on the individual differences of students, and on the development and use of curriculum resources. Reflection in learning consists in the recording of behaviour, which goes in parallel with the plan of the educational process, and focuses on the result. The main content of the behaviour record includes: student analysis, that is, students' assimilation of knowledge and problems in the learning process; strategy analysis, which refers to the analysis of control measures and the consequences of learning problems; analysis of core competencies, that is, pedagogical skills and teaching wit. Self-reflection sometimes requires the strength of the collective. If there is an organised reflection on the curricula, then this is a practical and effective method of reflection. It can not only allow future specialists to consider their own educational process as an outside observer, but also get the effect of "clearance by witnesses" through interaction with other teachers.

Considering all these factors, there is concern about the training of future foreign language specialists, therefore, professional development should be taken seriously and effectively, where higher education institutions should be involved in this process, offering support and encouragement with short-, medium-, and long-term proposals that should be included in educational policy plans. In higher education, a teacher is almost always required to have skills that he cannot always acquire in their bachelor's degree, to solve this problem, continuous training is necessary, during which a teacher will analyse and work out their pedagogical practice. A teacher should have an updated pedagogical practice included in everyday life, so that the teacher can pursue improvement. Thus, continuous learning leads the student to a greater commitment to education, to understanding and improving his pedagogical practice, always taking care of the quality of teaching. One of the most significant phenomena of modern social processes is the expansion of the concept of education and the diversification of educational activities, leading, therefore, to the diversification of educational activities in society. In various fields of social practice, through informal and formal education modalities, the production and dissemination of knowledge and methods of action of pedagogical practices are expanding. The role of the teacher goes beyond just the transfer of knowledge. A teacher with a holistic approach plays a fundamental role in overcoming the fragmentation paradigm.

Thus, the concept of competence represents in many respects a significant progress in educational reflection and teacher training: it avoids all forms of fatalism and restrictions that prevent the democratisation of access to knowledge. Obviously, all this sets a very high bar,

respectively, to assert that any subject can master all possible skills and come up with ways to achieve this compatible with respect for their freedom is no small feat. Properly used concept of reflexive competence allows considering the complex problem of knowledge transfer. To develop a skill means to become able to accurately solve a specific problem in a certain situation. This interaction between constraints and resources is pedagogical work that cannot be reduced to the accumulation of know-how and the practice of mechanical exercises. It refers to the ability to invent situations that generate meaning, which is closely related between discovery and formalisation. Therefore, the concept of reflection sometimes refers to reproducible technical knowledge, sometimes to untested abilities that no one tries to figure out how they are formed. The autonomy and responsibility of a future professional shaping professionalisation do not come without the ability to reflect on their actions. This ability is the basis of continuous development, it allows comprehending the professional experience that accumulates over time and causes the so-called knowledge of action. Reflexive practice should eventually become a part of the teacher's personality, a habitual position that is measured not by discourse or intentions, but by the consequences of reflection in everyday professional classes in a crisis situation.

During the experiment, an insufficient level of self-reflection was revealed, which actualises the importance and necessity of the development of reflexive competence in the process of vocational training at a university. The analysis of the results of the conformity criteria shows that a third of future foreign language teachers are at the level of insufficient development (37% and 52%). The analysis of the indicators of self-development criteria shows that a significant number of students (42%) have a low level. 52% of students and 61% of students, respectively, have indicators of self-development criteria at an average level (9% and 15%). The lowest value was recorded in the indicator "striving for self-development, self-education" (average score – 2.4). A future foreign language teacher thinks less about the problem of professional growth, avoids additional tasks, and their need for self-improvement is expressed conditionally (Figure 1).



**Figure 1.** The level of development of reflexive competence of a future foreign language teacher (according to criteria)

At the lowest level, "ability to assess the consequences of their actions, identify their mistakes and achievements"

(average score 2.2), which means the problems of forming the reflexive competence of a future foreign language teacher. The results of the diagnostic experiment show an insufficient level of reflexivity indicators, self-development criteria, self-assessment criteria for future foreign language teachers. Therefore, it is worth considering the importance of the development of reflexive competencies in future teachers of a foreign language. The main feature is the understanding by future teachers of the need to form a qualitatively new teacher capable of mastering the content of reflexive-oriented education, able to find creative solutions to pedagogical problems and ready to use reflexive methods in their activities. The educational scenario is increasingly looking for new forms of management and pedagogical models based on technology, thus covering a larger number of teachers and students. Technological changes significantly improve the management of education, and the management of information in institutions becomes more flexible and secure.

According to S.M. Moody & S.D. Matthews [28], the desire for reflection in the educational process is a natural process. This is the key to success, which allows making high demands on the graduate in terms of the development of reflexive competence based on the characteristics of phenomena and concepts. In an effort to overcome reproduction for the production of knowledge, the future teacher of a foreign language should look for alternative ways that establish appropriate, meaningful, and competent pedagogical actions. In this context, there is a possible way in which it is necessary to think simultaneously about interdisciplinarity and transdisciplinarity, to contribute to the revision of the vocational training programme in higher education, to promote greater integration between disciplines and the knowledge contained in them, thereby avoiding a pedagogical model based on subjects isolated from each other, without connection and type. However, the problem is not only in the teacher's education, it is important to consider their knowledge, skills necessary for teaching practice, research training focused on the construction of empirical knowledge. The teacher ceases to be only the one who transmits knowledge, and becomes responsible for determining their own way of working, where the practice is recognised in the process of continuous improvement. Therefore, social transformations push the teacher to practice reflection on themselves and on other systems that surround them. Pedagogical practice cannot be a one-way channel, it must be a two-way channel.

In turn, according to A. Pennycook & E. Otsuji [29], with self-reflection, the teacher sees themselves in a situation of heightened responsibility, since they are entrusted with the functions of perpetuating knowledge, integration, socialisation, knowledge transfer, evaluation, motivation, and exchange, therefore, they must be trained and informed, updated as much as possible, and also have an idea of a certain number of skills corresponding to the teacher. Teacher specialisation means that teachers rely on professional organisations through continuous professional training to acquire knowledge and skills in the field of education, implement professional autonomy, express professional ethics, gradually improve the quality of education, and become a good professional teacher.

Growth, that is, the process of professional development of teachers refers to the fact that an individual becomes a member of the teaching profession. Such a transition process is playing an increasingly mature role, and its measurement standards include: professional knowledge, ethics, training, development, autonomy, and professional organisation. The reflexive ability of teachers is one of the important factors influencing the professional level of future teachers. The competence of a teacher is a continuous, lifelong, and dynamic process of professional development. Therefore, two main aspects should be attributed to the factors affecting the professional level of teachers in general – the influence of external and internal factors, which include national policy, the content of teacher training in the field of pedagogical education, the system of qualification certificates, self-improvement, accumulation of experience, the ability to reflect and learn throughout life.

Self-assessment of teachers through reflection is one of the effective methods of promoting the personal professional development of future teachers. This is an inexpensive and high-yielding method that allows carefully observing the behaviour of students and the teacher's own behaviour in pedagogical practice, and then conducting self-assessment through deep reflection. According to S. Colognesi *et al.* [30], teachers' ability to reflect determines their ability to conduct research in practice, which shows that successful and effective teachers, as a rule, actively and creatively reflect on important issues of their career, including their educational goals, environment, and their own professional competence. Constant reflection, creativity and excellence step by step improve professional qualities. Therefore, by developing reflexive abilities, it is possible to increase the professional level. This stems from the teachers' self-role desires, needs, practices and aspirations for personal professional growth. Therefore, reflexive ability, which is an important internal factor affecting the level of professionalism, should be given sufficient attention, since the internal factor is a key aspect affecting self-development. Therefore, in order to improve the professional level of future teachers, it is necessary to develop and improve their reflexive abilities.

According to U.K. Orynbayeva *et al.* [31], when updating the criteria of a reflexive teacher, some criticism of technical rationality arises, emphasising their inability to cope with the unpredictable, since it mechanises thinking, denying the real world of live practice, reducing the practical knowledge of the teacher. Teachers are guided in their educational actions by their personal and cultural history, but also make consistent actions and mark their trajectory, which allows them not to be completely under influence of socio-cultural circumstances and personal conditions, interfering with them intentionally. Having an intentional consciousness through which they understand reality and the possibility of intervention in it, future teachers of a foreign language attribute meaning and through it have the opportunity to discover and position them in front of the profession, and choose how to act in their lives. Thus, they can understand that even with the predominance of teaching focused on technical rationality, the teacher uses the ability to think and reflect. Thinking about teaching can call into question the bureaucratic

constraints in defining the tasks and values that an institution accepts, where reflexive practice cannot take place in the social context in which it takes place, since the professionals who participate in it are seen as participants in a large social conversation, playing their roles.

According to R.J. Collie & N.E. Perry [32], reflection criteria define and use principles that correspond to the teacher's concept of reflexive practice. The first principle refers to the fact that in the practice of reflexive learning, the attention of the future teacher is focused both on his own practice and on the social conditions in which this practice is carried out. Another principle is related to the democratic and liberating orientation, that is, the situations of inequality and injustice should be considered when making decisions by a specialist. Ultimately, reflexive practice deals with reflection as a social practice. In Feldman's views on practical reflection, one can detect an orientation towards the search for social reconstruction, the beginning of an attempt to contextualise the social, ideological and political dematerialisation of education and teacher training. Teacher training is a tool for acquiring appropriate professional skills that increase the teacher's self-confidence and the likelihood of success. Teacher training should develop the ability to define their own teaching style, distinguish between problems in relationships that may arise, and problems related to teaching and learning activities. Therefore, future teachers should be ready to identify and eliminate existing difficulties by self-reflection.

By linking often disparate areas of primary and continuing education, it is important to show how the concept of reflexive competence criteria operates in structural changes and global orientations that today affect the training of future foreign language teachers throughout their lives [33-35]. Reflexivity, as the ability to mentally reconstruct personal experience, is the basis of competent action. It involves the subject in the reorganisation of their knowledge. Thus, levels of reflection, as a skill, are a serious problem in pedagogical education. However, thinking about learning in this way forces the study to leave the paradigm of applied sciences in order to think about supporting learning. The reflexive turn launched at the university acts as a cross-aspect of the conducted reflections with responses to the institutional and organisational needs of educational institutions. The history of this pedagogical structure identifies the main elements that organise teaching, support, and education. The effectiveness of training is based on the combination of the latter with the organisation of work, but is not limited to it. The criteria of reflection turned out to be a universal skill underlying pedagogical education, considering the contradictions between institutional requirements and respect for singular paths, which imply and presuppose an attitude of openness, awareness and even curiosity, in order to question the evidence of one's own situations and experiences [36-38].

## Conclusions

As a result of the study, it was found that the criteria of reflexive orientation suggest the need to develop a set of strategic skills that are fundamental for successfully overcoming the complex framework of educational processes of future foreign language teachers. This

contribution addressed the importance of self-regulation skills to disseminate and enhance the usability of reflection tools useful for promoting self-assessment of some strategic skills of educators. The study determined that reflexivity and the ability to learn throughout life are important conditions for the effective implementation of the learning process, which is characterised by continuous transformations that make us constantly question established habits. The ability to understand how to manage in the continuous process of individual evolution is the main resource of a future teacher for redesigning, self-learning and building a project of personal growth at the existential, educational, and working levels. Reflection criteria focused solely on the search for individual characteristics and inclinations are used as predictive variables of the best professional position. They seek to emphasise the relationship between the individual and the socio-professional context in the perspective of professional adaptation, which is defined as the tendency to adequately define tasks in order to prepare and participate in the learning process.

It has been established that social interaction currently plays a central role in learning, including with the aim of developing the ability to work in a group. This observation is the basis of the most modern approaches to joint reflection training based on a socially constructivist vision. The socio-cognitive conflict that arises as a result of

mutual exchange generates new ways of interpreting reality for the future specialist of a foreign language, which allows overcoming the phase of the so-called “cognitive egocentrism”. In this sense, orientation acquires educational significance, which from the first years of study is integrated into the curriculum aimed at developing a set of attitudes and resources to support the development of reflexive competence, which allows actively coping with variable situations. In conclusion, the levels of reflexive orientation are configured as a dimension within which the “empowerment” of the teacher is promoted, gradually acquiring the ability to strategically interact with the social, cultural and economic reality reinforced by self-awareness. Moreover, it can be stated that reflexive competence acquires a self-generative character: it facilitates not only the development of new knowledge and skills, but also forms a progressive growth of the ability to manage their own learning processes in increasingly sophisticated ways.

#### Acknowledgements

None.

#### Conflict of Interest

None.

#### References

- [1] Cheng Y. Paths to improve the language communicative competence and accomplishment for foreign language professional students. In: Economics, Management Engineering and Education Technology: Materials 3rd International Conference; 2019; Suzhou. Suzhou: Henan Polytechnic University; 2019. P. 2298–2302.
- [2] Abend M. Language teachers on study abroad: a discourse analytic approach to teacher identity. *Int J Soc Cult Lang.* 2018;8(2):1–16.
- [3] Masanovic B, Gardasevic J, Arifi F. Relationship between foot length measurements and body height: A prospective regional study among adolescents in eastern region of Kosovo. *Sport Mont.* 2018;16(1):9–13.
- [4] Amirbekova A, Karabayev G, Mamedov S. Architecture and Planning of Residential Complexes in Kazakhstan. *ISVS e-j.* 2023;10(8):213–222.
- [5] Kerimkhulle S, Dildebayeva Z, Tokhmetov A, Amirova A, Tussupov J, Makhazhanova U, Adalbek A, Taberkhan R, Zakirova A, Salykbayeva A. Fuzzy Logic and Its Application in the Assessment of Information Security Risk of Industrial Internet of Things. *Symm.* 2023;15(10):1958.
- [6] Pennington JL. Deconstructing the white visitor: autoethnography and critical white studies in study abroad programs. *Theory Pract.* 2020;59(3):289–99. DOI: 10.1080/00405841.2020.1739998
- [7] Ledin P, Machin D. Doing critical discourse studies with multimodality: from metafunctions to materiality. *Crit Discourse Stud.* 2019;16(5):497–513. DOI: 10.1080/17405904.2018.1468789
- [8] Veine S, Anderson MK, Andersen NH, Espenes TC, Soyland TB, Wallin P. Reflection as a core student learning activity in higher education. *Int J Acad Dev.* 2019;25(2):147–61. DOI: 10.1080/1360144X.2019.1659797
- [9] Sa MJ, Serpa S. Transversal competences: their importance and learning processes by higher education students. *Educ Sci.* 2018;8(3):126–34. DOI: 10.3390/educsci8030126
- [10] Zhang S. Specificity of the content of teaching Chinese at a university: a linguistic aspect. *World Mod Sci.* 2020;4:34–9.
- [11] Horoshko O-I, Horoshko A, Bilyuga S, Horoshko V. Theoretical and Methodological Bases of the Study of the Impact of Digital Economy on World Policy in 21 Century. *Tech Forecast Soc Change.* 2021;166:120640.
- [12] Baidrakhmanova M, Mamedov S, Karabayev G. Modern Classification of Mixed-use Residential Complexes. *Civil Eng Architect.* 2023;11(5):2533–2542.
- [13] Lopez IC, Rodríguez-Lopez B. The relevance of transversal competences in vocational education and training: a bibliometric analysis. *Empir Res Vocat Educ Train.* 2020;12(4):1020–9. DOI: 10.1186/s40461-020-00100-0
- [14] Ziberi B, Alili MZ. Economic Growth in the Western Balkans: A Panel Analysis. *South East Eur J Econ Bus.* 2021;16(2):68–81.
- [15] Dubinchyk O, Bannikov D, Kildieiev V, Kharchenko V. Geotechnical analysis of optimal parameters for foundations interacting with loess area. *E3S Web Conf.* 2020;168:00024.

- [16] Lin AM. Theories of trans/language and trans-semiotizing: implications for contentbased education classrooms. *Int J Biling Educ Biling*. 2019;22(1):5–16. DOI: 10.1080/13670050.2018.1515175
- [17] Arifi F. Stature and its estimation utilizing arm span measurements of both gender adolescents from southeast region in Kosovo. *Sport Sci*. 2017;10(1):92-95.
- [18] Kerimkhulle S, Saliyeva A, Makhazhanova U, Kerimkulov Z, Adalbek A, Taberkhan R. The input-output analysis for the wholesale and retail trade industry of the Kazakhstan statistics. *E3S Web Conf*. 2023;376:05023.
- [19] Alkhdour A, Tiutkin O, Bannikov D, Heletiuk I. Substantiating the parameters for a non-circular structure of the mine shaft under construction in a heterogeneous rock massif. *IOP Conf Ser: Earth Environ Sci*. 2023;1156(1):012008.
- [20] Luque A, Morgan-Short K. The relationship between cognitive control and second language proficiency. *J Neurolinguist*. 2021;57:32–9. DOI: 10.1016/j.jneuroling.2020.100956
- [21] Mierzwa E. Foreign language learning and teaching enjoyment: teachers' perspectives. *J Educ Cult Soc*. 2019;10(2):170–88.
- [22] Korobko B. Investigation of energy consumption in the course of plastering machine's work. *East-Eur J Enter Tech*. 2016;4(8-82):4-11.
- [23] Kerimkhulle S, Obrosova N, Shaninin A, Tokhmetov A. Young Duality for Variational Inequalities and Nonparametric Method of Demand Analysis in Input–Output Models with Inputs Substitution: Application for Kazakhstan Economy. *Mathem*. 2023;11(19):4216.
- [24] Klimov EA. Psychological conception of labor. *Nat Psychol J*. 2012;1(7):47–54.
- [25] Rogov EI, Moiseenko OS. Interrelation of the professional and personal orientation of future teachers with their ideas about the profession. *News Volgograd State Pedagog Univ*. 2016;8(112):69–76.
- [26] Karpov AV, Ponomarev VV. Psychology of reflexive mechanisms of activity. Moscow: Publishing House; 2004.
- [27] Karpov AV. Reflexivity as a mental property and methods of its diagnostics. *Psychol J*. 2003;24(5):45–57.
- [28] Moody SM, Matthews SD. Pathways to becoming a culturally responsive teacher: narrative inquiries into a translanguaging read aloud. *J Curric Stud Res*. 2020;2(2):170–88.
- [29] Pennycook A, Otsuji E. Mundane metrolingualism. *Int J Multiling*. 2019;16(2):175–86.
- [30] Colognesi S, Nieuwenhoven CV, Beusaert S. Supporting newly-qualified teachers' professional development and perseverance in secondary education: on the role of informal learning. *Eur J Teach Educ*. 2020;43(2):258–76.
- [31] Orynbayeva UK, Zhaitapova AA, Seidekyenova AS, Moldassanova A, Utepova B. Planning modern lesson and reflection: educational and methodical manual. Almaty: Qazaq University; 2019.
- [32] Collie RJ, Perry NE. Cultivating teacher thriving through social-emotional competence and its development. *Aust Educ Res*. 2019;46(4):699–714.
- [33] Sanchez-Sordo JM. Data mining techniques for the study of online learning from an extended approach. *Multidiscip J Educ Soc Technol Sci*. 2019;6(1):16–24.
- [34] Kerimkhulle S, Mukhanova A, Kantureyeva M, Koishybaeva M, Azieva G. Applying a housing construction model to improve a small town demographic dynamics. *AIP Conf Proceed*. 2023;2700:040047.
- [35] Rakhimova G, Stolboushkin A, Vyshar O, Stanevich V, Rakhimov M, Kozlov P. Strong Structure Formation of Ceramic Composites Based on Coal Mining Overburden Rocks. *J Composit Sci*. 2023;7(5):209.
- [36] Eyferth J. Quality in TESOL teacher education. New York: Nova; 2022.
- [37] Farrell TS, Macapinlac M. Professional development through reflective practice: a framework for TESOL teachers. *Can J Appl Linguist*. 2021;24(1):6–25.
- [38] Petrenko V, Bannikov D, Kharchenko V, Tkach T. Regularities of the deformed state of the geotechnical system soil base-micropile. *IOP Conf Ser: Earth Environ Sci*. 2022;970(1):012028.

## **Критерії та рівні розвитку рефлексивної компетентності вчителя іноземної мови**

### **Ульсерік Оринбаєва**

Жетисуський університет імені І. Жансугурова  
040009, вул. Жансугурова, 187а, м. Талдикорган, Республіка Казахстан

### **Тулєбіке Кульгільдінова**

Казахський університет міжнародних відносин та світових мов імені Аблай Хана  
050022, вул. Муратбаєва, 200, м. Алмати, Республіка Казахстан

### **Алтинай Жайтапова**

Казахський університет міжнародних відносин та світових мов імені Аблай Хана  
050022, вул. Муратбаєва, 200, м. Алмати, Республіка Казахстан

### **Саулеш Муканова**

Національний центр підвищення кваліфікації “Орлеу”  
100019, вул. Жанібєкова, 42, м. Караганда, Республіка Казахстан

### **Гаухар Жуманова**

Національний центр підвищення кваліфікації “Орлеу”  
070002, вул. Київська, 69, м. Усть-Каменогорськ, Республіка Казахстан

## **Анотація**

**Актуальність.** Актуальність дослідження зумовлена тим, що педагогічна освіта стикається з величезними проблемами, оскільки сучасні зміни висувають підвищені вимоги до майбутніх учителів іноземних мов, де особлива увага приділяється розвитку рефлексивної компетентності в контексті системи неперервного навчання. Рефлексивна компетентність є важливою рушійною силою педагогічної діяльності, завдяки якій відбувається рефлексія внутрішнього досвіду, коли власні знання можуть бути сублімовані, а практична поведінка має тенденцію до усвідомлення.

**Мета.** Мета дослідження – розкрити проблеми університетської підготовки майбутніх учителів іноземної мови до рефлексії та розглянути основні аспекти розвитку рефлексивної компетентності майбутнього вчителя.

**Методологія.** Для досягнення мети дослідження було використано такі методи: структурно-функціональний, теоретичний та експериментальний.

**Результати.** Результати дослідження визначили, що підготовка майбутнього вчителя іноземної мови з рефлексивною компетентністю сьогодні є одним з найважливіших і значущих завдань педагогічних університетів і системи освіти в цілому. Аналіз показав, що майбутні вчителі іноземних мов недостатньо підготовлені до роботи з методами рефлексії, а в університетах існують серйозні недоліки в розумінні сутності цього поняття. Розвиток і вдосконалення здатності майбутніх учителів іноземних мов розпізнавати проблеми та рефлексувати над ними відіграють важливу роль у зміні освітніх концепцій, що сприяє їхньому зростанню та розвитку.

**Висновки.** Практичне значення полягає в аналізі сучасного стану викладання, формулюванні критеріїв та рівнів сформованості рефлексивної компетентності у майбутнього вчителя іноземної мови, а також формулюванні критеріїв та відповідних рівнів сформованості рефлексивної компетентності у процесі професійної підготовки у вищому навчальному закладі, що визначає рівень розвитку саморефлексії.

**Ключові слова:** рефлексія; критерії; усвідомлення; рівні; майбутній учитель; вища освіта; мислення.