

**ЖОҒАРЫ ЖӘНЕ ЖОҒАРЫ ОҚУ ОРНЫНАН КЕЙІНГІ БІЛІМ:  
МӘСЕЛЕЛЕР, ЖАҒАШЫЛДЫҚ, ДАМУ БОЛАШАҒЫ  
ВУЗОВСКОЕ И ПОСЛЕВУЗОВСКОЕ ОБРАЗОВАНИЕ:  
ПРОБЛЕМЫ, ИННОВАЦИИ И ПЕРСПЕКТИВЫ**

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**SOME ISSUES OF FORMATION OF STUDENTS' REFLEXIVE CULTURE IN THE  
PROCESS OF TEACHING IN HIGHER EDUCATIONAL INSTITUTIONS**

*Abstract*

The article is devoted to the study of the problem and analysis of students' reflexive culture in the process of teaching in higher educational institutions. The relevance of the research problem is conditioned by the necessity to determine the current state of development of students' reflexive culture in higher education institutions. The reflexive culture of students means the ability to analyze, recognize and evaluate their own thoughts, experiences and their reactions to various situations. The formation of a reflective culture of students is important for the development of their professional competence and academic success. The aim of this research is to examine the degree of reflexive culture of students and recommend the ways of formation of reflexive culture of students through their studies.

The primary concepts and definitions are highlighted through the study and generalization of the works of domestic and international scholars in this subject. The questionnaire method was employed to collect the data from two university students, which revealed students' knowledge and skills as well as their difficulties related to reflexive culture of students. The authors of the article make suggestions to foster students' reflexive culture formation in the learning process.

**Keywords:** reflexion, reflexive culture, reflexive processes, personal reflexion, pedagogical reflexion.

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**ЖОО ОҚЫТУ ҮДЕРІСІНДЕ СТУДЕНТТЕРДІҢ РЕФЛЕКСИВТІ  
МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУ МӘСЕЛЕЛЕРІ**

*Аңдатпа*

Мақала жоғары оқу орындарының оқу үдерісінде студенттердің рефлексиялық мәдениеті мәселесін зерттеуге және талдауға арналған. Зерттеу мәселесінің өзектілігі жоғары оқу орындарында студенттердің рефлексивті мәдениетін дамытудың қазіргі жағдайын анықтау қажеттілігімен байланысты. Студенттердің рефлексиялық мәдениеті олардың өз ойларын, тәжірибелерін және әртүрлі жағдайларға реакцияларын талдау, тану және бағалау қабілеті. Студенттердің рефлексиялық мәдениетін қалыптастыру олардың кәсіби құзыреттілігі мен оқу жетістіктерін дамыту үшін маңызды болып табылады. Зерттеудің мақсаты студенттердің рефлексивті мәдениетінің дәрежесін зерделеу және оқыту барысында студенттердің рефлексивті мәдениетін қалыптастыру жолдарын ұсыну болып табылады.

Зерттеу әдіснамасы осы саладағы отандық және шетелдік зерттеушілердің еңбектері негізінде басты ұғымдар мен анықтамаларды талдаумен және жалпылаумен ерекшеленеді. Бастапқы ұғымдар мен анықтамалар осы тақырыптағы отандық және халықаралық ғалымдардың еңбектерін зерттеу және жалпылау арқылы ерекшеленеді. Екі университеттің студенттерінен мәліметтер жинау үшін сауалнама әдісі қолданылды. Студенттердің білімдері мен дағдылары, сондай-ақ олардың рефлексиялық мәдениетке байланысты қиындықтары да анықталды. Мақала авторлары оқу үдерісінде студенттердің рефлексивті мәдениетін қалыптастыруға ықпал ету бойынша ұсыныстар берді.

**Түйін сөздер:** рефлексия, рефлексивтік мәдениет, рефлексивтік үдерістер, жеке рефлексия, педагогикалық рефлексия.

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## ПРОБЛЕМЫ ФОРМИРОВАНИЯ РЕФЛЕКСИВНОЙ КУЛЬТУРЫ СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ В ВУЗЕ

### Аннотация

Статья посвящена исследованию проблемы и анализу рефлексивной культуры студентов в процессе обучения в высших учебных заведениях.

Актуальность проблемы исследования обусловлена необходимостью определения текущего состояния развития рефлексивной культуры студентов в вузах.

Методологию исследования составляют анализ и обобщение работ отечественных и зарубежных исследователей в данной области, на основе которых выделяются основные понятия и определения. Кроме того, в статье раскрываются проблемы развития рефлексивной культуры студентов в процессе обучения.

В статье авторами предлагаются рекомендации, направленные на необходимость развития рефлексивной культуры студентов высших учебных заведений.

Основные понятия и определения выделены на основе изучения и обобщения работ отечественных и зарубежных ученых по данной тематике. Методом анкетирования были получены данные от студентов двух университетов, которые позволили выявить знания и умения студентов, а также их трудности, связанные с рефлексивной культурой студентов. Авторы статьи вносят предложения по содействию формированию рефлексивной культуры студентов в процессе обучения.

**Ключевые слова:** рефлексия, рефлексивная культура, рефлексивные процессы, личностная рефлексия, педагогическая рефлексия.

**Introduction.** The topic of reflection has been considered in different fields such as philosophy, psychology, management and others. This issue is one of the current directions of modern education as well. The enormous impact that reflection has on the formation of the human psyche explains the unwavering interest in this issue from antiquity to the present.

The modern Kazakhstan education is directed to the integration with the world process of globalization. In modern socio-economic conditions an important factor of effective professional development of any specialist is the increase of one's reflexive culture. The reflexive culture forms such qualities, as readiness to act in situations with a high level of uncertainty, flexibility in decision-making, aspiration to realization of innovations, constant attention to search of new, non-standard ways of the solution of professional problems, which provides manifestation of students' professionalism in the solution of problems, arising in the future professional activity. It is necessary to form the reflexive culture at the stage of education and training of the specialist, because it will promote the formation of the real professional who is able to find the right decision in this or that situation, to set and effectively solve unusual practical problems, and also to improve, self-develop on the basis of the received experience.

The reflexive culture defines and explains the system of such important qualities of professionalism of the person which are connected with his (her) self-consciousness, self-analysis, self-assessment, self-realization and self-organization due to the revaluation of one's notions and actions, stereotypes, means, bases, ways of thinking etc. at functioning in the structure of professional activity.

The analysis of scientists' works has shown that reflexion regulates professionally significant qualities of students and is a personal characteristic of a specialist. In the works of foreign scientists studied by us: Matthew Adams Marlon Simmons, Mairi McDermott, Sarah Elaine Eaton and others considered different aspects of the development of reflexive thinking and ways to use it in professional pedagogical practice.

M.Adams makes an effort to address the propensity among contemporary social theorists to position a prolonged process of reflexivity at the core of modern identity. This trend can be seen in their works on social transformation and self-identification. The total impact of reflexivity on the

processes of self-identity is thus called into question by potentially repositioning self-identity in relation to culture. An analysis and normative alternative that takes into account how self-identity is located culturally is presented. [1]

While conducting collaborative research in which reflection within the iterative process of action research becomes pedagogical, Marlon Simmons, Mairi McDermott, and Sarah Elaine Eaton examine educational considerations of the complex process of changing curriculum. They rely on our analysis of an action research project on research-based learning in professional graduate programs that are course-based. Through their narrative reflections, it allows to understand the graduate students' experiences learning about and conducting action research, as well as their individual and group ideas about action research.

After reflecting on their collective processes involved in this paper, the authors concluded that action research can be extremely helpful in addressing complex educational challenges, improving curriculum and programs, and fostering better learning environments for students [2].

The works of classical philosophers such as I.Fichte, F.Schilling, I.Kant, R.Descartes, J.Locke, and others, who described it as a special type of knowledge, as recognition of the external world and self-cognition, reveal the scientific-theoretical foundations of the problem of the development of reflexive culture.

Al-Farabi, A.Yassawi, J.Balasaguni, H.Dulati, M.Kashgari, and A.Kunanbaev considered self-knowledge and mental activity that allow for case-by-case analysis in their writings. Despite the existence of such basic and practical studies about the professional preparation of future specialists and the widespread interest in reflexive culture, there are still issues with the efficient development of this professional characteristics in future English teachers.

Reflexion is the beginning of a new level of educational activity, according to A. Khutorskoi, and is not only the result but also a factor of self-consciousness, an indicator of the degree of self-actualization, and self-assertion [3]. In addition, John Dewey claimed that reflection is a process of self-examination and self-evaluation in which effective educators regularly engage to improve their professional practices. The roots of reflective teaching are historically evident in the works of John Dewey, where he maintained that reflection is an important aspect of learning from experience [4].

Reflection, according to S.L.Rubinstein, is an issue with identifying one's style of life. S.L. Rubinstein identified two primary paths for human life. The first is a life that doesn't extend past a person's close relationships. A person cannot adopt a reflexive stance since they are completely immersed in life. The second way is associated with the emergence of reflection, which allows a person to go mentally outside of this existence and judge it from a distance [5].

According to K.O.Kaziev, "the problem of reflection demands a better understanding in contemporary education and psychology research as a process of cognition of the subject's own mental act and condition. The application of the contemplated idea of reflexion is thus determined by the necessity of studying the underlying nature, structure, and potential for its development at the theoretical, practical, and methodological levels. The author believes that a complex set of instructional circumstances allow for the development of future pedagogical psychologists' reflections in a logical way. Additionally, the outcome can only be attained when these pedagogical circumstances are interconnected and mutually supportive of one another. Future teacher-psychologists construct their "I" while observing pedagogical settings for the formation of reflection, are reflective in relation to their activity, are active in sharing their feelings and experiences, and show their inner potential" [6].

In her article, K.M.Nurakhmetova examines the key components of a teacher's reflective practice, which aims to continuously advance a teacher's professional development. The author underlines that fostering a reflective culture in teachers is a surefire way to strengthen both their professional and personal skills.

According to the author, the Republic of Kazakhstan's educational policy is focused on enhancing the value sense of education and its contribution to each person's destiny as well as raising the standard of instruction at all levels of the system. She also defines the role and place of reflection in a teacher's pedagogical practice. Reflection, which is a guarantee of a teacher's self-development, is one of the significant professional skills of a teacher that are produced and developed in the course of work in this system [7].

According to A.K.Mynbaeva, G.Sagindykova, A.A.Karabutova, the educator's own endeavor to enhance teaching and learning techniques is called reflection. It stands for the teacher's spiritual practice on his line of work in this manner [8].

The need for their resolution is demonstrated by the numerous inconsistencies that currently exist between the higher pedagogical training of teachers' emphasis on the social maturity of the future teacher's personality and the lack of focus on his professional and pedagogical training; the requirement of modern schools for English language teachers who are capable of self-development, able to adapt to changing circumstances, ready to launch internal capabilities to self-evaluation; and the To address the aforementioned conflicts, a model, content, and technique must be developed in addition to learning more about how future teachers' reflexive cultures are now developing.

The primary objective of contemporary education in Kazakhstan, i.e., the educational process, is to produce the quality of subjectivity in the process of reflective cognitive activity. However, due to a variety of objective and subjective factors, including: - the current system of professional training, in which the methodology of formation and development of reflexive culture is not yet widely accepted; - lack of knowledge about reflexive culture as a specific type of personal culture aimed at understanding and reconsidering personal values, the task of providing a high level of students' reflexive culture is difficult to implement.

Based on Y.N.Kuljutkin and G.S.Sukhobskaya, the term "reflexion" has two distinct meanings: A person's reflection of another person's inner world is referred to as "reflexion" in two different ways: 1) as a principle of human thinking that guides it to the realization and comprehension of its own forms and assumptions; 2) as self-knowledge that reveals the inner structure and specifics of the human spiritual world. In order to understand the actions and thoughts of another person, a person must be able to evaluate himself or herself through the eyes of that person. This process is known as mutual reflection, and it can only occur when two people are interacting [9].

Reflexion, in the words of V.I. Slobodchikov, is the special capacity that enables a person to make himself the subject of special consideration, the subject of analysis and evaluation, the subject of practical transformation, change, and development [10]. According to A.V.Karpov, reflexion is a unique synthetic mental reality that may function as a mental process, a mental attribute, and a mental state all at once [11]. The word "professional reflexion" was first used by B.Z.Vulfov, who postulated that the demand for ongoing self-improvement determines the subject matter of both professional and educational reflection. He defined pedagogical reflection as a teacher's understanding of the true state of development of his or her professional and personal qualities, comprehension of his or her "value experiences," and capacity to critically assess the challenges that arise in the course of their job [12].

According to A.A.Bizyaeva, pedagogical reflection is a sophisticated psychological phenomenon that shows up in the teacher's capacity to adopt an analytical stance in regard to their work [13]. At many levels of professional development, including bachelor's and master's degrees and various postgraduate programs, O.V.Kuznetsova stresses the necessity to incorporate a reflexive component in the educational models of teacher-psychologist training [14].

Modern society's sociopolitical and economic norms have changed, and this has resulted in increased expectations for the level of readiness of university graduates. Specialists who are open to creative work, highly professional, mobile, able to discover and implement innovative, effective forms of arranging their operations and with a high level of reflexive culture are needed in the market economy with its harsh rivalry [15].

Reflection is a condition of internal doubts, discussion with oneself of emergent issues, searching for alternative solutions to problems that are occurring or expected, internal work of self-correlation, and possibilities of oneself with what one's life circumstances necessitate [16,79].

Academician V.A.Slastenin claims that the reflexive culture incorporates a variety of personal, socially conditioned approaches to self-realization and self-reflection. A certain amount of professional self-awareness and skill, as well as socially and professionally conditioned approaches to comprehending and reevaluating the subject matter of professional work, are characteristics of reflexive culture s[17].

Although the scholarly literature on higher education has given reflection, reflective thinking, and reflexivity much attention, there has been little investigation into how these ideas apply to international students [18].

The pedagogical activity aids in the teacher's understanding and reevaluation of his expressions and interactions with pupils on a personal and professional level. It is stressed that reflexivity functions as a singular formation, and that its mental manifestation reflects a personal, professional, and social formation. Understanding and reevaluating their meanings and beliefs is how future teachers carry out their personal reflection [19].

The purpose of this study was to investigate the level of development of reflexive culture in students in the process of studying at the university.

*Basic provisions.* Training a qualified specialist effectively depends on the need for ongoing development, which is met by adopting a new educational paradigm that shifts the focus of the educational process from imparting knowledge and experience to teaching students how to acquire and transform knowledge on their own. The content of education must be organized interdisciplinary according to this educational paradigm in order to facilitate reflection among students. The success of students' professional endeavors is primarily determined by the development of their reflective culture. The concept of a reflexive culture among students refers to an educational environment where students engage in critical reflection, self-awareness, active questioning of their own assumptions, beliefs, and learning processes. It also allows them to better adapt to new circumstances, learn from their mistakes and develop self-regulation skills.

Formation of students' reflexive culture contributes students to develop their critical thinking abilities. Students learn to evaluate information and make educated judgments by challenging presumptions, examining the evidence, and taking into account different viewpoints. These abilities are essential for both succeeding academically and handling the challenges of the contemporary world. Moreover, personal development and self-awareness are encouraged when students' reflexive culture is formed. By use of introspection and self-reflection, students get a more profound comprehension of their personal convictions, principles, and identities. Because of their self-awareness, they are able to recognize their areas of weakness and develop traits like empathy, resilience, and flexibility.

**Materials and methods.** The study in the form of a questionnaire through Google form was conducted among 133 students of L.N.Gumilyov Eurasian National University and S.Seyfullin Kazakh Agrotechnical Research University. The survey consisted of 13 questions containing information about students' awareness of the concept of culture, reflexion, reflexive culture, the need to form and develop reflexive culture in the classroom, what conditions should be created by the teacher in this process, whether they have reflexive skills, whether they can analyze their actions when solving various tasks in the classroom, whether they are interested in self-knowledge, whether they can evaluate their activities in the classroom and the logic of their actions, express their point of view, as well as what activities are conducted in the class.

**Results.** The obtained data were calculated and interpreted through descriptive analysis. The first item in the questionnaire was asking the participants' majors. This information is represented in the following table.

Table 1 Respondents' majors

Major	Two foreign languages	Pedagogy	Psychology	Logistics	Translation Studies	Transport	IT	Civil Engineering	Physics	Economy	Finance	Management
number	27	8	10	6	12	7	17	9	9	7	10	11

These data demonstrate that the participants included students specializing in pedagogical specialties as well as economic and technical specialties.

The second, third and fourth items in the questionnaire were students' awareness of the concept of culture, reflection and the reflexive culture. The data are demonstrated in the following table.

Table 2 Students' Awareness of Culture, Reflection and Reflexive Culture

Items	Culture	Reflection	Reflexive Culture
Yes	87,9 %	65,3 %	50 %
Relatively no	6,1 %	19,7 %	32,6%
I don't know	6 %	15 %	17,4%

This table shows that majority of the participants are aware of the concept of culture (87,9%) and reflection (65%). However, only half of the students know what reflexive culture means. Students' responses about the culture were relatively same (6,1% and 6 %), however answers to reflection were different (19,7% - relatively no and 15% - don't know). The table shows that there are differences in the students' responses to reflexive culture (32,6 % - relatively no and 17,4% - don't know).

The fifth item was concerned with the reflexive skills. Respondents had to answer the question "Do you know what reflexive skills mean?". The answers are given on the following figure.

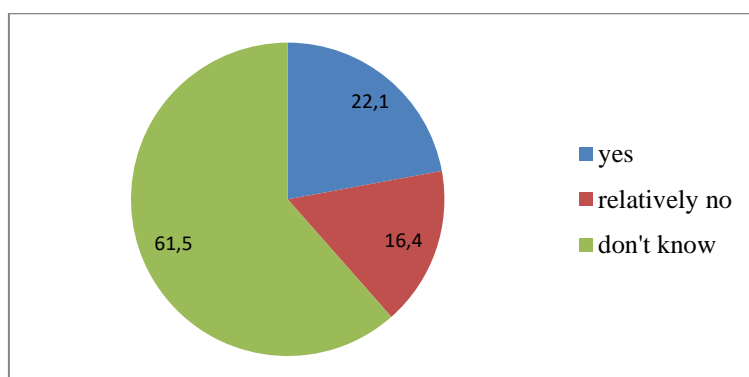


Figure 1 Student responses to question about reflexive skills

In the next items participants were asked to give their regard to the necessity of forming and developing about reflexive culture in the university lessons. The obtained data are illustrated in the following figures.

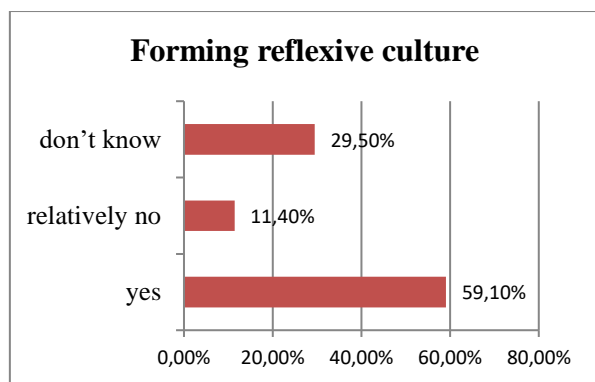


Figure 2 Students' answers to forming reflexive culture

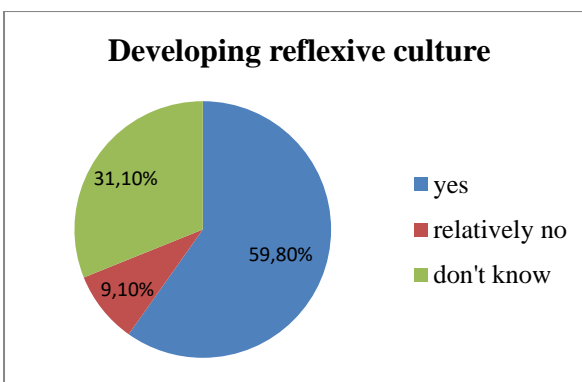


Figure 3 Students' answers to developing reflexive culture

These data demonstrate that participants think that it is necessary either to form (59, 10 %) and to develop (59,80 %) reflexive culture in the teaching process.

The next item asked students whether they are interested in self-knowledge. The majority of respondents (90%) answered that they are interested in self-knowledge. This means that they are eager to develop their self-education.

In the next items students were asked about their ability to evaluate learning activities and the logic of their actions. The data are given on the following figures.

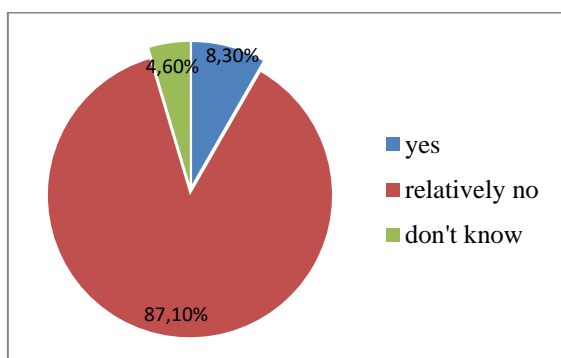


Figure 4 Ability to evaluate learning

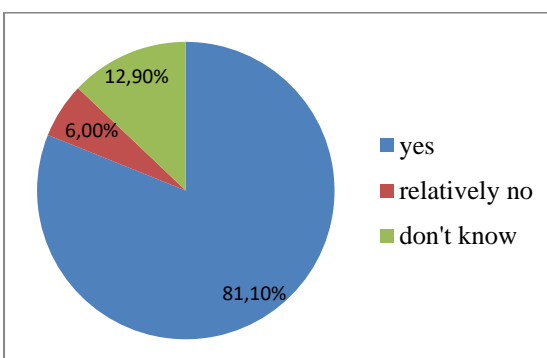


Figure 5 Logic of actions Activities

The data illustrate that students are not confident to evaluate the learning activities, however they are able to evaluate their actions.

**Discussions.** Our research discovered an interesting fact that students understand that they are aware of the need to analyze their actions while solving various tasks during classes. Majority of students (77,3 %) know that they should learn to analyze their actions when solving different tasks, however they don't know how to do it (82%).

Looking at the results above, it appears that students are interested in self-education; they admit that reflexive culture should be formed and developed in the process of learning. Furthermore, they are able to evaluate the logic of actions; however, they cannot evaluate learning activities and are not able to analyze their actions during solving various activities.

Having studied the current condition of the issue of reflexive culture in university classes, we believe that reflexive culture in the classroom can assist students learn and develop more effectively. Through reflection students will realize and assess their experience, consider their mistakes, and develop their self-education. The following suggestions are offered for establishing a reflexive culture in the classroom:

1. Clearly stating the objectives: Outline the objectives for introducing a reflexive culture in the classroom. This could include improving learning outcomes, developing critical thinking skills, or raising self-awareness.

2. Establishing a secure environment: Make sure students feel at ease and secure to express their ideas and emotions without worrying about rejection or judgment.

3. Including reflexive practices: Use a variety of reflective methods, such as journals, group discussions, self-evaluation, and feedback.

4. Assisting and directing: Aid students in their reflective process. This could entail posing queries, offering resources, and giving feedback.

5. Creating learning materials: Integrate reflective elements into learning materials, assignments and projects so that students can apply reflection in their learning activities.

**Conclusion.** Based on the study, it should be noted that it takes time and work to establish a reflective culture in the classroom, but it may have a big impact on how well students learn and develop. Starting in the first year of higher education, it is essential to instill a reflexive culture in students. It is vital to create a reflective learning environment that encourages students to develop their own pedagogical and personal reflections in order to address this issue. Introduce interactive teaching strategies that motivate students to take initiative into the curriculum in order to enhance and modernize the educational process.

In conclusion, it should be emphasized that this article is focused on the development of future specialists' reflexive culture and that, in light of the questionnaire's findings, suggestions for changing the situation are made. Furthermore, the results of the conducted questionnaire survey have demonstrated and supported the significance of encouraging students in higher education institutions to establish a reflective culture.

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