# ОРТА ЖӘНЕ ОРТА БІЛІМНЕН КЕЙІНГІ БІЛІМ БЕРУ: ОҚЫТУ МЕН ТӘРБИЕЛЕУДІҢ ӨЗЕКТІ МӘСЕЛЕЛЕРІ

# СРЕДНЕЕ И ПОСЛЕСРЕДНЕЕ ОБРАЗОВАНИЕ: АКТУАЛЬНЫЕ ВОПРОСЫ ОБУЧЕНИЯ И ВОСПИТАНИЯ

*Abdullina T.T. [1*], Badanbekkyzy Z. [2]*

*[1] master of 1 course, [2] candidate of philological Sciences, associate Professor*
*[1,2]KazNPU named after Abay, Almaty, Kazakhstan*
*abdullinatomi@gmail.com*

## IMPLEMENTING REFLECTION AS AN INTERACTIVE METHOD IN FORMING COMMUNICATIVE SKILLS OF STUDENTS

*Abstract*

This article examines reflection as one of the interactive methods, which in turn allows students and teachers to interact during class work, thereby developing their communication skills. A feature of the article is the description of communicative reflective methods, as well as the ways and methods of its implementation. The article describes the most common and effective communicative methods of reflection, which were used in the process of practical training in English lessons. The use of these methods has shown high results in the development of communication skills, as well as the impact on the interest and activity of students. The study was carried out in two stages by using a special expert commission, which assessed the results of students in the classroom without reflection and using reflection. The results of the study can serve as a theoretical basis for further research on the use of reflective methods to improve speaking in English lessons, and the development of communication skills.

**Keyword:** reflective methods, communication skills, activity, expressing opinions, interactive methods, interaction, group work.

*Т.Т. Абдуллина [1], З.Баданбекқызы [2]*
*[1] 1 курс магистрі, [2] ф.ғ.к.,доцент*
*[1,2]Абай атындағы ҚазҰПУ, Алматы қ., Қазақстан*
*abdullinatomi@gmail.com*

## ОҚУШЫЛАРДЫҢ СӨЙЛЕСІМ ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУДА РЕФЛЕКСИЯНЫ ИНТЕРБЕЛСЕНДІ ӘДІС РЕТІНДЕ ҚОЛДАНУ

*Аңдатпа*

Бұл мақалада интербелсенді әдістердің бірі ретінде рефлексия қарастырылады, бұл өз кезегінде студенттер мен мұғалімдерге сабақ барысында өзара әрекеттесуге мүмкіндік береді, сол арқылы олардың сөйлесім дағдыларын дамытады. Мақалада коммуникативті рефлексияның сипаттамасы, сондай-ақ оны жүзеге асыру жолдары мен тәсілдері бейнеленген. Мақалада ағылшын тіліндегі сабақтарда тәжірибелік оқыту процесінде қолданылған рефлексияның кең таралған және тиімді коммуникативті әдістері сипатталған. Осы әдістерді қолдану коммуника-тивтік дағдыларды дамытуда жоғары нәтижелер көрсетті, сонымен қатар оқушылардың

қызығушылығы мен белсенділігіне әсер етті. Зерттеу арнайы эксперттік комиссияны қолдану арқылы екі кезеңде жүргізілді, ол оқушылардың сыныптағы нәтижелерін рефлексиясыз және рефлексияны қолданумен бағаланды. Зерттеу нәтижелері ағылшын тілі сабағында сөйлеуді жақсарту үшін рефлексия әдістерін қолдану және коммуникативтік дағдыларды дамыту бойынша теориялық негіз бола алады.

**Түйін сөздер:** рефлексивті әдістер, коммуникативті дағдылар, белсенділік, пікір айту, интербелсенді әдістер, өзара әрекеттесу, топтық жұмыс.

*Абдуллина Т.Т. [1], Баданбеккызы З. [2]*
*[1] магистр 1 курса, [2] кандидат филологических наук, доцент*
*[1,2]КазНПУ имени Абая, г. Алматы, Казахстан*
*abdullinatomi@gmail.com*

## ИСПОЛЬЗОВАНИЕ РЕФЛЕКСИИ КАК ИНТЕРАКТИВНЫЙ МЕТОД В ФОРМИРОВАНИЯ КОММУНИКАТИВНЫХ НАВЫКОВ УЧЕНИКОВ

*Аннотация*
В данной статье рассматривается рефлексия, как один из интерактивных методов, который в свою очередь позволяет взаимодействовать во время занятий ученикам и преподавателям, тем самым развивая свои коммуникативные навыки. Особенностью статьи является описание коммуникативной рефлексии, а так же способы и методы ее реализации. В статье описаны самые распространенные и эффективные коммуникативные методы рефлексии, которые были использованы в процессе прохождения практики на уроках английского языка. Использование данных методов показал высокие результаты в развитии коммуникативных навыков, а так же воздействие на интерес и активность учеников. Исследование проводилось в два этапа путем использования специальной экспертной комиссии, которая оценивала результаты учеников на уроках без рефлексии и с использованием рефлексии. Результаты проведенного исследования могут послужить теоретической базой для дальнейшего исследования вопросов использования методов рефлексии для улучшения говорения на уроках английского языка, и развитии коммуникативных навыков.

**Ключевые слова:** рефлексивные методы, коммуникативные навыки, активность, высказывание мнения, интерактивные методы, взаимодействие, работа в группах.

**Introduction.** One of the most common interactive methods that can be used in literally every English lesson is reflection. Reflection is carried out to analyse the knowledge gained, the lesson conducted and as a way to draw conclusions on the selected topic. Also, this method allows teacher to identify topics on which students have difficulties. This process is reproduced with certain constituent elements: the task, the process of its solution, failure as a stimulus, reflective output, reflective position [1, p. 35]. In the process of using this method environment provide creative activity and personality development [2].

Reflection is divided into several types according to the process and method of its use in the educational process. There are the following main types of reflection in English lessons:

**1) Cooperative reflection.** This reflection is aimed at group work, that is, several people should participate in the process, as well as interact in the process of completing the assigned tasks.

**2) Personal reflection.** This reflection is aimed at the individual performance of tasks and exercises, at the conclusion of which the students carry out self-analysis and draw certain conclusions that help in the subsequent work effectively in completing the tasks.

**3) Communicative reflection.** In this method, students performing tasks and exercises must evaluate not only their own results, but also the results, thoughts, ideas, conclusions of their peers and other students.

**4) Intellectual reflection.** This reflection is aimed at performing special tasks with specific goals. It makes this technique effective in a variety of situations.

However, this article will especially consider communicative and cooperative reflection. Reflection is a process mutual reflection by subjects, the content of which is the recreation of each other's characteristics [3].

English lessons aimed at improving speaking and creating a special environment for student communication requires reflective methods to help students use the language in practice. However, reflection may not always carry a communicative character, which, in particular, is a feature of the interactive method. The main functions of reflection are critical analysis, logical construction of thought processes, drawing conclusions by systematizing the information received. The purpose of using the reflective method in the educational process as an interactive one is to systematize the information received through a communicative approach. The exercises and assignments used in the reflective method help students analyse their cognitive process. The reflective method can be used at all stages of the educational process, however, in most cases, teachers tend to conduct it at the final stage.

The productivity of the reflective method also depends on the psychological readiness of students, since confidence helps students to feel free in various difficult situations, to openly reproduce their thoughts. In order to improve these skills, it is very important for the teacher to create the necessary conditions and extraordinary situations. In such methods, it is especially important to pay attention to the process of using reflective methods. The main exercises of communicative reflection can be divided into several types:

1) play methods that include vigorous physical activity;

2) group work aimed at solving problems with several people, as well as analysis of each other;

3) individual exercises aimed at self-analysis.

Reflection is the method that gives opportunity to comprehend and rethink own actions, especially those related to the sphere of interpersonal relations and joint activities [4, p. 15].

The most effective age for the development of communication skills by means of reflective methods is 11-12 years old, since communication, interconnection at this age turn into the main activities. At this age students are ready for self-analysis and analysis of the actions of their peers, they are ready to reproduce discussions and work both in pairs and in large groups.

**Materials and methods.** In researching interactive methods, many scientists refer to experiments and experience with them [5, p. 125]. In this study, reflective methods were identified as techniques that allow students to develop communication skills through various interactive tasks. In the educational process, a sufficient number of such methods can be distinguished, as well as the teacher can create personal reflective methods. The learning objectives also determine the frequency of the use of reflective-phenomenological practice in the educational process [6].

The importance of these reflective methods lies in helping to analyse the educational process using a communicative approach. The study used the following reflective methods in English lessons in the process of practical training in the 7th grade of secondary school №148:

**1) The main word.**

The purpose of this method is to analyse the entire lesson, and create a main conclusion on the topic of the lesson by describing it in one word. Describing the lesson in one word, the students also give an explanation of their choice, which creates the conditions for the students to speak. Other students listen to the main speaker, after which they can ask questions. In conclusion, the teacher makes the main conclusions on the reflective process carried out. Some students take a long time to process the question and reflect. This is why the active participation of all students can affect performance [7, p. 5].

**2) Reflection screen.**

Using a screen or a blackboard, the teacher enters incomplete sentences aimed at assessing the information received, the students' emotions during the lesson, in turn, the students will have to supplement these sentences based on their knowledge and feelings. This method will also allow the teacher to get a guideline for the work in the future lesson.

**3) The 5-finger method.**

This method allows students to conduct introspection, as well as share their thoughts with others. The following figure (Figure 1) shows a way of using this method, where the student must answer certain questions by bending fingers, which contribute to the development of the students' speaking. The task of the reflective approach is to help the student learn to control emotions in these situations and be able to rationally approach the realization of their strengths and weaknesses, as well as to believe in their own strengths [8, 16].

*Figure 1 - The 5-finger method's questions*

**4) Lottery plus or minus.**

The teacher will have to distribute 2 cards of different colours to all students. Students, according to the colour, will have to write on these cards their positive and negative emotions about the lesson. All cards are laid out in the general basket in anonymous order, after which the students take out the cards from the basket and comment on each other's thoughts. Thus, students learn to express their thoughts, as well as create a relationship with other students.

**5) Reflective circle.**

The teacher distributes to the students several points by which they will have to evaluate the course and results of the classes. For example, the emotional state, the assessment of the knowledge gained. One of the students enters the circle and comments according to the points given, and the rest of the students will have to comment and ask their questions, thereby they exchange their thoughts with each other, and also deepen the topic of the lesson through interaction. Students can learn by observing how other participants think and this happens through interaction [9].

**6) Chain of desires.**

All students stand in a circle or in some kind of chain, after which they, at the end of the lesson, turn to each other with different wishes to each other in their order. The teacher in most cases completes the circle and draws final conclusions. This method helps to create a positive atmosphere, improves communication between students, and creates a communicative environment for communication.

**7) Mutual control.**

In this method, students will have to divide into two groups, the first of which is the responder, and the second is the evaluator. The respondents will have to answer the questions asked by the teacher or give a definite opinion on the topic, while the assessors according to points such as completeness, logical order of the statement, grammatical and lexical errors will have to play the role of the teacher and give marks. After evaluating the first group, the second group goes to the turn. This method helps scholars evaluate other people, as well as creates conditions for communication. The new educational system is based on the fact that student should act independently in order to achieve better results in learning, and teacher should control, motivate, coordinate, and advise [10].

**8) Collective letter.**

The teacher distributes a sheet of paper to all students, and they, in turn, should write their names at the end of each sheet. The students sit in a circle and pass these sheets of paper in a circle. When receiving a sheet, each student must write a message to the person whose name is written at the bottom of the sheet, after which the students fold this message and pass it on to the next person; thereby the students get the opportunity to communicate in the lesson. The effectiveness of interpersonal communication increases if people correctly understand and evaluate themselves and others, can look at themselves from the outside, through the eyes of a partner in joint activities [11, p. 13].

In the educational process, various exercises and tasks can be used and their diversity allows the teacher to develop a variety of skills and abilities of students, for example, such as creativity and also affects the improvement of professional skills. The teacher has the right to choose educational technologies that open up the opportunity to use innovations and preserve the best traditions [12]. Before choosing a specific task, the teacher takes into account many aspects of the lesson, such as the special characteristic and age qualities of the students, as well as the features regarding the lesson itself. This affects the interest and effectiveness of students in obtaining knowledge, their activity, as well as in the end result.

After carrying out various methods of reflection in practice, **an empirical method was carried out, that is, an observation method, which was based on an assessment from 1 to 5 point scale**. A special observational commission was selected, which evaluated the students on the following points in two stages (a lesson without reflection and a lesson using reflection methods):

1) Student's activity in class.
2) Expressing opinion.
3) Entering into communication with other students.
4) Confidence in speaking English.
5) Active use of English vocabulary.

**Research results.** The following diagram (Figure 2) shows the results of an observation experiment in practice of the conducted English lessons for the 7th grade. Results are shown based on the total average received for each item in the class. In total, 25 students took part in the observation. The results show that at the first grade, the questions we are considering do not exceed 100 points, of which the lowest level is shown by communication with other students. The highest result of the first assessment carried out is active participation in the educational process. However, this is considered a small result given the overall average. At the second stage, with the use of various communicative reflective methods, the effectiveness of the students increased, and also the majority of the students were able to express their opinions freely in the second language.
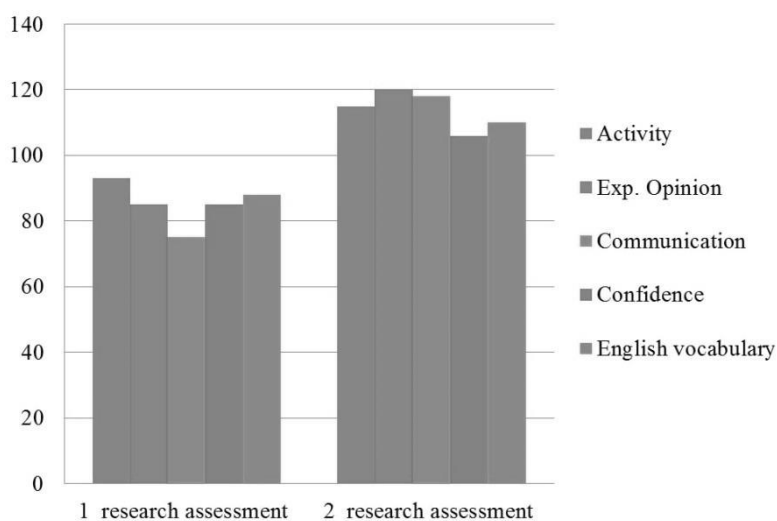


*Figure 2 – Research assessments according to use of reflective methods*

**Discussion of the research results.** As a result of using interactive method such as reflection, students get the opportunity to improve and develop their speaking skills; also they can express their opinions, analyse and make decisions in a foreign language.

The use of the reflection method in particular affects the improvement of the following skills:

1) **Individual responsibility.** Pupils performing the analysis take full responsibility for the final result, for their statements, as well as for their choice. They should be able to reason their decisions and express thoughts freely.

2) **Ability to make a decision.** Pupils must make decisions quickly and effectively, not only for themselves, but also working in groups. This aspect must be performed regardless of the difficulty and variety of situations.

3) **Competitiveness.** In the process of completing tasks, students must work to improve their results, which develops competitiveness, and also allows them to work quickly [13, p. 25].

This helps to make conclusion that interactive methods can be used to develop conversational skills. Using interactive methods in the classroom considered effective for students to interact with each other and in groups, be active and their mental activity increases, also they learn to share their thoughts. Teacher during the lesson is only responsible for creating a comfortable environment for the implementation of reflective activities and interactive methods, mentoring, the coordination of rules and tasks. These methods allow the student to evaluate their actions, thoughts, their results, find their place in life and make the right choice in the profession [14].

As a result of the analysis, the formation of the following skills among students was also revealed:

1) assessment of personal behaviour and actions in the educational process;

2) the ability to actively connect with other students using communication skills;

3) analysis and use of personal qualities for effective communication activities;

4) the use of non-verbal forms of communication and its assessment.

**Conclusion.** This research is very informative and useful in the field of education and in teaching methodology, since many aspects of the use of interactive methods have not yet been disclosed. This material will serve as a theoretical basis for further research of reflective techniques in the field of communication. And also, the results obtained can be actively used in practice in teaching students the English language.

The choice of a particular method of reflection depends on the purpose of the lesson, as well as many other factors, such as age and psychological characteristics of students, lesson topics, technical support and much more. Making interaction process in the classroom means interaction of its participants through the use of the necessary and available tools and methods. All participants of the class participate in group or dialogue in a variety of ways. All the opportunities that give and create interactive methods aimed at developing the ability of participating students to think independently and solve problems. Reflection performs an extremely essential function in a humanistic sense: to be a means of personality development, familiarizing a person with culture [15, p. 26].

The results of the research show that such a method in a foreign language lesson can make the lesson more effective and interesting, but the choice lies with the teacher himself. In the process of using interactive methods, various radar materials can be used, such as cards, score sheets, graphs and drawings. These opportunities help improve student performance. An unusual format for conducting reflection helps to show interest among students. The results of research and practical training allow teachers to make interactive activities between students, improve their skills, as well as can be used by foreign language teachers in foreign language classes.

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